



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

November 2018

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. In 2017/18 the largest ethnic groups of statutory school age are: Asian Indian (17%), Black Somali (9%), White Eastern European (9%), Black Caribbean (7%), White British (6%); Asian Pakistani (6%) and Asian Sri Lankan (3%). Brent schools experience high levels of mobility and in-migration with a large proportion of under 16s born outside the United Kingdom (19%). 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 who are disadvantaged is 27% just below the national and London averages (based on pupil premium allocations).

1.2 School Effectiveness in Brent

Over the last four 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. There has been an increase in Brent schools rated as good or outstanding by Ofsted from 78% in 2014 to 96% in September 2018, compared to a national average of 89% and a London average of 93%. This level of school inspection performance places Brent in the top quartile, top quintile and eighth percentile of performance of Local Authority areas in England and the second quartile of Local Authority areas in London. Two schools (one maintained primary and one secondary sponsored academy) are currently judged as requires improvement and one primary sponsored academy is judged as inadequate. All nursery and special schools and pupil referral units have been judged as at least good and all special schools in the borough are rated as good or outstanding.

In 2017, Brent's Strategic School Effectiveness Partnership Board approved a new Strategic Framework for School Effectiveness in Brent 2017-20. The Framework sets the following measures of success which will be supported by the delivery of this Place Planning Strategy:

- All Brent schools are judged Good or Outstanding
- All Brent headteacher are vacancies filled
- Governance has contributed to Good or Outstanding Leadership and Management judgements at all Brent schools
- The attainment gap between Brent schools is reduced by 30 percentage points at Key Stage 2 and by 15 points at Key Stage 4

- The attainment gaps at Key Stage 2 and Key Stage 4 are reduced by 50 per cent for Black Caribbean boys, Somali pupils, and Travellers of Irish heritage, and the progress for middle attaining pupils with SEND is above the national averages.

Within this context, the 2019-2023 School Place Planning Strategy 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 will be 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 2019-2023 School Place Planning Strategy sets 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 2017-2020
- 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 reduced in September 2017. The latest Greater London Authority (GLA) projections (based on January 2018 school census) indicate that demand for Reception will continue to reduce before recovering to the current level in 2022. This pattern of reducing primary demand in Brent is consistent with many other London boroughs.

Implementation of the Brent 2014-18 School Place Planning Strategy saw over 3150 places created to successfully meet increasing demand. This means that Brent has sufficient capacity to meet the future forecast increase in demand in mainstream primary places. In the short-term the Authority will be supporting schools in managing reduced school intakes with measures such as temporarily reducing admission numbers. The 2019-23 School Place Planning Strategy identifies a number of areas where, in the context of increasing spare places, a review of primary places is planned to ensure that provision is sustainable over the next five years (see Section 6).

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 in the London Plan is set to significantly increase. While new growth areas may be identified over the period of this School Place Planning Strategy, the majority of these homes will be located in the Borough's growth areas: Alperton, South Kilburn, Wembley, Church End and Burnt Oak Colindale. These areas are being kept under close review. This includes Wembley Park where the Ark Somerville Primary Free School will be located. This school is expected to open in 2022 when projections indicate sufficient basic need demand for the school.

2.1.2 Demand for Secondary Places

Demand for places in Year 7 increased in 2017 and this is expected to continue as the significant growth in pupil numbers in the Primary phase in Brent progresses into the secondary phase. The 2019-23 School Place Planning Strategy identifies the need for an additional 13 forms of entry (see section 5) by 2023/24. This additional capacity could be provided through a combination of permanent school expansions, temporary bulge classes and new free schools.

The Council is working with secondary schools that have expressed interest in expanding. In addition two new free schools that were approved by DfE in November 2016 will help to meet increasing secondary demand. The North Brent Free School, which will provide 900 secondary places, is expected to open in September 2020 on the Chancel House site. The Avanti Free School, an all-through school, is expected to provide a combined capacity of 1320 places (60 per primary year group and 180 per secondary year group). The school will be unable to open until a permanent site is identified by the Education and Skills Funding Agency (ESFA). The Avanti Free School will have a Hindu ethos and is expected to attract students from a wide geographic area. As it is difficult to find sites, the Avanti Free School may not be located in Brent.

2.2 Special Provision

Demand for places that meet the needs of children and young people with SEND is increasing in part in proportion to the overall rise in pupil numbers, but also due to increased diagnosis. 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. Increased cohorts of primary children with Education, Health and Care Plans (EHCPs) are now moving through to the secondary phase. 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 secondary special places to cater for pupils with ASD/MLD/SLD. This is in addition to a new special free school sponsored by the Brent Special School Academy Trust (BSSAT) that is due to open in September 2020 and will provide 100 places for children aged 5-18.

Brent is also working alongside an independent provider to access school places for primary aged pupils with social, emotional and mental health difficulties (SEMHD) as this remains a growing area of need. The Corner School, will open in 2018 to cater for primary aged children and will provide up to 35 places. The school will provide access to mental well-being therapeutic support. Brent will commission places at this provision (along with other local authorities) to reduce the number of primary aged children with an SEMH need being placed out of the Borough.

