



**LONDON BOROUGH OF BRENT
SCHOOL PLACE PLANNING STRATEGY
2019-2023**

Refresh - November 2021



BRENT SCHOOL PLACE PLANNING STRATEGY 2019 – 23

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1. Introduction

As the champion for all children and young people in the borough, Brent Council has statutory duties to promote the wellbeing, safety and achievement of Brent children and to promote high standards that help all children to fulfil their potential. Brent Council also holds the statutory duty to ensure sufficient school places for Brent children.

This strategy sets out how Brent will deliver sufficient school places in context of the Council's statutory duties, ensuring that school place delivery supports the achievement of the best outcomes for Brent children.

1.1 Brent Context

Brent is one of the most culturally diverse areas in England. The dynamic mix of communities continues to enrich and inform the social, economic and cultural make-up of the borough. The largest ethnic groups of statutory school in Brent age are: Asian Indian (17%), White British (9%), White Eastern European (8%), Black Somali (7%), Black Caribbean (6%), Asian Pakistani (4%) and Afghan (3%). In addition to new arrivals, socio-economic pressures placed on many of Brent's families combined with a housing stock which relies heavily on privately rented accommodation, contribute to relatively high levels of pupil turnover in many of our schools. The proportion of Brent pupils in primary and secondary schools who are disadvantaged is 21%, below the national figure of 25% and London average of 28% (based on pupil premium allocations).

1.2 School Effectiveness in Brent

Over the last five years, Brent's self-improving system has become firmly embedded in the borough, with a shared responsibility for school effectiveness and improvement between the Local Authority and schools.

As a result, the quality of education provision is high. At the end of the 2020-21 academic year, Ofsted had judged the overall effectiveness of 95% of Brent schools as good or outstanding. This put Brent 12% percentage points above the national average of 83% and 2% percentage points above the London average of 93%. All nursery, special schools and pupil referral units have been judged good or outstanding. 95% of Brent primary schools and 92% of secondary schools are judged good or outstanding.

In 2017, Brent's Strategic School Effectiveness Partnership Board approved a Strategic Framework for School Effectiveness in Brent 2017-20. The Framework was updated and extended to 2021 in the context of the impact of the COVID-19. The Framework sets the following priorities which will be supported by the delivery of this Place Planning Strategy:

- Sustaining Ofsted good and outstanding judgements for all schools
- Raising the standards and progress of pupils at the lowest performing schools
- Raising the attainment of priority groups
- Maintaining high quality education provision for all pupils

Within this context, the School Place Planning Strategy 2019-23 presents the objectives and operating principles that underpin the council's approach to school organisation to deliver the best quality of education provision to support the best outcomes for Brent children. The Strategy outlines the projected demand for school places in Brent based on the latest forecasts. These are updated annually to ensure that any new factors that impact on pupil forecasts are taken into account and refine the council's understanding of future place need.

The original School Place Planning Strategy 2019-23 set the following expectations:

School Place Planning Strategy Measures of success

- All Brent schools are good or outstanding, with an increased proportion of schools outstanding, over the duration of this strategy
- All Brent schools thrive in effective partnerships with other schools, promoting resilience and mutual support
- The Council and schools work together to meet the challenge of providing sufficient school places
- The delivery of sufficient school places enables the achievement of the aims and objectives of the Brent Strategic Framework for School Effectiveness 2017-2021
- All schools operate in good quality, safe premises
- Children are educated close to home
- Schools work with the local communities they serve
- The Council and schools work in partnership to effectively meet the needs of children with Special Educational Needs and Disabilities
- The Council and schools make efficient use of resources.

2. Executive Summary

2.1 Demand for Mainstream Provision

Much of the focus on demand for mainstream provision is on places in Reception for infant and primary schools and Year 7 for secondary schools. These year groups reflect key points when demand patterns can shift. However, planning for school places also takes into account in-year growth as a result of in-migration and new housing.

2.1.1 Demand for Primary Places

Following unprecedented growth in demand for primary school places in Brent from 2006-2015, demand for Reception places across the Borough plateaued in September 2016 and has reduced since September 2017. The latest Greater London Authority (GLA) projections (based on January 2021 school census) indicate that demand for Reception will remain at current rates for the next five years.

This means that Brent will continue to have a high number of spare places across the system and that at a borough-level there is sufficient capacity to meet any increase in demand for mainstream primary places. While overall demand is forecast to remain at current levels, in some areas of the borough demand is forecast to reduce. The local authority, therefore, will continue to support particular schools where necessary in managing the impacts of reduced pupil numbers with measures such as temporarily reducing admission numbers or repurposing accommodation. The School Place Planning Strategy 2019-23 identifies a number of areas where primary places will be kept under review to ensure that provision is sustainable over the next five years (see Section 6). A decision to close provision on the Roe Green Strathcona site from September 2020 due to low demand is in the process of being implemented

In other areas, where there are a number of new housing developments, growth in demand is anticipated that could change school place demand patterns. Brent's housing target as set by

the London Plan has increased by over 50%, requiring the delivery of 23,250 new homes by 2028/29. To meet this target, new growth areas have been identified including at Northwick Park, Neasden Stations and Staples Corner. These areas, together with the existing growth areas (Alperton, South Kilburn, Wembley, Church End and Burnt Oak Colindale) will see the vast majority of housing and population growth. As such, these areas are being kept under close review, as well as Wembley Park where demand is expected to grow as new housing becomes occupied. Additional demand is also likely to be generated from growth happening outside of Brent, notably at the London Plan Opportunity Areas including the Old Oak Park Royal Development Corporation (OPDC), Colindale, Kensal Canalside and Brent Cross. The Council will continue to work closely with its neighbouring authorities to ensure that any increased demand for school places can be met.

2.1.2 Demand for Secondary Places

Demand for places in Year 7 has been increasing steadily since 2017 and this is expected to continue as the significant growth in pupil numbers in the primary phase in Brent continues to progress into the secondary phase. However, the latest GLA forecasts indicate slower growth than previously anticipated. The School Place Planning Strategy 2019-23 update in November 2019 identified the need for an additional 4 forms of entry beyond that being provided by the new North Brent School, which opened in September 2020 and will provide 900 secondary places when it moves to its permanent site (on the Chancel House site in Neasden) in 2023. The 2020 forecasts indicated that there would be sufficient secondary school places to meet forecast demand up to 2029/30 in all year groups, including a 5% operating margin and the 2021 forecasts confirm this view.

A number of secondary schools have expressed interest in expanding should the position as set out in the current forecasts change and additional places be required to meet demand.

2.2 Special Provision

Despite lower pupil forecasts for mainstream places, demand for places that meet the needs of children and young people with SEND is increasing due to increased diagnosis and the expansion of the age range to 25. The prevalence of Autism Spectrum Disorder (ASD) continues to rise and, as more children survive premature birth or severe disabilities, the number of children of school age presenting with significant additional needs is also increasing. There remain insufficient local places for Brent children with SEND for children of both primary and secondary age and the 16-25 age group. To meet this demand and reduce dependence on out-of-borough independent special schools, which are expensive and can mean stressful journeys for vulnerable children and limit the access of children and their families to support networks, Brent is planning to commission additional primary and secondary special places to cater for pupils with ASD and Communication and Interaction needs through special school expansions and new Additionally Resourced Provision. In addition The Avenue School sponsored by The Rise Partnership Trust (formerly known as the Brent Specialist Academy Trust) that opened in September 2019 in temporary accommodation will move to its permanent accommodation by Easter 2022, providing 100 places for children aged 5-18.

There is a need for the borough to develop post-16 SEND provision to meet demand for places for young people with SEND, in particular young people aged 16-25 with complex learning difficulties. Working with parents, young people and partners, including FE colleges,

consideration is being given to developing a 16-25 Skills Centre that would support young people locally to promote their independence and participation in community life.

A new Alternative Provision School with integrated youth provision opened at the Roundwood Centre in January 2021 to increase the availability and quality of local provision, for secondary aged children with SEMH needs that cannot be met within mainstream. This provision offers access to mental well-being therapeutic support, and vocational options alongside a core academic curriculum. Brent commissions places for primary aged pupils with social, emotional and mental health difficulties (SEMHD) from an independent school, the Corner School, which opened in 2018 in Wembley to cater for up to 35 primary aged children. The school provides access to mental well-being therapeutic support and helps reduce the number of primary aged children with SEMH needs being placed out of the borough.

2.3 Childcare and Early Education

Alongside the statutory duty to provide school places the Council has an allied duty to secure sufficient childcare and early education. In addition to the existing entitlements of 15 hours of free early education for some two year olds and all 3 and 4 year olds, in September 2017, a statutory entitlement to 30 hours of free childcare and early education for all 3 and 4 year olds from working families was introduced. Implementation of the new entitlement in Brent has been successful and take-up was 92% of eligible families in the summer of 2019 (the latest available data). Over the coming years, monitoring and review of this will be key, not only to maintain momentum but also to assess the impact of this on existing 2 year and 3 and 4 year 15 hour places as take-up of these has not followed the upward trajectory of the extended entitlement.