At secondary level, a new Alternative Provision is being developed which will offer a more bespoke curriculum for pupils whose SEMHD needs cannot be met within mainstream. Planning has begun on the development of additional Alternative Provision within the Borough based at the Roundwood Centre to increase availability and the quality of provision, including individualised packages for secondary age pupils. Both of these new provisions will offer access to mental well-being therapeutic support, and at secondary will include vocational options alongside a core academic curriculum.

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 was successful and take-up reached 94% of eligible families by the summer of 2018. Over the coming years, monitoring and review of this will be key, not only to maintain existing momentum but also to assess the impact of this on existing 2 year and 3 & 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.

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, to ensure that young people 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 the local 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 (Education Act 2011). All 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. The decision would be entirely at the discretion of the DfE, but schemes that help to meet school place pressures are more likely to succeed.

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

4. 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.

5. 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. The GLA projections for Reception numbers in Brent have been revised downwards, for example, this year, due to a change in ONS migration data used in the projection model.
- 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, that can impact on school place demand.

6. What do the projections tell us about demand for primary places?

The January 2018 projections indicate that the demand for Reception places will reduce between 2018 and 2022 before recovering to 2018 level of demand. They show that there will spare places across the Borough during this period.

7. 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. 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.

8. What are secondary planning areas?

Secondary aged children are 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.

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

The January 2018 projections indicate that demand for Year 7 places will increase as larger primary cohorts move through the system. Projections indicate growth in Year 7 of 9.5% between 2018 and 2026.

10. 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 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

11. 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.

12. 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 schools are largely funded by the Education and Skills Funding Agency.

3.4 Spare places

13. 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.

4. Brent's Operating Principles for School Organisation

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

Principle 1: We will only undertake expansions at high quality schools where leadership is secure.

Principle 2: We will seek to expand schools that have high levels of parental preferences for admission, in particular schools that are regularly oversubscribed.

Principle 3: We will seek to minimise disruption to schools during expansion, paying particular attention to impacts on vulnerable groups, and support school leaders to manage the challenges.

Principle 4: 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 5: We will develop local capacity to sponsor or promote new schools, working with academies in all phases.

Principle 6: We will as far as possible incorporate proposals for additional school places into new regeneration schemes.

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 continue planning secondary school places on a borough wide basis with the ambition to make Brent's secondary offer attractive to all parents, but will also consider secondary places by planning area.

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 current capacity. Year 7 intakes are forecast to increase up to 2023/24. While they are forecast to then reduce, intakes will remain around 10 forms of entry higher than in 2018/19.

Table 1: Secondary capacity and projections January 2018

		Year 7	Year 8	Year 9	Year 10	Year 11
2018/2019	Capacity	3478	3352	3316	3298	3290
	Projections	3310	3134	3129	3044	3104
	surplus/deficit	168	218	187	254	186
2019/2020	Capacity	3508	3478	3352	3316	3298
	Projections	3386	3312	3137	3143	3075
	surplus/deficit	122	166	215	173	223
2020/2021	Capacity	3508	3508	3478	3352	3316
	Projections	3450	3383	3309	3144	3176
	surplus/deficit	58	125	169	208	140
2021/2022	Capacity	3508	3508	3508	3478	3352
	Projections	3564	3453	3389	3322	3176
	surplus/deficit	-56	55	119	156	176
2022/2023	Capacity	3508	3508	3508	3508	3478
	Projections	3684	3591	3480	3426	3377
	surplus/deficit	-176	-83	28	82	101
2023/2024	Capacity	3508	3508	3508	3508	3508
	Projections	3703	3712	3620	3518	3487
	surplus/deficit	-195	-204	-112	-10	21
2024/2025	Capacity	3508	3508	3508	3508	3508
	Projections	3591	3728	3737	3652	3573
	surplus/deficit	-83	-220	-229	-144	-65
2025/2026	Capacity	3508	3508	3508	3508	3508
	Projections	3592	3609	3744	3761	3699
	surplus/deficit	-84	-101	-236	-253	-191
2026/2027	Capacity	3509	3508	3508	3508	3508
	Projections	3624	3613	3630	3771	3811
	surplus/deficit	-115	-105	-122	-263	-303

Table 1 identifies the additional places required to meet the forecast pupil population. However, an operating margin of 5% spare places is recommended to ensure that there is sufficiency to support in-year pupil movement and forecast growth in pupil cohorts as they move through the system.

Table 2 shows Year 7 forecasts against current capacity and identifies that an additional 13 forms of entry are needed to meet demand and secure a 5% operating margin. Table 2 indicates that there is a need for additional capacity from 2019/20. The 'North Brent' Free

School (project name), which is planned to open in 2020, will help to meet increased demand until 2022/23, when a further 4 forms of entry will be required. This pattern of demand suggests that expanding provision in existing secondary schools is the best option to meet the additional capacity required beyond the 'North Brent' Free School. If the 'North Brent' Free School did not open as planned, additional places would be needed.