Since September 2017, the Council has administered the free entitlement for both schools and private, voluntary and independent (PVI) providers. This enables a full overview of early years provision, including take up across the Borough and at ward level and allows development of targeted actions to address gaps. The impact on the PVI sector in particular of COVID-19 has been significant and could affect overall sufficiency in the months to come as many settings are concerned about their long-term financial viability.

2.4 Post-16 Provision

The Education and Skills Act 2008 requires all young people in England to continue in education or training until at least their 18th birthday. The Council works in partnership with schools and the local Further Education college, the College of North West London (part of United Colleges), to ensure that young people aged 16-18 and up to the age of 25 for those who have an Education, Health and Care Plan have access to a range of opportunities to continue their education or training at a wide range of post-16 providers or through apprenticeships.

3. School Place Planning - Frequently Asked Questions

3.1 The Council's Role in School Place Planning

1. What is the Council's role in providing school places?

In addition to the statutory duties set out in the introduction above, the Education and Inspections Act 2006 places a duty on local authorities to act as commissioners, rather than providers of schools places. The Council has a statutory responsibility to ensure that there are sufficient school places available for all Brent children and young people who need one. The Council also has overarching responsibilities for school admissions, co-ordinating admissions at Reception, Year 3 (from infant to junior school) and at secondary transfer in Year 7.

In addition to securing school places for pupils aged five to 16, the Council has related statutory responsibilities in relation to:

- **Children and young people with special educational needs and disabilities (SEND)** where the Council has to make suitable provision to meet their needs
- **Early years provision**, where the Council has responsibility for childcare sufficiency and for provision for disadvantaged two year olds and all three and four year olds
- **Post 16 education and training** where the Council leads the local 16 to 19 partnership and takes overall responsibility for the sufficiency and suitability of provision, so that all young people can stay in education or training until at least their 18th birthday.

The Local Authority works with all schools and multi-academy trusts to deliver its statutory duties, as well as local trusts and Dioceses and the Regional Schools Commissioner where this involves academies and free schools.

2. Can the Council open new schools?

It is not possible for the Council to open new community schools, unless the school is formed by an amalgamation of existing infant and junior schools (Education Act 2011). New schools are academies or free schools that are approved by the Secretary of State. Once the Council identifies a need for a new school it may use one of the following two routes to establish it:

- The **academy presumption** route whereby the Council would put forward a school proposal which it would advertise and promote to potential academy sponsors. Under this route, the Council would supply the site and use its own capital to build the school.
- The Council could 'support' a **free school** promoter to apply to the DfE to build a school, which could be on a Council owned site, depending on whether the DfE has an open application round for specific types of school. The decision would be entirely at the discretion of the DfE.

3. Who decides if a school will close, expand or amalgamate?

The Council has the power to instruct community schools to expand, but not academies, foundation or voluntary aided schools. The Council also has the power to close community schools or to require them to amalgamate. These are not powers that Brent has exercised hitherto as the aim, wherever possible, is to work collaboratively with schools. In the case of Academies any expansion must be approved by the Regional Schools Commissioner.

3.2 Pupil Projections

1. Where do the projections come from?

The projections that Brent and most other London authorities use to inform place planning are provided by the Greater London Authority (GLA):

- The GLA projections are informed both by centrally held demographic data, such as census, fertility rate and birth rate data provided by the Office of National Statistics (ONS), together with locally held information on migration patterns and planned housing growth (ward level housing development data provided by the Borough).
- The projection model calculates the number of children resident in each ward who are expected to attend each school by each national curriculum year from Reception to Year 11. The number of children projected for each new intake is calculated as an average of the proportion of children in those wards that attended the school in the previous 3 years multiplied by the ward level age population data. This helps to smooth out any unusual variations that are unlikely to reoccur each year. For other year groups the model calculates the current proportion of children in the ward attending the school and applies this to the ward level population data. School level projections are then aggregated to planning area projections and Borough totals.
- The methodology also takes account of the percentage of children who historically move into the following academic year in an area. This is particularly important in Brent where there is a high level of pupil mobility and migration to schools in other boroughs.

2. Are the projections accurate?

The GLA projections are a good indicator of place need, but they remain a statistical model which should be seen as a valuable tool rather than a definitive position. There are a number of factors which can lead to the projections being revised up or down:

- Underlying data, such as birth rates and migration patterns and the impact of local regeneration projects, can change significantly in a short period of time.
- Secondary projections are more secure as they largely take account of children already in the system. However, the percentage of children who historically move into the following academic year is a particularly important factor in Brent which is currently a net exporter of secondary pupils. This may change if pressures on secondary places in neighbouring boroughs lead to an increase in demand beyond that in the current projections.
- The Local Authority monitors both current and emerging local and national factors, such as Brexit and the COVID-19 pandemic, that can impact on school place demand by changing migration patterns. It is difficult to predict the impact of these factors on demand for school places and in particular demand from families of Eastern European origin. Demand at schools that serve these communities will be closely monitored.

3. What are primary planning areas and why do we have them?

The Council has a duty to provide a “reasonable offer” of a school place to all children. In the primary phase a “reasonable offer” is one that is within 2 miles of home for children under 8 years old. By dividing the Borough into five primary planning areas officers can more easily ensure that places are provided near to where children live. However, they are only a guide to help officers. In reality children can travel across planning areas to attend school, particularly when they live close to the borders.

4. What are secondary planning areas?

Secondary aged children can be expected to travel longer distances to school. A reasonable offer for a secondary place is one that is within 3 miles of home, which given the size of Brent and the good transport links mean that children can travel to any school. However, secondary planning areas allow the Council to understand localised pressures for schools and where additional places would help more children attend a school near to where they live.

5. What do the projections indicate in the secondary phase?

The January 2021 projections indicate that demand for Year 7 places will increase in the short term as larger primary cohorts move through the system, but at a slower rate than previously forecast.

6. How does the Council forecast demand for special provision?

In order to understand demand for special school places, the Council analyses current and historical data to track trends in the number of children and young people aged 0-25 with EHCPs. This includes assessment of pupil numbers by year group and type of need, as well as the type of provision attended. Analysis of trends is used to predict likely future patterns of demand.

3.3 Providing Additional Places

1. Is it better to provide temporary or permanent classes?

Generally it is more cost effective to provide permanent places if they are needed for the longer term, but there are times where site and time constraints mean that this is not possible. There are also occasions where the bulge in numbers only applies to one cohort of students. In these circumstances, it is better to provide a temporary bulge class.

Expansion in the secondary phase is more complex than primary, partly because specialist facilities (e.g. sport, science, technology) may need to be provided alongside standard classrooms. Students also need to access these facilities during the building process which makes decant more challenging and can impact on cost.

2. Is it better to expand existing schools or provide new schools?

Where additional school places are needed, the Council seeks to provide places that provide high quality provision. This could be through expanding existing schools or through new schools. There are benefits to both:

- Expanding existing schools that are judged to be good or better by Ofsted gives the Council greater confidence that provision will be good and that it will be popular. It also helps to maintain stability in the existing school system. However, it is important that the challenges of expansion are well managed to avoid impacting on standards in good or outstanding schools and on any particular groups of children and young people who are under-achieving.
- New schools offer a chance to provide new learning environments and to attract high quality providers. However, the Council does not control the provision of free schools. The Regional Schools Commissioner, acting on behalf of the Secretary of State, decides if a school should open. In a borough such as Brent there are also considerable challenges in finding sites for new schools.

- Expansions of existing provision are funded by the Council from Basic Need grant funding or the Special Provision Capital Fund for Additionally Resourced Provision and SEND units for pupils with EHCPs. New free schools are largely funded by the Education and Skills Funding Agency.

3.4 Spare places

1. How does the Council manage spare places?

When demand for school places falls significantly and the number of spare places increases, this can cause difficulties for individual schools, in particular with regards to managing school budgets. Where this occurs, the Council analyses a range of local data, including recent intakes, parental preferences, availability of places within the local area and school standards, before recommending strategies that support schools within a local area to ensure the sustainability of provision. Strategies could include reducing admission numbers on a temporary basis, encouraging schools to work collaboratively to support the efficient use of budgets and repurposing spare capacity, for example to establish Additionally Resourced Provision to support children with SEND.

4. Brent's Operating Principles for School Organisation

The following operating principles underpin Brent's approach to school place planning.

Principle 1: We will work with schools to put in place strategies to manage changing demand and support schools within a local area to ensure the sustainability of provision.

Principle 2: We will only undertake expansions at high quality schools where leadership is secure.

Principle 3: We will seek to expand schools that have high levels of parental preferences for admission, in particular schools that are regularly oversubscribed.

Principle 4: We will seek to minimise disruption to schools during any changes to provision, paying particular attention to impacts on vulnerable groups, and will support school leaders to manage the challenges.

Principle 5: We will expect expanded and re-structured schools generally to meet government guidance on space standards but will be prepared to consider innovative design solutions to achieve this.