Table 2: Year 7 Projected Intakes, Current Capacity and Forms of Entry required

Year	Year 7 projected intake	Year 7 places available	Surplus/ Deficit of places	Surplus/ deficit %	Additional Forms of Entry (FE) required to ensure 5% spare places	Additional FE required with North Brent Free School providing 6FE from 2020	Cumulative FE required assuming places are provided as needed to meet demand
2018/19	3310	3478	168	5%	0	0	0
2019/20	3386	3508	122	3%	2	2	2
2020/21	3450	3508	58	2%	4	0	0
2021/22	3564	3508	-56	-2%	8	2	0
2022/23	3684	3508	-176	-5%	12	6	4
2023/24	3703	3508	-195	-6%	13	7	1
2024/25	3591	3508	-83	-2%	9	3	0
2025/26	3592	3508	-84	-2%	9	3	0
2026/27	3624	3508	-116	-3%	10	4	0

5.2 Actions to increase capacity

The 'North Brent' Free School that was approved by DfE in 2016 will provide essential capacity offering 180 places per year (6FE). The school is expected to be established from September 2020 on the Chancel House site, close to the North Circular, which was selected by the ESFA after an extensive site search.

A further free school, the Avanti Free School, an all-through school offering 60 primary places per year group and 180 secondary places per year group, was approved by DfE in 2016. The school will be unable to open until a permanent site is secured by the Education and Skills Funding Agency (ESFA). The Avanti Free School will have a Hindu ethos and is expected to attract students from a wide geographic area. As it is difficult to find sites, it is possible that the Avanti Free School is not located in Brent.

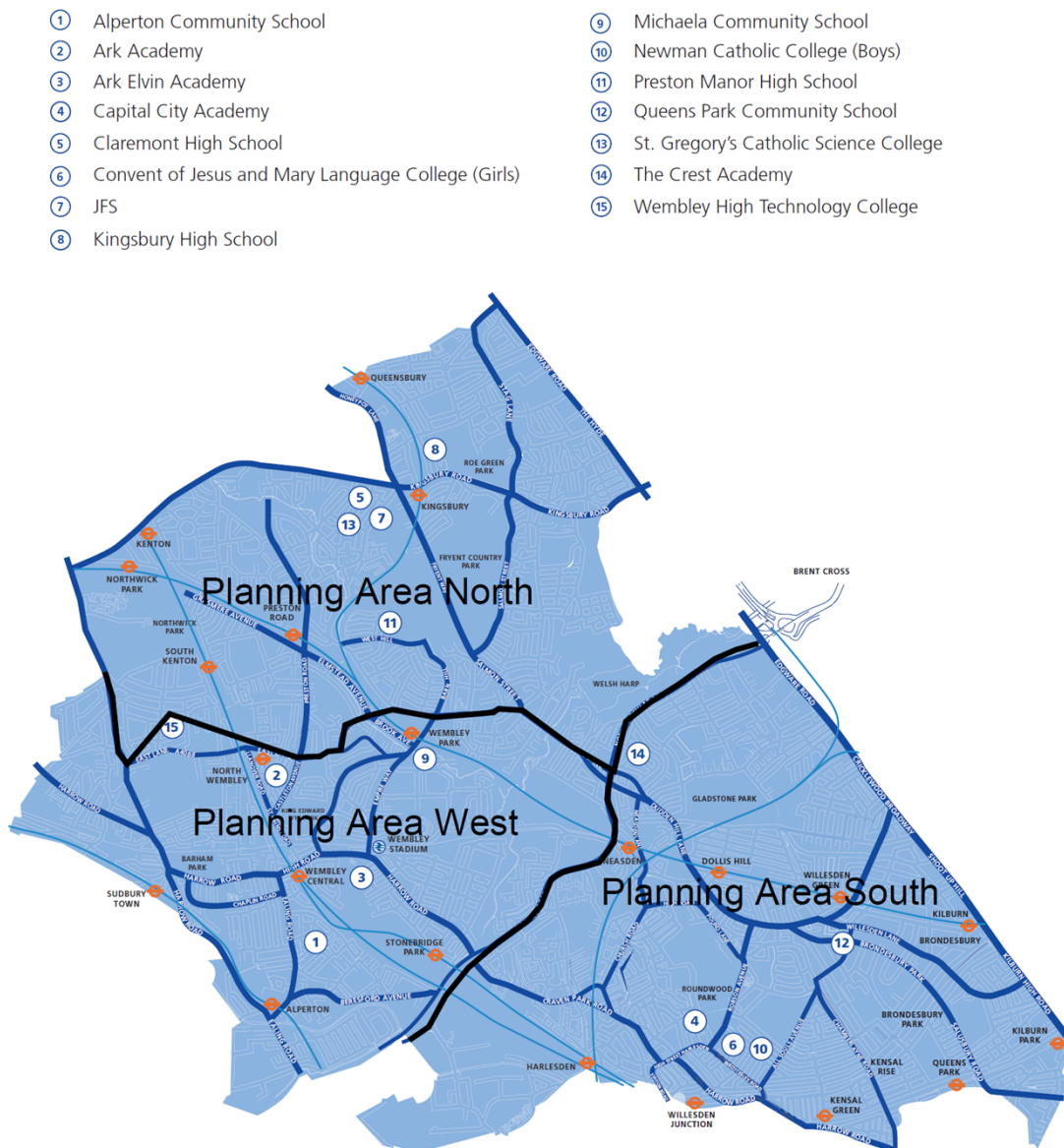
The Council is working with existing secondary schools that have expressed an interest in expanding to meet increased demand.