Principle 6: We will develop local capacity to sponsor or promote new schools, working with academies in all phases.

Principle 7: We will consider how community benefits from school facilities can be maximised when we expand or build new schools.

Principle 8: We will consult with local communities as part of the planning process to minimise/mitigate the impact of new school developments.

Principle 9: We will build inclusive provision into expansion and new school proposals and work with neighbouring authorities on the planning of special school places.

Principle 10: We will plan secondary school places by planning area, but also on a borough wide basis to make sure the offer meets community needs.

Principle 11: We will continue planning primary places using planning areas.

Principle 12: We will promote federations between schools, both to address any quality issues and to address the future viability of one form of entry primary schools, and will work towards the amalgamation of separate infant and junior schools.

Principle 13: We will actively consider two-site schools and large schools where there is leadership and management capacity and where this is a genuine expansion and not a new school.

Principle 14: We will not currently seek to develop more all-through schools.

Principle 15: We will consider expanding voluntary aided schools only where there is local Brent demand, working with the relevant partners.

Principle 16: After assessing educational suitability, schemes for expansion or new schools will be judged in terms of value for money, deliverability and strategic fit with wider investment programmes.

5. The Need for Secondary Places

5.1 Demand Overview

The significant growth that has been seen in the primary phase since 2010 began to move through to the secondary phase in 2016. Table 1 shows secondary projections by year group against capacity. Year 7 intakes are forecast to increase, although at a much slower rate than previously forecast. The latest forecasts reinforce those of 2020, indicating that cohorts will grow as they move through the school system but not to the degree previously forecast.

Table 1: Secondary projections 2021 and capacity

		Year 7	Year 8	Year 9	Year 10	Year 11
2021/2022	Capacity	3,568	3,628	3,508	3,508	3,508
	Projection	3288	3235	3229	3230	3151
	Surplus/Deficit	280	393	279	278	357
2022/2023	Capacity	3,568	3,568	3,628	3,508	3,508
	Projection	3303	3300	3248	3242	3258
	Surplus/Deficit	265	268	380	266	250
2023/2024	Capacity	3,688	3,688	3,688	3,688	3,688
	Projection	3336	3312	3310	3258	3264
	Surplus/Deficit	352	376	378	430	424
2024/2025	Capacity	3,688	3,688	3,688	3,688	3,688
	Projection	3233	3343	3322	3321	3280
	Surplus/Deficit	455	345	366	367	408
2025/2026	Capacity	3,688	3,688	3,688	3,688	3,688
	Projection	3209	3240	3350	3331	3346
	Surplus/Deficit	479	448	338	357	342
2026/2027	Capacity	3,688	3,688	3,688	3,688	3,688
	Projection	3240	3216	3247	3357	3359
	Surplus/Deficit	448	472	441	331	329
2027/2028	Capacity	3,688	3,688	3,688	3,688	3,688
	Projection	3307	3247	3224	3258	3384
	Surplus/Deficit	381	441	464	430	304
2028/2029	Capacity	3,688	3,688	3,688	3,688	3,688
	Projection	3339	3311	3254	3233	3287
	Surplus/Deficit	349	377	434	455	401
2029/2030	Capacity	3,688	3,688	3,688	3,688	3,688
	Projection	3294	3341	3314	3262	3261
	Surplus/Deficit	394	347	374	426	427

The local authority's school place planning assumptions include an operating margin of 5% spare places to ensure that there is sufficiency to support in-year pupil movement and forecast growth in pupil cohorts as they move through the system, as well as any unforeseen increase in demand. The planning assumption that all schools will fill to their current Published Admission Numbers underpins assessment of the need for additional places across the borough.

Table 2 shows Year 7 forecasts against current capacity and capacity to be provided by the North Brent School. The School Place Planning Strategy 2019-23 update in November 2019 identified the need for an additional 4 forms of entry beyond that being provided by the North Brent School. The 2021 forecasts suggest that there will not be a need for any additional secondary school capacity and that there will be sufficient secondary school places to meet forecast demand up to 2029/30 in all year groups, including a 5% operating margin.

Table 2: Year 7 projections and planned capacity

Year	Year 7 projected intake	Year 7 places available	Surplus/Deficit of places	Surplus/ deficit %
2021/22	3288	3,568	280	8%
2022/23	3303	3,568	265	7%
2023/24	3336	3,688	352	10%
2024/25	3233	3,688	455	12%
2025/26	3209	3,688	479	13%
2026/27	3240	3,688	448	12%
2027/28	3307	3,688	381	10%
2028/29	3339	3,688	349	9%
2029/30	3294	3,688	394	11%

5.2 Actions to increase capacity

The North Brent School was approved by DfE in 2016 to provide 180 places per year (6FE). The school opened in September 2020 offering 4 forms of entry on the Wembley High Technology College site. Due to the impact of the COVID-19 pandemic on the construction industry, completion of the school's new permanent building site has been delayed, necessitating a temporary reduction to the published admission number for 2021/22 and 2022/23 of 60 places. The school expects to relocate in 2023 to its permanent site, the Chancel House site, close to the North Circular, which was selected by the ESFA after an extensive site search.

A number of secondary schools have expressed an interest in expanding should additional places be required to meet demand.

5.3 Secondary Planning Areas

Brent divides its secondary schools into 3 planning areas that reflect geographical groupings of schools – Secondary Planning Area North, Secondary Planning Area West and Secondary Planning Area South (Figure i).

The data by planning area suggest that the greatest pressure on Year 7 places will be in the planning areas in the North and West, rather than in the South where the North Brent School will be located. However, this analysis reflects historical preference and school attendance patterns, which are expected to change in the future with the establishment of the North Brent School.

Figure i: Secondary Planning Areas

- ① Alperton Community School
- ② Ark Academy
- ③ Ark Elvin Academy
- ④ Capital City Academy
- ⑤ Claremont High School
- ⑥ E-Act Crest Academy
- ⑦ JFS
- ⑧ Kingsbury High School

- ⑨ Michaela Community School
- ⑩ Newman Catholic College (Boys)
- ⑪ North Brent School – Based at the Wembley High Technology College site until July 2023
- ⑫ Preston Manor High School
- ⑬ Queens Park Community School
- ⑭ St. Claudine's Catholic School for Girls
- ⑮ St. Gregory's Catholic Science College
- ⑯ Wembley High Technology College



Secondary Planning Area North

Wards	Fryent / Barnhill / Kenton / Northwick Park / Preston / Queensbury / Welsh Harp
Schools	Claremont High School, JFS, Kingsbury High School, St Gregory's Catholic Science College

Demand: Based on historical preference patterns, demand for Year 7 places is expected to increase in this area. While a small shortfall is forecast from 2020/21, in reality pupils will travel to other secondary schools across the borough. Planning Area North includes the Burnt Oak Colindale and Northwick Park growth areas.

Planned action: Currently there are no plans to expand mainstream provision in this area. An Additionally Resourced Provision will open at St Gregory's Catholic Science College from 2022/23.

Table 3: Secondary Planning Area North 2021 projections and capacity

		Year 7	Year 8	Year 9	Year 10	Year 11
2021/2022	Capacity	1,098	1,098	1,098	1,098	1,098
	Projections	1156	1104	1082	1095	1068
	Surplus/Deficit	-58	-6	16	3	30
2022/2023	Capacity	1,098	1,098	1,098	1,098	1,098
	Projections	1154	1155	1111	1087	1104
	Surplus/Deficit	-56	-57	-13	11	-6
2023/2024	Capacity	1,098	1,098	1,098	1,098	1,098
	Projections	1162	1152	1159	1114	1092
	Surplus/Deficit	-64	-54	-61	-16	6
2024/2025	Capacity	1,098	1,098	1,098	1,098	1,098
	Projections	1112	1159	1156	1161	1118
	Surplus/Deficit	-14	-61	-58	-63	-20
2025/2026	Capacity	1,098	1,098	1,098	1,098	1,098
	Projections	1118	1109	1161	1158	1165
	Surplus/Deficit	-20	-11	-63	-60	-67
2026/2027	Capacity	1,098	1,098	1,098	1,098	1,098
	Projections	1110	1114	1113	1163	1163
	Surplus/Deficit	-12	-16	-15	-65	-65
2027/2028	Capacity	1,098	1,098	1,098	1,098	1,098
	Projections	1140	1106	1116	1115	1168
	Surplus/Deficit	-42	-8	-18	-17	-70
2028/2029	Capacity	1,098	1,098	1,098	1,098	1,098
	Projections	1148	1134	1107	1118	1121
	Surplus/Deficit	-50	-36	-9	-20	-23
2029/2030	Capacity	1,098	1,098	1,098	1,098	1,098
	Projections	1122	1141	1134	1110	1122
	Surplus/Deficit	-24	-43	-36	-12	-24

Secondary Planning Area West

Wards	Alperton / Barnhill / Preston / Sudbury / Tokyngton / Wembley Central
Schools	Alperton Community School, Ark Academy, Ark Elvin Academy, Michaela Community School, Preston Manor School, Wembley High Technology College

Demand: Secondary Planning Area West includes two major growth areas in Wembley Central and Alperton and demand for Year 7 places is expected to increase in this area. Wembley is set to drive the economic regeneration of Brent as a high quality, urban, connected and sustainable city quarter. Up to 15,000 new homes are planned around Wembley National Stadium and Wembley town centre up to 2041. Alperton is being promoted for mixed-use regeneration, which will include over 5000 new homes.

Planned action: Alperton Secondary School expanded by 2FE in 2018 using the school's Stanley Avenue site. Ark Elvin's school building provides accommodation for an increased admission number of 270. It is anticipated that the school will in time fill to this capacity.

Table 4: Secondary Planning Area West 2021 projections and capacity

		Year 7	Year 8	Year 9	Year 10	Year 11
2021/2022	Capacity	1,356	1,356	1,356	1,356	1,356
	Projections	1299	1300	1314	1304	1186
	Surplus/Deficit	57	56	42	52	170
2022/2023	Capacity	1,356	1,356	1,356	1,356	1,356
	Projections	1332	1312	1308	1322	1313
	Surplus/Deficit	24	44	48	34	43
2023/2024	Capacity	1,356	1,356	1,356	1,356	1,356
	Projections	1363	1343	1320	1315	1330
	Surplus/Deficit	-7	13	36	41	26
2024/2025	Capacity	1,356	1,356	1,356	1,356	1,356
	Projections	1343	1375	1351	1329	1322
	Surplus/Deficit	13	-19	5	27	34
2025/2026	Capacity	1,356	1,356	1,356	1,356	1,356
	Projections	1327	1353	1381	1359	1340
	Surplus/Deficit	29	3	-25	-3	16
2026/2027	Capacity	1,356	1,356	1,356	1,356	1,356
	Projections	1344	1338	1360	1388	1371
	Surplus/Deficit	12	18	-4	-32	-15
2027/2028	Capacity	1,356	1,356	1,356	1,356	1,356
	Projections	1372	1359	1346	1368	1399
	Surplus/Deficit	-16	-3	10	-12	-43
2028/2029	Capacity	1,356	1,356	1,356	1,356	1,356
	Projections	1398	1384	1363	1352	1376
	Surplus/Deficit	-42	-28	-7	4	-20
2029/2030	Capacity	1,356	1,356	1,356	1,356	1,356
	Projections	1383	1406	1386	1368	1358
	Surplus/Deficit	-27	-50	-30	-12	-2

Secondary Planning Area South

Wards	Brondesbury Park / Dollis Hill / Dudden Hill / Harlesden / Kensal Green / Kilburn / Mapesbury / Queens Park / Stonebridge / Willesden Green
Schools	Capital City Academy, Newman Catholic College, North Brent School, St Claudine's Catholic School for Girls, Queens Park Community School, E-ACT Crest Academy,

Demand: Planning Area South includes the Neasden Station, Staples Corner, Church End and South Kilburn growth areas. There are currently spare places in this planning area. Planning assumes that all schools in this area with spare capacity will fill to their current Published Admission Numbers before any further additional capacity is required.

Planned action: The North Brent School opened in 2020 on a temporary site in Secondary Planning Area West offering 4 forms of entry. The school will provide 6 forms of entry when it moves to its permanent site in Secondary Planning Area South in 2023. The school is sponsored by the Wembley Multi-Academy Trust that includes Wembley High Technology College, which is an oversubscribed outstanding school. It is anticipated that current preference patterns will change as pupils will travel from other areas to the school.

An Additionally Resourced Provision is planned at Newman Catholic College from 2022/23.

Table 5: Secondary Planning Area South 2021 projections and capacity

		Year 7	Year 8	Year 9	Year 10	Year 11
2021/2022	Capacity	1,114	1,174	1,054	1,054	1,054
	Projections	834	831	833	832	897
	Surplus/Deficit	280	343	221	222	157
2022/2023	Capacity	1,114	1,114	1,174	1,054	1,054
	Projections	817	834	829	832	842
	Surplus/Deficit	297	280	345	222	212
2023/2024	Capacity	1,234	1,234	1,234	1,234	1,234
	Projections	810	816	832	829	842
	Surplus/Deficit	424	418	402	405	392
2024/2025	Capacity	1,234	1,234	1,234	1,234	1,234
	Projections	778	810	814	831	839
	Surplus/Deficit	456	424	420	403	395
2025/2026	Capacity	1,234	1,234	1,234	1,234	1,234
	Projections	765	777	807	814	840
	Surplus/Deficit	469	457	427	420	394
2026/2027	Capacity	1,234	1,234	1,234	1,234	1,234
	Projections	786	764	774	806	824
	Surplus/Deficit	448	470	460	428	410
2027/2028	Capacity	1,234	1,234	1,234	1,234	1,234
	Projections	795	784	762	775	818
	Surplus/Deficit	439	450	472	459	416
2028/2029	Capacity	1,234	1,234	1,234	1,234	1,234
	Projections	794	794	782	763	790
	Surplus/Deficit	440	440	452	471	444
2029/2030	Capacity	1,234	1,234	1,234	1,234	1,234
	Projections	788	795	794	784	781
	Surplus/Deficit	446	439	440	450	453

5.4 Cross-border movement

The GLA projections reflect the percentage of children who historically move from Year 6 to Year 7 in the following academic year. Brent has traditionally been a net exporter of pupils, in part due to Brent's proximity to other boroughs. In the south of the Borough 41.6% of Brent parents chose out-of-borough secondary schools for their children starting school in September 2021 (Table 6), which is lower than in 2020 (43%). Some neighbouring boroughs have been facing increased demand for secondary school places and it is possible that Brent parents will find it increasingly difficult to access places in out-of-borough secondary schools. Additionally, parental perception of Brent secondary schools that are currently under-subscribed is expected to change as Ofsted judgements and standards have improved. The combination of these factors could mean that the demand for places in Brent secondary schools may increase beyond that currently shown in Table 2.

Table 6: Secondary offers by secondary planning area for Brent residents (Sept 2021)

LA of Offered School 2021	Brent Resident School Planning Area			
	PA North	PA South	PA West	Total
Brent Total	766	992	877	2635
Brent %	81.1%	58.4%	88.4%	72.4%
Barnet	78	94	23	195
Buckinghamshire	2		2	4
Camden	2	91	2	95
Ealing		50	32	82
Hammersmith and Fulham	5	51		56
Harrow	70	32	32	134
Hertfordshire	11	2	2	15
Hillingdon	1	1	1	3
Hounslow	2	3	4	9
Kensington and Chelsea	1	77	6	84
Slough	3		2	5
Sutton	1	1		2
Westminster	2	299	4	305
Windsor and Maidenhead		2		2
Other LAs	1	5	5	11
Non-Brent Total	179	708	115	1002
Non-Brent %	18.9%	41.6%	11.6%	27.6%
Grand Total	945	1700	992	3637

6. The Need for Primary Places

6.1 Overview

Between 2006 and 2017, Brent saw an unprecedented increase in the demand for primary school places. The primary pupil population (Reception to Year 6) increased from 20,822 in January 2006 to 26,823 in January 2017, an increase of 28.8% (Graph 1). This trend changed in 2017 when the number of children admitted to Reception reduced for the first time in 11 years, followed by lower intakes in subsequent years. Graph 1 shows the forecast total primary population based on the latest projections. The forecasts are lower than the 2020 forecasts across all year-groups, with the overall trend of plateauing demand up to 2026.

Graph 1 – Primary numbers on roll and projections as at January each year



Table 7 shows that borough-wide, there is sufficient capacity to meet anticipated demand across all year groups up to 2026/27 and to manage in-year pupil mobility. However, spare capacity is not evenly distributed across all planning areas (see below).

Table 7: Primary forecasts 2021 and capacity

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2021/2022	Capacity	4,247	4,247	4,277	4,277	4,282	4,277	4,307
	Projection	3659	3428	3523	3563	3542	3668	3695
	Surplus/Deficit	588	819	754	714	740	609	612
2022/2023	Capacity	4,247	4,247	4,247	4,247	4,247	4,252	4,247
	Projection	3595	3637	3431	3557	3569	3554	3669
	Surplus/Deficit	652	610	816	690	678	698	578
2023/2024	Capacity	4,247	4,247	4,247	4,247	4,247	4,247	4,252
	Projection	3570	3563	3634	3481	3563	3576	3551
	Surplus/Deficit	677	684	613	766	684	671	701
2024/2025	Capacity	4,247	4,247	4,247	4,247	4,247	4,247	4,187
	Projection	3623	3530	3565	3653	3485	3571	3574
	Surplus/Deficit	624	717	682	594	762	676	613
2025/2026	Capacity	4,247	4,247	4,247	4,247	4,247	4,247	4,247
	Projection	3590	3566	3529	3586	3651	3486	3560
	Surplus/Deficit	657	681	718	661	596	761	687
2026/2027	Capacity	4,247	4,247	4,247	4,247	4,247	4,247	4,247
	Projection	3525	3525	3561	3550	3587	3654	3473
	Surplus/Deficit	722	722	686	697	660	593	774

Table 8 shows forecast Reception intakes against capacity. The latest pupil forecasts suggest that, over the next five years, Reception cohorts will be similar to recent intakes, underpinned by lower birth rates (Table 9). The forecasts indicate that demand will remain fairly steady, fluctuating by up to one or two forms of entry each year.