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 Free School will be located. However, this analysis reflects historical preference and school attendance patterns, which are expected to change in the future as pupils attend the new school.

Figure i: Secondary Planning Areas



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 shortfall is forecast from 2018/19, in reality pupils will travel to other secondary schools across the Borough.

Planned action: The feasibility of expanding schools in this area is currently being explored.

Table 3: Secondary Planning Area North 2018 Projections and Current Capacity

		Year 7	Year 8	Year 9	Year 10	Year 11
2018/2019	Capacity	1098	1098	1082	1064	1064
	Projections	1164	1083	1092	1071	1062
	surplus/deficit	-66	15	-10	-7	2
2019/2020	Capacity	1098	1098	1098	1082	1064
	Projections	1213	1163	1091	1097	1081
	surplus/deficit	-115	-65	7	-15	-17
2020/2021	Capacity	1098	1098	1098	1098	1082
	Projections	1224	1206	1167	1092	1103
	surplus/deficit	-126	-108	-69	6	-21
2021/2022	Capacity	1098	1098	1098	1098	1098
	Projections	1264	1217	1211	1169	1099
	surplus/deficit	-166	-119	-113	-71	-1
2022/2023	Capacity	1098	1098	1098	1098	1098
	Projections	1305	1261	1226	1216	1180
	surplus/deficit	-207	-163	-128	-118	-82
2023/2024	Capacity	1098	1098	1098	1098	1098
	Projections	1298	1299	1269	1228	1226
	surplus/deficit	-200	-201	-171	-130	-128
2024/2025	Capacity	1098	1098	1098	1098	1098
	Projections	1252	1292	1306	1270	1239
	surplus/deficit	-154	-194	-208	-172	-141
2025/2026	Capacity	1098	1098	1098	1098	1098
	Projections	1256	1251	1305	1316	1290
	surplus/deficit	-158	-153	-207	-218	-192
2026/2027	Capacity	1098	1098	1098	1098	1098
	Projections	1255	1249	1259	1308	1325
	surplus/deficit	-157	-151	-161	-210	-227

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 Upper 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 14,400 new homes are planned around Wembley National Stadium and Wembley town centre up to 2026. Alperton is being promoted for mixed-use regeneration, which will include over 5000 new homes.

Planned action: Alperton Secondary School has expanded by 2FE in 2018 using the school's Stanley Avenue site. Ark Elvin has recently moved into a new school building that provides accommodation for an increased admission number of 270. It is anticipated that the school will in time fill to this capacity. The feasibility of expanding other schools in this area is currently being explored.

Table 4: Secondary Planning Area West 2018 Projections and Current Capacity

		Year 7	Year 8	Year 9	Year 10	Year 11
2018/2019	Capacity	1326	1212	1192	1192	1192
	Projections	1268	1227	1173	1138	1163
	surplus/deficit	58	-15	19	54	29
2019/2020	Capacity	1356	1326	1212	1192	1192
	Projections	1279	1278	1231	1182	1148
	surplus/deficit	77	48	-19	10	44
2020/2021	Capacity	1356	1356	1326	1212	1192
	Projections	1323	1291	1282	1238	1194
	surplus/deficit	33	65	44	-26	-2
2021/2022	Capacity	1356	1356	1356	1326	1212
	Projections	1376	1340	1303	1294	1250
	surplus/deficit	-20	16	53	32	-38
2022/2023	Capacity	1356	1356	1356	1356	1326
	Projections	1436	1411	1366	1331	1321
	surplus/deficit	-80	-55	-10	25	5
2023/2024	Capacity	1356	1356	1356	1356	1356
	Projections	1485	1474	1439	1392	1361
	surplus/deficit	-129	-118	-83	-36	-5
2024/2025	Capacity	1356	1356	1356	1356	1356
	Projections	1462	1521	1499	1463	1420
	surplus/deficit	-106	-165	-143	-107	-64
2025/2026	Capacity	1356	1356	1356	1356	1356
	Projections	1483	1503	1548	1530	1496
	surplus/deficit	-127	-147	-192	-174	-140
2026/2027	Capacity	1356	1356	1356	1356	1356
	Projections	1514	1515	1522	1569	1554
	surplus/deficit	-158	-159	-166	-213	-198

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, Convent of Jesus and Mary Language College, Newman Catholic College, Queens Park Community School, The Crest Academy

Demand: There are currently spare places in this planning area, although demand is expected to increase over the next few years.

Planned action: The establishment of the 'North Brent' Free School is anticipated in this area in 2020. 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. If required, there is a potential for other schools in this area to expand.