Brent aims to have a minimum of 5% spare places to manage in-year migration and to ensure the authority can respond to any sudden increase in demand. This avoids the need to open temporary provision or bulge classes, which is neither educationally desirable nor cost effective. Based on current forecasts, there will be around 15% spare primary places at borough level.

The local authority is working with schools to put in place strategies to manage changing demand and to support schools to ensure the sustainability of provision. Measures to support reduced intakes include temporarily reducing admission numbers or placing an informal cap on admission numbers and repurposing spare capacity, for example to provide Additionally Resourced Provision for children with SEND.

Table 8: Reception forecasts against capacity

Year	Reception projected intake	Reception capacity	Spare places	% spare places	Spare places as forms of entry
2021/22	3659	4247	588	14%	19
2022/23	3595	4247	652	15%	21
2023/24	3570	4247	677	16%	22
2024/25	3623	4247	624	15%	20
2025/26	3590	4247	657	15%	21
2026/27	3525	4247	722	17%	24

Table 9: Births in Brent (by academic year)

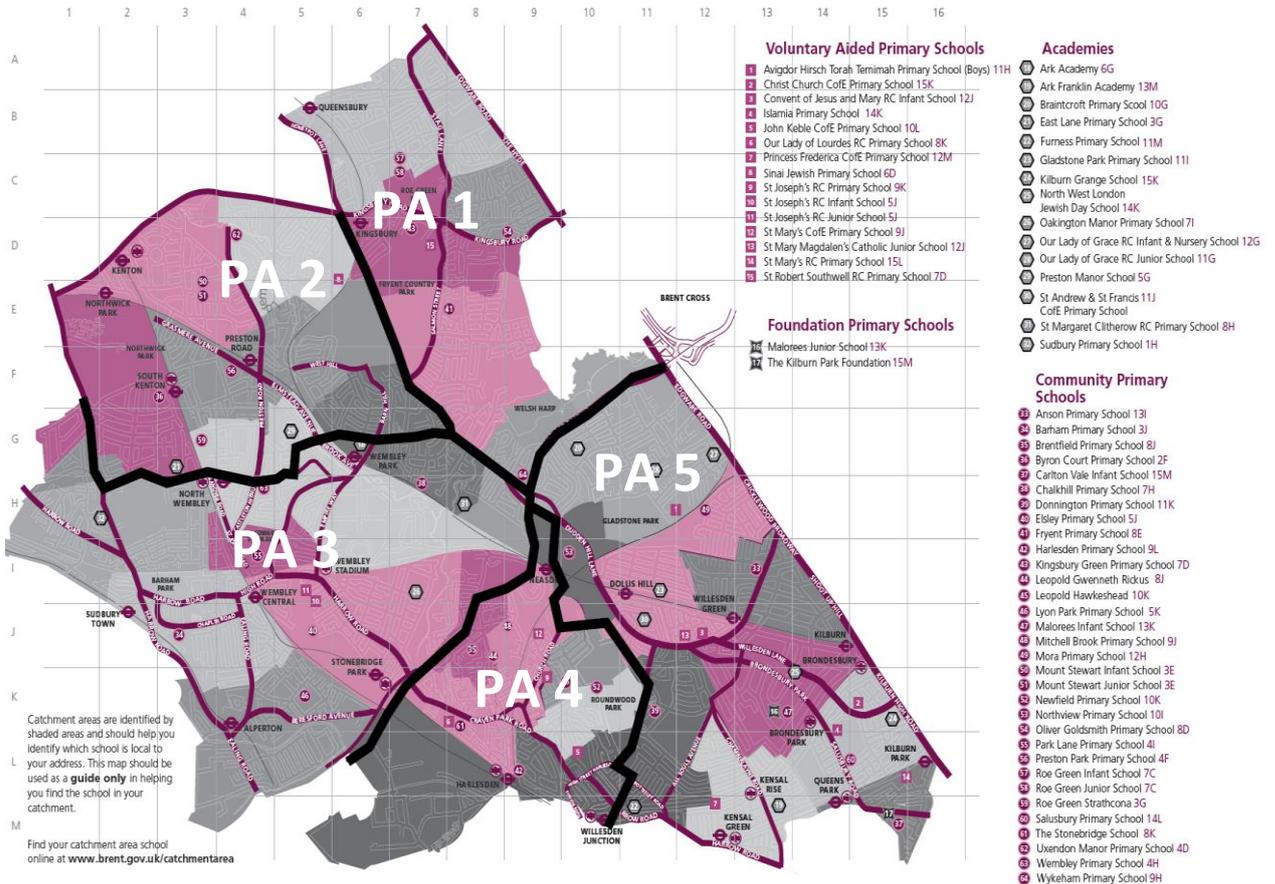
Year	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21*	2021/22*
Births	5166	5220	5116	4884	4820	4857	4684	4557

* Projection

6.2 Primary Planning Areas

The Borough is divided into 5 Primary Planning Areas (see Figure ii). This supports the Council in providing a school place within a reasonable travelling distance for primary children. The match of demand to the supply of places varies across planning areas and year groups.

Figure ii: Brent Primary Planning Areas



Primary Planning Area 1

Wards	Fryent / Queensbury / Welsh Harp
Schools	Fryent Primary School, Kingsbury Green Primary School, Oliver Goldsmith Primary School, Roe Green Infant School, Roe Green Junior School, St Robert Southwell RC Primary School, Wykeham Primary School

Demand: The January 2021 forecasts show Reception intakes remaining relatively steady over the next 5 years. A shortfall of places is forecast for one cohort as it moves through the system (based on in-migration assumptions). It is anticipated that places in neighbouring planning areas will accommodate these pressures. Planning Area 1 includes the Burnt Oak Colindale growth area.

Planned action: There are no plans to change capacity in Planning Area 1.

Intakes at Fryent Primary School have been lower than the school's Published Admission Number over the past few years. An Additionally Resourced Provision for children with Autistic Spectrum Disorder (ASD) at Fryent has been developed in temporary spare accommodation.

Table 10: Planning Area 1 2021 projections and capacity

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2021/2022	Capacity	510	510	510	510	510	510	510
	Projection	525	463	441	461	450	465	489
	Surplus/Deficit	-15	47	69	49	60	45	21
2022/2023	Capacity	510	510	510	510	510	510	510
	Projection	505	532	465	451	466	456	470
	Surplus/Deficit	5	-22	45	59	44	54	40
2023/2024	Capacity	510	510	510	510	510	510	510
	Projection	488	508	530	479	454	471	461
	Surplus/Deficit	22	2	-20	31	56	39	49
2024/2025	Capacity	510	510	510	510	510	510	510
	Projection	491	490	506	534	480	456	475
	Surplus/Deficit	19	20	4	-24	30	54	35
2025/2026	Capacity	510	510	510	510	510	510	510
	Projection	477	490	488	509	531	482	458
	Surplus/Deficit	33	20	22	1	-21	28	52
2026/2027	Capacity	510	510	510	510	510	510	510
	Projection	459	474	487	490	507	532	483
	Surplus/Deficit	51	36	23	20	3	-22	27

Primary Planning Area 2

Wards	Barnhill / Kenton / Northwick Park / Preston
Schools	Byron Court Primary School, Mount Stewart Infant School, Mount Stewart Junior School, Preston Manor Lower School, Preston Park Primary School, Roe Green Infant School (Strathcona site), Sinai Jewish Primary School, Uxendon Manor Primary School, Wembley Primary School

Demand: The January 2021 forecasts indicate that Planning Area 2 will have a high number of spare places across all year groups over the next 5 years and around 4FE spare places in Reception. Planning Area 2 includes the Northwick Park growth area and this may generate additional demand at some point in the future.

Planned action: This planning area is adjacent to Planning Areas 1 and 3 and spare capacity could absorb any increase in demand in these areas.

Due to reduced demand, following a period of consultation, the Council is implementing a phased closure of the one form of entry provision on the Roe Green Infant School Strathcona site by July 2022. A temporary reduction in the Published Admission Number of Uxendon Manor Primary School (30 places) was agreed from September 2020.

Additionally Resourced Provisions are being planned to open at Mount Stewart Infant and Junior Schools, Preston Park Primary School and Wembley Primary School from 2022/23.