Table 5: Secondary Planning Area South 2018 Projections and Current Capacity

		Year 7	Year 8	Year 9	Year 10	Year 11
2018/2019	Capacity	1054	1042	1042	1042	1034
	Projections	878	825	864	834	879
	surplus/deficit	176	217	178	208	155
2019/2020	Capacity	1054	1054	1042	1042	1042
	Projections	893	871	816	865	846
	surplus/deficit	161	183	226	177	196
2020/2021	Capacity	1054	1054	1054	1042	1042
	Projections	904	885	857	813	878
	surplus/deficit	150	169	197	229	164
2021/2022	Capacity	1054	1054	1054	1054	1042
	Projections	923	894	872	857	827
	surplus/deficit	131	160	182	197	215
2022/2023	Capacity	1054	1054	1054	1054	1054
	Projections	943	917	888	879	874
	surplus/deficit	111	137	166	175	180
2023/2024	Capacity	1054	1054	1054	1054	1054
	Projections	918	938	912	895	896
	surplus/deficit	136	116	142	159	158
2024/2025	Capacity	1054	1054	1054	1054	1054
	Projections	875	913	931	917	913
	surplus/deficit	179	141	123	137	141
2025/2026	Capacity	1054	1054	1054	1054	1054
	Projections	874	881	917	946	945
	surplus/deficit	180	173	137	108	109
2026/2027	Capacity	1054	1054	1054	1054	1054
	Projections	877	871	876	924	964
	surplus/deficit	177	183	178	130	90

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 40% of Brent parents chose out-of-borough secondary schools for their children starting school in September 2018 (Table 6). Neighbouring boroughs are facing similar school place challenges and it is likely 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 Transfer by Secondary Planning Area

LA of Offered School 2018	Brent Resident School Planning Area			
	PA North	PA South	PA West	Total
Brent Total	680	1069	923	2672
Brent %	77.45%	60.64%	86.75%	72.12%
Barnet	82	110	34	226
Camden	1	98	2	101
Ealing	1	35	28	64
Hammersmith and Fulham	1	43	7	51
Harrow	85	52	48	185
Herts	8	3	3	14
Hillingdon	5	4	2	11
Hounslow	2	5	3	10
Kensington and Chelsea	2	51	4	57
Slough	4	2	5	11
Westminster	4	286	3	293
Other LAs	3	5	2	10
Non-Brent Total	198	694	141	1033
Non-Brent %	22.55%	39.36%	13.25%	27.88%
Grand Total	878	1763	1064	3705

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. Reception intakes are forecast to reduce further from 2018/19 to 2021/22 before increasing again (Table 8).

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

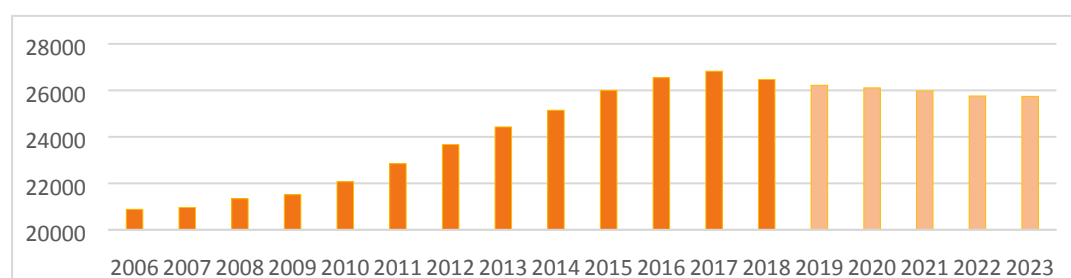


Table 7 shows that borough-wide, there are sufficient places to meet anticipated demand across all year groups up to 2023/24 and to manage mobility. However, spare capacity is not evenly distributed across all planning areas (see below).

Table 7: Primary Forecasts 2018 and Current Capacity

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018/2019	Capacity	4,247	4,132	4,187	4,214	4,062	3,887	3,977
	Projections	3,706	3,671	3,802	3,882	3,789	3,673	3,694
	surplus/deficit	541	461	385	332	273	214	283
2019/2020	Capacity	4,277	4,247	4,132	4,217	4,214	4,062	3,887
	Projections	3,719	3,674	3,642	3,830	3,852	3,759	3,633
	surplus/deficit	558	573	490	387	362	303	254
2020/2021	Capacity	4,277	4,277	4,247	4,132	4,217	4,214	4,062
	Projections	3,707	3,676	3,634	3,638	3,792	3,813	3,710
	surplus/deficit	570	601	613	494	425	401	352
2021/2022	Capacity	4,277	4,277	4,277	4,247	4,132	4,217	4,214
	Projections	3,666	3,675	3,643	3,640	3,614	3,755	3,766
	surplus/deficit	611	602	634	607	518	462	448
2022/2023	Capacity	4,277	4,277	4,277	4,277	4,247	4,132	4,217
	Projections	3,727	3,675	3,673	3,679	3,643	3,609	3,735
	surplus/deficit	550	602	604	598	604	523	482
2023/2024	Capacity	4,277	4,277	4,277	4,277	4,277	4,247	4,132
	Projections	3,798	3,738	3,678	3,712	3,683	3,642	3,593
	surplus/deficit	479	539	599	565	594	605	539

Table 8 shows forecast Reception intakes against capacity. The latest pupil forecasts suggest that Reception cohorts will continue to fall for a further three years before beginning to increase again (in 2022/23). The GLA primary projections for Brent for January 2018 also reflect a change in assumptions about migration patterns within the forecasting model, resulting in lower forecasts than previous projections.