Table 11: Planning Area 2 2021 projections and capacity

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2021/2022	Capacity	750	750	780	780	780	780	780
	Projection	605	595	596	604	546	638	628
	Surplus/Deficit	145	155	184	176	234	142	152
2022/2023	Capacity	750	750	750	750	750	750	750
	Projection	578	591	591	599	602	541	634
	Surplus/Deficit	172	159	159	151	148	209	116
2023/2024	Capacity	750	750	750	750	750	750	750
	Projection	586	564	586	595	598	594	534
	Surplus/Deficit	164	186	164	155	152	156	216
2024/2025	Capacity	750	750	750	750	750	750	750
	Projection	580	568	561	588	593	592	589
	Surplus/Deficit	170	182	189	162	157	158	161
2025/2026	Capacity	750	750	750	750	750	750	750
	Projection	573	563	564	564	586	586	586
	Surplus/Deficit	177	187	186	186	164	164	164
2026/2027	Capacity	750	750	750	750	750	750	750
	Projection	562	557	560	567	565	580	581
	Surplus/Deficit	188	193	190	183	185	170	169

Primary Planning Area 3

Wards	Alperton / Sudbury / Tokyngton / Wembley Central
Schools	Ark Academy, Barham Primary School, Chalkhill Primary School, East Lane Primary School, Elsley Primary School, Lyon Park Primary School, Oakington Manor Primary School, Park Lane Primary School, St Joseph's RC Infant School, St Joseph's RC Junior School, St Margaret Clitherow RC Primary School, Sudbury Primary School

Demand: Planning Area 3 includes two major growth areas in Wembley Central and Alperton. Wembley is set to drive the economic regeneration of Brent as a high quality, urban, connected and sustainable city quarter and up to 15,000 new homes around the Wembley National Stadium and Wembley town centre area up to 2041. Alperton is being set to provide up to 6,000 new homes. As a result of new housing, Reception intakes are expected to increase over the next 5 years. As the new housing comes on-stream, demand for places may exceed supply.

Planned action: The January 2021 GLA projections indicate an increase in demand for Reception places in Planning Area 3. Spare places in other planning areas will be able to absorb any short-term pressures in demand.

Additionally Resourced Provisions are planned to open at Elsley Primary School and St Margaret Clitherow RC Primary School from 2022/23.

Table 12: Planning Area 3 2021 projections and capacity

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2021/2022	Capacity	970	970	970	970	970	970	970
	Projection	915	863	899	917	918	934	890
	Surplus/Deficit	55	107	71	53	52	36	80
2022/2023	Capacity	970	970	970	970	970	970	970
	Projection	913	921	870	931	919	928	921
	Surplus/Deficit	57	49	100	39	51	42	49
2023/2024	Capacity	970	970	970	970	970	970	970
	Projection	954	917	926	899	937	928	913
	Surplus/Deficit	16	53	44	71	33	42	57
2024/2025	Capacity	970	970	970	970	970	970	970
	Projection	1014	953	924	956	905	948	915
	Surplus/Deficit	-44	17	46	14	65	22	55
2025/2026	Capacity	970	970	970	970	970	970	970
	Projection	1037	1007	958	957	961	915	932
	Surplus/Deficit	-67	-37	12	13	9	55	38
2026/2027	Capacity	970	970	970	970	970	970	970
	Projection	1046	1026	1010	992	964	973	899
	Surplus/Deficit	-76	-56	-40	-22	6	-3	71

Primary Planning Area 4

Wards	Harlesden / Kensal Green / Stonebridge / Willesden Green
Schools	Brentfield Primary School, Harlesden Primary School, John Keble CE Primary School, Leopold Primary School, Mitchell Brook Primary School, Newfield Primary School, Our Lady of Lourdes RC Primary School, St Joseph's RC Primary School, St Mary's CE Primary School, Stonebridge Primary School

Demand: The January 2021 projections forecast Planning Area 4 to have high levels of spare places over the next five years. In the longer term, the LA expects demand to increase in this area as new housing comes on stream. Planning Area 4 includes the Neasden Station and Church End growth areas and the area is close to the Old Oak redevelopment scheme. While current plans are for 1399 additional units between 2021 and 2027, the Old Oak and Park Royal Development Corporation (OPDC) has indicated that numbers and timescales are subject to revision as new sites are added to the masterplan. The LA is in dialogue with the OPDC to understand the likely impact on provision in Brent.

Planned action: A temporary reduction in the Published Admission Number of Harlesden Primary School (30 places) was agreed from September 2020. The Council will be supporting schools in this area to manage reduced demand to ensure schools are sustainable, which could include additional temporary reductions to published admission numbers and encouraging schools to work collaboratively to manage resources.

An Additionally Resourced Provision is planned to open at Newfield Primary School from 2022/23.

Table 13: Planning Area 4 2021 projections and capacity

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2021/2022	Capacity	765	765	765	765	765	765	765
	Projection	522	455	518	501	528	570	577
	Surplus/Deficit	243	310	247	264	237	195	188
2022/2023	Capacity	765	765	765	765	765	765	765
	Projection	509	518	455	505	501	530	578
	Surplus/Deficit	256	247	310	260	264	235	187
2023/2024	Capacity	765	765	765	765	765	765	765
	Projection	501	504	518	445	501	504	538
	Surplus/Deficit	264	261	247	320	264	261	227
2024/2025	Capacity	765	765	765	765	765	765	765
	Projection	516	495	505	506	445	502	514
	Surplus/Deficit	249	270	260	259	320	263	251
2025/2026	Capacity	765	765	765	765	765	765	765
	Projection	511	509	497	494	505	446	509
	Surplus/Deficit	254	256	268	271	260	319	256
2026/2027	Capacity	765	765	765	765	765	765	765
	Projection	499	501	508	484	493	505	452
	Surplus/Deficit	266	264	257	281	272	260	313

Planning Area 5

Wards	Brondesbury Park / Dollis Hill / Dudden Hill / Kensal Green / Kilburn/ Mapesbury / Queens Park / Willesden Green
Schools	Anson Primary School, Ark Franklin Academy, Avigdor Hirsch Torah Temimah Primary School, Braintcroft Primary School, Carlton Vale Infant School, Christchurch CE Primary School, Convent of Jesus and Mary Infant School, Donnington Primary School, The Furness Primary School, Gladstone Park Primary School, Islamia Primary School, Kilburn Grange Primary School, Malorees Infant School, Malorees Junior School, Mora Primary School, North West London Jewish Day School, Northview Primary School, Our Lady of Grace Infant and Nursery School, Our Lady of Grace RC Junior School, Princess Frederica CE Primary School, Salusbury Primary School, St Andrew & St Francis CE Primary School, St Mary Magdalen's RC Junior School, St Mary's RC Primary School, The Kilburn Park Foundation School

Demand: The January 2020 projections show reducing Reception intakes and an increasing number of spare places in Planning Area 5 over the next 5 years. Many children living in this planning area attend schools in neighbouring authorities, such as Camden and Westminster.

Planning Area 5 includes the Staples Corner growth area and the South Kilburn regeneration region. It is anticipated that the South Kilburn master plan will maximise housing developments, which could lead to an increase in pupil demand as new housing comes on stream.

Planned action: As part of the South Kilburn regeneration programme, school place demand in Planning Area 5 will be kept under review.

Table 14: Planning Area 5 2021 projections and capacity

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2021/2022	Capacity	1252	1252	1252	1252	1257	1252	1282
	Projection	1092	1052	1070	1080	1101	1060	1110
	Surplus/Deficit	160	200	182	172	156	192	172
2022/2023	Capacity	1252	1252	1252	1252	1252	1257	1252
	Projection	1089	1076	1051	1073	1081	1100	1065
	Surplus/Deficit	163	176	201	179	171	157	187
2023/2024	Capacity	1252	1252	1252	1252	1252	1252	1257
	Projection	1043	1071	1076	1062	1073	1079	1105
	Surplus/Deficit	209	181	176	190	179	173	152
2024/2025	Capacity	1252	1252	1252	1252	1252	1252	1252
	Projection	1021	1024	1069	1070	1062	1073	1083
	Surplus/Deficit	231	228	183	182	190	179	169
2025/2026	Capacity	1252	1252	1252	1252	1252	1252	1252
	Projection	992	997	1023	1061	1067	1058	1074
	Surplus/Deficit	260	255	229	191	185	194	178
2026/2027	Capacity	1252	1252	1252	1252	1252	1252	1252
	Projection	960	966	997	1015	1056	1063	1058
	Surplus/Deficit	292	286	255	237	196	189	194

7. The Need for SEND and Alternative Provision Places

7.1 Brent SEND Overview

Brent is a borough that has high aspirations for all children and young people with special, educational needs or disabilities (SEND). Services, schools and settings are needs-led and follow the ethos of early identification and early intervention. It is recognised that SEND is not a fixed or permanent characteristic and at a specific time a child might have additional learning needs that require tailored or additional support to fully participate in everything the school has to offer or they may require more specialist support in school for the whole of their education. Therefore wherever possible a child or young person should be educated in their local mainstream school. The majority of pupils' additional needs can be met within one of the following contexts with only those not able to access their education in a mainstream school being met through a special school.