As the Reception intakes reduce, the number of spare places is expected to increase to 14% by 2021/22. This is expected to be temporary, with the number of spare places reducing as intakes increase. 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.

A number of measures are in place to support schools during the period of reduced intakes. These include temporarily reducing admission numbers or placing an informal cap on admission numbers and considering temporary alternative use of spare accommodation.

Table 8: Reception forecasts and available places

Year	Reception projected intake	Reception places available	Spare places	% spare places	Spare places as forms of entry
2018/19	3706	4247	541	13%	18
2019/20	3719	4277	558	13%	19
2020/21	3707	4277	570	13%	19
2021/22	3666	4277	611	14%	20
2022/23	3727	4277	550	13%	18
2023/24	3798	4277	479	11%	16
2024/25	3869	4277	408	10%	13
2025/26	3920	4277	357	8%	12
2026/27	3977	4277	300	7%	10
2027/28	4062	4277	215	5%	7

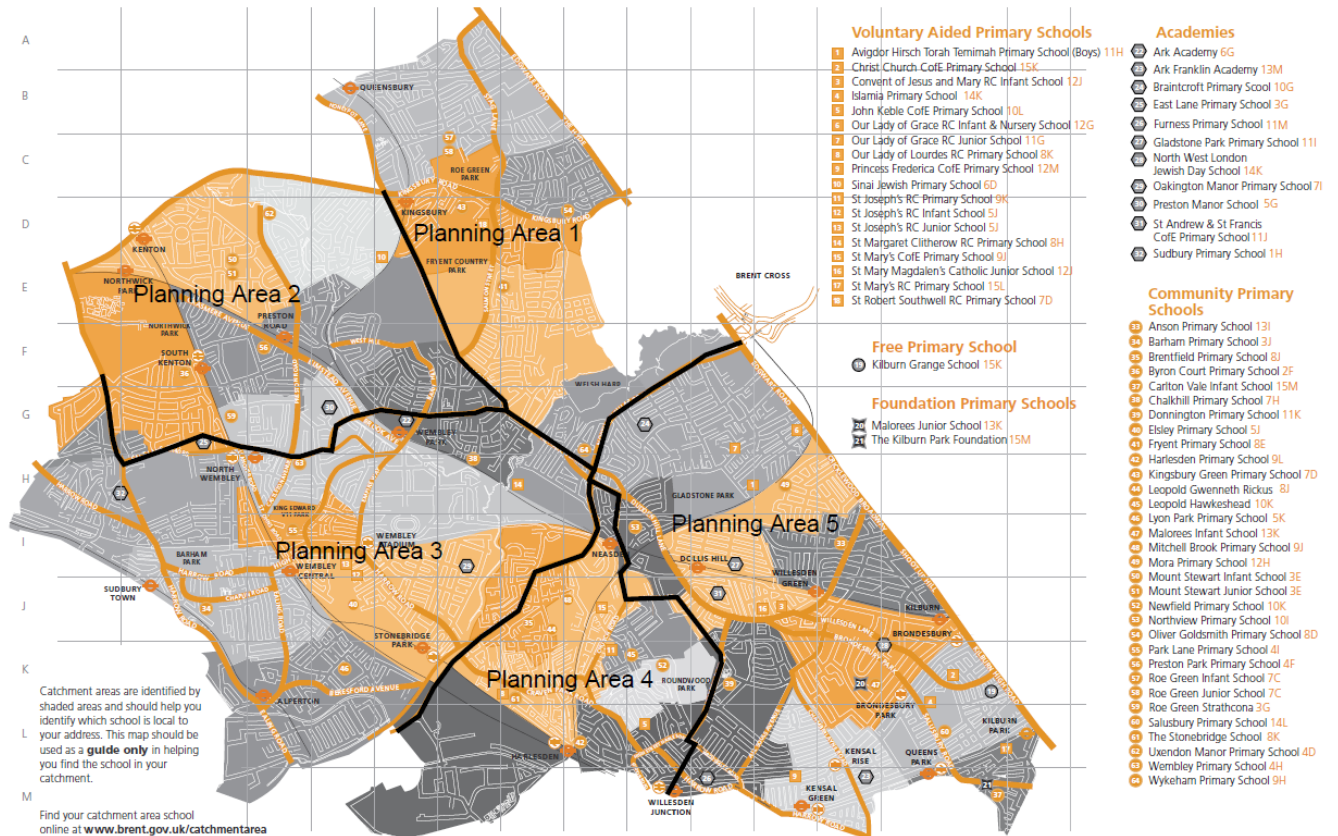
Table 9: Births in Brent (by calendar year)

Year	2014	2015	2016	2017
Births in Brent	5078	5204	5146	5208

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 2018 forecasts show Reception intakes remaining relatively steady over the next 5 years. A shortfall of places is forecast for some cohorts as they move through the system (based on in-migration assumptions). It is anticipated that places in neighbouring planning areas will accommodate these pressures.

Planned action: There are no plans to increase capacity in this Planning Area 1. The DfE has decided not to proceed with Floreat Free School that had been expected to open in this area by September 2019 providing 420 Reception to Year 6 places.

Intakes at Fryent Primary School have been lower than the school 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 January 2018 GLA projections and capacity

Planning Area 1		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018/2019	Capacity	510	480	510	510	540	510	510
	Projections	487	491	480	516	534	505	491
	surplus/deficit	23	-11	30	-6	6	5	19
2019/2020	Capacity	510	510	480	510	510	540	510
	Projections	498	498	496	501	519	536	507
	surplus/deficit	12	12	-16	9	-9	4	3
2020/2021	Capacity	510	510	510	480	510	510	540
	Projections	503	502	497	507	500	516	532
	surplus/deficit	7	8	13	-27	10	-6	8
2021/2022	Capacity	510	510	510	510	480	510	510
	Projections	480	506	499	506	506	497	510
	surplus/deficit	30	4	11	4	-26	13	0
2022/2023	Capacity	510	510	510	510	510	480	510
	Projections	481	489	506	511	508	505	496
	surplus/deficit	29	21	4	-1	2	-25	14
2023/2024	Capacity	510	510	510	510	510	510	480
	Projections	486	489	489	516	511	505	505
	surplus/deficit	24	21	21	-6	-1	5	-25

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 Infants School (Strathcona), Sinai Jewish Primary School, Uxendon Manor Primary School, Wembley Primary School

Demand: The January 2018 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. After several years of place pressures in the area, parents will have increased choice of provision.

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. A review of provision is planned in this area to ensure the long-term sustainability of provision. This could include temporary reductions to published admission numbers.

Table 11: Planning Area 2 January 2018 GLA projections and capacity

Planning Area 2		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018/2019	Capacity	780	720	750	720	750	660	750
	Projections	653	565	672	680	692	621	693
	surplus/deficit	127	155	78	40	58	39	57
2019/2020	Capacity	780	780	720	780	720	750	660
	Projections	650	638	553	687	673	680	609
	surplus/deficit	130	142	167	93	47	70	51
2020/2021	Capacity	780	780	780	720	780	720	750
	Projections	657	635	625	566	678	659	667
	surplus/deficit	123	145	155	154	102	61	83
2021/2022	Capacity	780	780	780	780	720	780	720
	Projections	645	644	624	640	561	662	649
	surplus/deficit	135	136	156	140	159	118	71
2022/2023	Capacity	780	780	780	780	780	720	780
	Projections	653	638	635	642	637	550	655
	surplus/deficit	127	142	145	138	143	170	125
2023/2024	Capacity	780	780	780	780	780	780	720
	Projections	663	647	629	652	639	624	543
	surplus/deficit	117	133	151	128	141	156	177

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 14,400 new homes around the Wembley National Stadium and Wembley town centre area up to 2026. Alperton is being set to provide up to 5000 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, it is likely that there will be a need for additional capacity in the area.

Planned action: Whilst the January 2018 GLA projections indicate an increase in demand for Reception places in Planning Area 3, the level of increase is lower than previously forecast. There are sufficient primary school places to satisfy short-term increases in demand, with spare places in other planning areas absorbing any short-term pressures. Additional capacity is required from 2022 onwards and will be provided through a new primary free school in Brent. The ESFA has confirmed that the Ark Somerville Primary school will be located on the York House site in Wembley Central and will come on-stream when demand indicates that it is required.

Table 12: Planning Area 3 January 2018 GLA projections and capacity

Planning Area 3		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018/2019	Capacity	940	940	940	940	820	790	850
	Projections	880	884	894	890	801	791	790
	surplus/deficit	60	56	46	50	19	-1	60
2019/2020	Capacity	970	940	940	940	940	820	790
	Projections	887	880	876	914	883	807	771
	surplus/deficit	83	60	64	26	57	13	19
2020/2021	Capacity	970	970	940	940	940	940	820
	Projections	895	890	875	896	906	890	788
	surplus/deficit	75	80	65	44	34	50	32
2021/2022	Capacity	970	970	970	940	940	940	940
	Projections	917	905	891	899	892	914	871
	surplus/deficit	53	65	79	41	48	26	69
2022/2023	Capacity	970	970	970	970	940	940	940
	Projections	962	943	919	930	906	912	899
	surplus/deficit	8	27	51	40	34	28	41
2023/2024	Capacity	970	970	970	970	970	940	940
	Projections	1008	989	957	960	937	930	896
	surplus/deficit	-38	-19	13	10	33	10	44

Note: Includes East Lane at 4 FE

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 2018 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. This includes the Old Oak redevelopment scheme. Initial plans were for 870 additional units by 2026. However, the Old Oak and Park Royal Development Corporation (OPDC) has indicated that all numbers and timescales are to be revised as new sites have since been added to the masterplan. The LA is in continual dialogue with the OPDC to understand the likely impact on provision in Brent.