A FULL RANGE OF PROVISION			
Fully inclusive mainstream provision (no support)	Mainstream with support	Additionally resourced mainstream provision	Brent special school provision

There is a rich range of high quality specialist provision in Brent encompassing 3 specialist nurseries, 1 primary special school, 2 special school academy trusts and a number of Additionally Resourced Provisions (ARP) in both primary and secondary mainstream schools. Many young people with additional learning needs can make better, more sustained progress when they attend mainstream schools. An ARP is designed to provide specialist and targeted support for children with SEND, who can function well in a mainstream school and where the school has appropriate teaching and learning strategies and staff with additional knowledge, skills and expertise in a particular area of SEND; and specialist environments which support the learning needs of each pupil.

An ARP is an integral part of the school. Pupils will spend time within the designated ARP classroom and agreed time in mainstream class so that their access is fully successful. This approach enables each individual to receive the particular support that they need, at the appropriate age-related level in the most appropriate setting. For some pupils more time-limited EHCPs and/or temporary placements in ARPs without an EHCP are sometimes appropriate. This allows for pupils to experience more intensive short term targeted intervention that supports them to achieve their expected progress.

Table 15: Special School PAN and Additionally Resourced Provision places 2021/22

School	Type of Provision	Type of School	Special Need	Specialist places 2021-22
*The Manor School	Special	Primary	Communication and Interaction	198
*The Avenue	Special	All-through	Communication and Interaction	28 (100 from 2022/23, phased)
Phoenix Arch School	Special	Primary	Communication and Interaction	56
+The Village School and Hope Centre	Special	All-through	Communication and Interaction and additional learning difficulty	310
+Woodfield School	Special	Secondary	Communication and Interaction	186
Kingsbury Green Primary School	ARP	Primary	Hearing Impairment	18
Oakington Manor Primary School	ARP	Primary	Communication and Interaction	25
Oakington Manor Primary School	ARP	Primary	Communication and Interaction	10
Fryent Primary School	ARP	Primary	Communication and Interaction	36
Preston Manor High School	ARP	Secondary	Communication and Interaction	12
Preston Manor High School	ARP	Secondary	Communication and Interaction	12
Kingsbury High School	ARP	Secondary	Hearing Impairment	7

*The Manor and The Avenue schools form The Rise Partnership Trust.

+The Village and Woodfield schools form the Compass Learning Partnership Multi-Academy Trust.

7.2 Demand for special provision

Demand for special provision in Brent has been growing (Table 16). The number of maintained EHC Plans in Brent has risen by 14.8% from 2020, with an annual growth rate of 8.4% since 2017. The number of EHC Plans nationally has risen by 10.4%.

As of January 2021, there were 2784 (SEN2 data return) Brent resident children and young people with an EHCP, of whom 2322 were attending a school (Reception to Year 14) and 415 were attending a further education provision (age-range 16-25). In 2021 the proportion of children and young people with EHCPs attending a mainstream setting has decreased by 1%. In 2021 (SEN2 return) 48% of children and young people with EHCPs attended a mainstream

provision and 52% of children and young people with EHCPs attended a special provision, with 23% of pupils educated in special schools in Brent.

The number of children with SEND is expected to continue to increase as overall pupil numbers rise. The number of children and young people with EHCPs (under 5s to those aged 25) is expected to increase to 4932 by 2027 at 10% growth. This will impact on demand for specialist provision in the borough.

Table 16: Actual and forecast number of EHCPs by age group

Timeline	Total	Under 5s	05 - 10	11 - 15	16 - 19	20 - 25
2015	1653	61	675	710	207	0
2016	1804	105	754	703	238	4
2017	1960	100	836	681	285	58
2018	2076	114	907	696	306	53
2019	2173	99	926	704	377	67
2020	2426	137	1001	745	376	167
2021	2784	134	1124	839	490	197
2022	3062	147	1236	923	539	217
2023	3369	162	1360	1015	593	238
2024	3706	178	1496	1117	652	262
2025	4076	196	1646	1228	717	288
2026	4484	216	1810	1351	789	317
2027	4932	237	1991	1486	868	349

Source: SEN2 2021. Forecast based on 10% increase.

Special schools in the borough cater for a wide range of children and young people with complex SEND. Due to an insufficiency of places as of January 2021, 576 children and young people were educated out of borough with 157 in Independent Non-Maintained Special Schools (INMSS) at a cost of £7.7m p.a. The planned spend for providing transport for pupils with SEND is just under £11 million for 2021-22. Notwithstanding the financial case, there is a strong educational and social rationale for the council to place students closer to home and within the borough.

Once children are placed out-of-borough, or in an INMSS it is very difficult to bring them back to local provision. This has meant long term reliance on out-of-borough and independent placements often until children and young people are 19 or older. While some children have such specific needs that they cannot be met other than in very specialist provision, there is scope to reduce expensive and distant out-of-borough placements.

While the local authority is looking to slow the current growth in the EHCP cohort through early intervention strategies and through targeted catch up support, there has been significant growth in the primary cohort. In 2020/21 the highest number of new EHC Plans were issued to children age 5 to 10, an increase of 4.7% from 2019/20. In 2020/21 307 plans were issued to under 11s (compared to 266 in statistical neighbours). The key difference was the number of children issued with an EHCP who were under 5 (a third of those issued). The Council

needs to increase in-borough secondary provision to meet the needs of these pupils as they move through the system.

Much of the increased demand can be met through the expansion of existing specialist provision through capital investment or identification of Additionally Resourced Provision (ARP) within a mainstream setting. The analysis of Brent SEND data demonstrates, however, that there is also sufficient rising demand for an additional new secondary special school. In considering the need for a new special school, the preferred designation is communication and interaction with a focus on ASD. This is to reflect an increase in ASD diagnosis and the number of children identified as SLCN. Autistic Spectrum Disorder is the most common type of need, accounting for 42.9% of Brent's EHC Plan population, compared to 30.5% in England.

The proposals below respond directly to:

- The urgency of the need to act to create capacity to alleviate the pressure on the High Needs Block in the short term;
- The targeting of increased provision in key areas where the pressures exist, taking into consideration the age profile and primary special needs of children and young people; and
- The need to work closely with local schools to promote inclusion and ensure more children and young people can have their needs met in mainstream schools either through specialist units or provision.

Planned Action

In developing additional places for children and young people with EHCPs, Brent is engaging with parents and carers of children and young people with SEND to ensure that services meet their needs and achieve the best outcomes. Brent works in partnership with schools and other providers to develop special provision in the borough. This includes expansions of special schools, developing capacity in mainstream schools and other providers, including post-16. Additionally, the introduction of a strengthened Graduated Approach (SEND Code of Practice 2015) will support children to access effective early and preventative support in mainstream schools and settings. This will support schools to meet need in mainstream, in addition to existing funds and resources, to avoid the higher cost of specialist placement. It will reduce the pressure to place children out of area and will enable more children to be educated in mainstream who previously might have been placed in specialist provision.

As set out above, there has been significant growth in the primary EHCP cohort so that it currently reflects 41% of the total number of children with an EHCP. This means that there is significant pressure in the secondary phase and this will continue until at least 2027. Taking into consideration the age profile and primary special needs of children and young people, the following new provisions are being planned, subject to Cabinet approval and relevant planning consent:

- For the 2021/22 academic year a new ARP in Carlton Vale Infant School and Kilburn Park Junior School will provide 21 places for children with ASD.
- For 2022/23 ARPs are planned as set out in Table 17.
- From 2022/23 expansions at special schools are planned as set out in Table 18.

- A new secondary special school for 150 pupils with ASD/complex needs, which regardless of the proposed route to build it, would not be ready before September 2024 at the earliest.

Table 17: Planned new Additionally Resourced Provision (2022/23)

School	Places
Elsley Primary School	10
Newfield Primary School	10
Wembley Primary School	25
Mount Stewart Schools	21
Preston Park Primary School	21
St Margaret Clitherow RC Primary School	7
Newman Catholic College	25
St Gregory's Catholic Science College	28
Total Places	147

Table 18: Planned Special School Expansions

School	Places
Phoenix Arch School	13
Manor School KS3	36
The Village School KS3 and KS4	20
Woodfield School KS3 and KS4	40
Total Places	109

Post 16-25 Provision

To mitigate a shortfall in provision for young people aged 16-25, the Council is exploring the potential for a 16-25 Skills Resource Centre. The intention is that proposals will be considered during 2021/22. Working with FE colleges, Brent special schools, Brent adult learning and in collaboration with local businesses, the focus will be on developing work related training pathways for young people aged 16-25.

7.3 Alternative provision

The council has a statutory duty to provide an appropriate full-time education for pupils who have been permanently excluded from school or who are otherwise without a mainstream school place.

Overall, exclusion figures for all Brent pupils have shown a decrease in 2020-21 for both fixed term and permanent exclusions. The new Roundwood School and Community Centre which opened in January 2021, along with Brent River College and Ashley College, provides education for both permanently excluded pupils and offers respite for pupils to reduce the number of exclusions. There is a focus on early identification and prevention strategies working closely alongside teams in mainstream school settings.

Planned action:

To meet the needs of children with Social Emotional and Mental Health difficulties Brent is further enhancing the offer for emotional wellbeing support in mainstream schools. The focus for 2021/2022 is to enhance the mental health provision in mainstream, ensuring there is a comprehensive community and school based offer alongside more specialist CAMHS interventions supporting children to stay in mainstream.

8. Childcare and Early Years Education

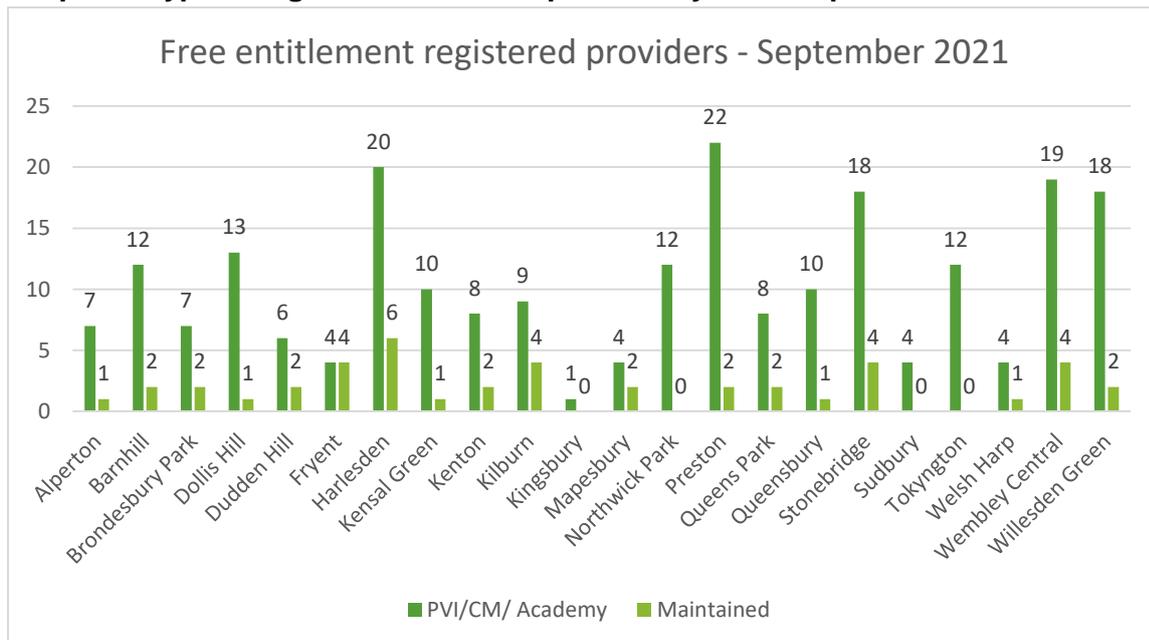
8.1 Early Years provision

Under the Childcare Act 2006 local authorities have a statutory duty to secure sufficient childcare for the needs of most working parents/carers in their area. Brent has a mixed economy of 0-5 childcare provision in the borough that includes private, voluntary, independent (PVI) and maintained settings The Brent Childcare Sufficiency Assessment (CSA) annual update 2019 showed an overall increase in the number of PVI providers in the borough and a reduction in places in maintained and childminder provision. As at September 2021, there are 323 early years providers in the borough. 98% of providers across the sector were judged as good or outstanding by Ofsted as at 1 September 2021.

There is under-fives provision across all ward areas, with 247 providers offering free entitlement funded places as at September 2021

As at the second headcount in Summer 2021, the proportion of places being delivered in school settings decreased to 41% with 59% of places being delivered in the PVI sector. The local authority will continue to monitor the distribution of places across the sectors.

Graph 2: Type of registered childcare provider by ward September 2021



8.2 Demand for Early Years provision

Take-up of free entitlement places in 2021 was below both the London and national averages at 49% for the 2 year entitlement (compared with 64% in 2019) and 71% for the 3 and 4 year entitlement (73% in 2020 and 75% in 2019, national average 94%). Research by Coram Family and Childcare for Brent carried out in late Autumn 2019 confirmed the most common reasons for parents not taking up the childcare offer were a belief that their child was too young, concerns about the costs of childcare and/or a negative perception of childcare, including quality or impact on their child. Additionally periods of national lockdown during the COVID-19 pandemic and parental concerns about safety during this period have contributed to the decline in take-up.

Free childcare for 30 hours per week for 3 and 4 year olds with working parents became a statutory entitlement in September 2017 and implementation of this continues to be successful, with 92% take-up achieved in the summer term 2019 (most recent available data).

There continues to be evidence of increased numbers of children with special education needs and/or disabilities accessing specialist early years provision. The 30 hour offer is also continuing to place additional pressure on existing specialist places for children with SEND. As of September 2021 the majority of places in the specialist nurseries are full for the 2021/22 academic year. The addition of a new ARP at Willow Nursery School has helped in supporting more children who need ASD specialist placements to access provision that effectively meets their needs and has helped to free up some other spaces across the specialist nurseries for children with disabilities.

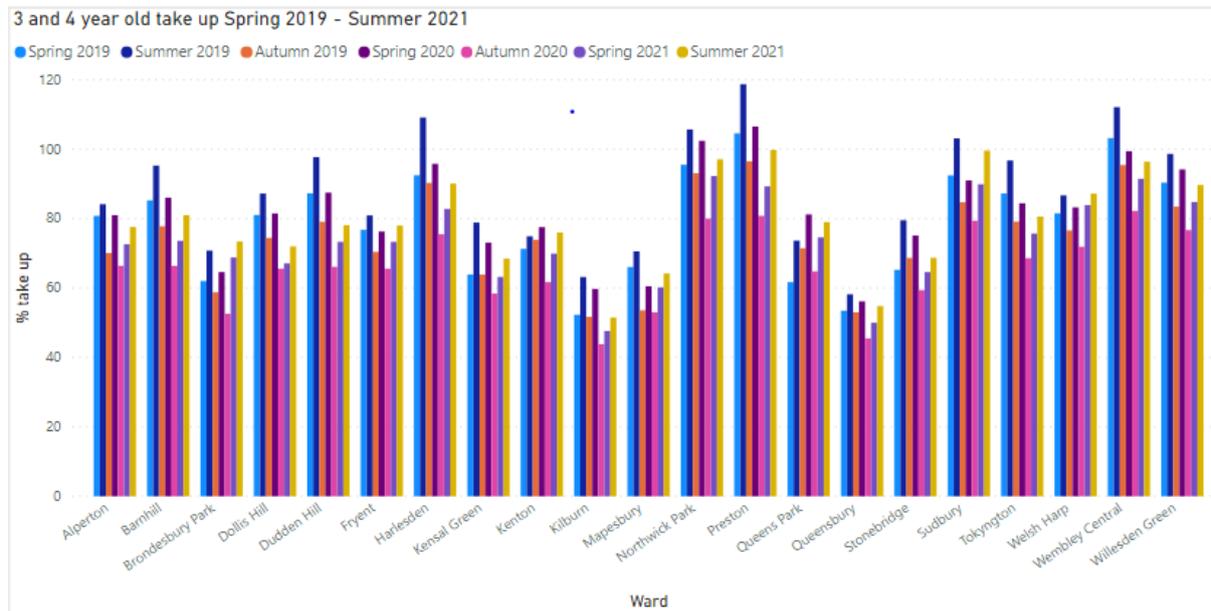
8.3 Impact of COVID-19

The impact of COVID-19 on the PVI sector in particular has been significant linked to restricted access to provision for the majority of children in March 2020 and settings needing to temporarily close in response to positive cases since wider reopening in June 2020. Settings have reported a reduced demand for private hours and overall take up has decreased in comparison with pre-COVID-19 levels. The maximum number of children aged 0-5 attending in July 2021 was 3403, compared to over 4500 free entitlement funded 2, 3 and 4 year olds alone attending at a similar point in 2019. Messaging to parents encouraging a return to settings is ongoing.

A survey conducted with providers in June 2020 indicated that the majority of settings had concerns about their financial sustainability. The picture has improved somewhat in summer 2021 with only 37% of open providers reporting concerns about their sustainability compared with 59% of providers in 2020. Provider sustainability will continue to be monitored through sufficiency monitoring meetings in the coming months to support providers with concerns.

Raising take up levels for eligible 2 year olds and all 3 and 4 year olds of their entitlement to 15 hours free early education remains a key priority for the borough to ensure that all children can benefit from high quality early years education and that providers can remain financially viable.

Graph 3: Take-up of early years provision, Summer 2021



8.4 Next steps

The significant loss of income from fee-paying parents during lockdown periods, particularly for PVI providers, has left many in a precarious position with an uncertain future. The ramifications of this affect not only of those in the sector, but also other people dependent on local childcare for their own employment.

The following will be key areas of focus in the coming months to support provider recovery and financial viability to ensure the Council continues to meet its statutory sufficiency duty:

- Real time sufficiency and take up tracking
- Tailored, bespoke support for providers
- Persuading parents to take up places
- Encouraging innovative and agile approaches across teams.