Planned action: Demand in this area will be kept under review to ensure provision is sustainable. The Council will be supporting schools in this area to manage reduced demand, which could include temporary reductions to published admission numbers.

Table 13: Planning Area 4 January 2018 GLA projections and capacity

Planning Area 4		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018/2019	Capacity	765	735	735	762	730	735	705
	Projections	598	578	620	650	637	646	616
	surplus/deficit	167	157	115	112	93	89	89
2019/2020	Capacity	765	765	735	735	762	730	735
	Projections	611	584	567	594	629	627	646
	surplus/deficit	154	181	168	141	133	103	89
2020/2021	Capacity	765	765	765	735	735	762	730
	Projections	597	595	573	544	578	620	628
	surplus/deficit	168	170	192	191	157	142	102
2021/2022	Capacity	765	765	765	765	735	735	762
	Projections	585	582	585	552	532	571	623
	surplus/deficit	180	183	180	213	203	164	139
2022/2023	Capacity	765	765	765	765	765	735	735
	Projections	590	579	579	566	547	530	582
	surplus/deficit	175	186	186	199	218	205	153
2023/2024	Capacity	765	765	765	765	765	765	765
	Projections	602	587	580	564	564	549	544
	surplus/deficit	163	178	185	201	201	216	221

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 2018 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.

This planning area covers 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 January 2018 GLA projections and capacity

Planning Area 5		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018/2019	Capacity	1,252	1,257	1,252	1,282	1,222	1,192	1,162
	Projections	1,088	1,152	1,135	1,147	1,126	1,109	1,104
	surplus/deficit	164	105	117	135	96	83	58
2019/2020	Capacity	1,252	1,252	1,257	1,252	1,282	1,222	1,192
	Projections	1,073	1,073	1,148	1,134	1,147	1,109	1,099
	surplus/deficit	179	179	109	118	135	113	93
2020/2021	Capacity	1,252	1,252	1,252	1,257	1,252	1,282	1,222
	Projections	1,056	1,053	1,064	1,124	1,131	1,127	1,094
	surplus/deficit	196	199	188	133	121	155	128
2021/2022	Capacity	1,252	1,252	1,252	1,252	1,257	1,252	1,282
	Projections	1,038	1,036	1,044	1,043	1,123	1,111	1,114
	surplus/deficit	214	216	208	209	134	141	168
2022/2023	Capacity	1,252	1,252	1,252	1,252	1,252	1,257	1,252
	Projections	1,041	1,026	1,035	1,030	1,045	1,112	1,104
	surplus/deficit	211	226	217	222	207	145	148
2023/2024	Capacity	1,252	1,252	1,252	1,252	1,252	1,252	1,252
	Projections	1,039	1,026	1,022	1,019	1,032	1,034	1,106
	surplus/deficit	213	226	230	233	220	218	146

7. The Need for SEND and Alternative Provision Places

7.1 Brent SEND Overview

Brent's objective is to enable each young person to realise their potential in an appropriate, inclusive setting whether in a mainstream school, a SEND Additionally Resourced Provision (ARP), a SEND Unit or a special school. ARPs and SEND units on mainstream school sites are designed to allow young people to participate within the mainstream school where appropriate. In all settings, young people are encouraged to become independent, autonomous learners, accessing the right level of support at the right time, and with their parents/carers fully involved in decisions about their future.

There is a rich range of high quality specialist provision in Brent encompassing 3 specialist nurseries, 4 Special Schools and a number of Additionally Resourced Provisions and SEN Units in both primary and secondary mainstream schools (Table 15). A number of children are placed in out-of-borough schools, although the vision is for Brent's children to go to a good or outstanding school locally, whenever possible, as this allows them access to local resources, and to foster social/emotional links locally.

Table 15: Current Special School and Additionally Resourced Provision (ARP) in Brent

School	Type of Provision	Type of School	Special Need	Number of Places (September 2018)
The Manor School	Special	Primary	MLD/ASD	170
The Manor School (Satellite provision - The Avenue Campus at Queens Park High School)	Special	Primary Academy	MLD/ASD	21
Phoenix Arch School	Special	Primary	ASD/SEMH	50
The Village School	Special	All through	PMLD/SLD/ASD	270
The Village School (Satellite Provision Hope Centre)	Special	Primary	PMLD/SLD/ASD	21
Woodfield School	Special	Secondary	MLD/ASD	165
Kingsbury Green Primary School	ARP	Primary	HI	18
Oakington Manor Primary School	ARP	Primary	ASD	15
Oakington Manor Primary School	ARP	Primary	SLCN	20
Alperton Community School	ARP	Secondary	MLD	0
Preston Manor High School	ARP	Secondary	ASD	12
Preston Manor High School	ARP	Secondary	SLCN	12
Kingsbury High School	ARP	Secondary	HI	7
Fryent Primary School	ARP	Primary	ASD	21
Sudbury Primary School	ARP	Primary	ASD/SLCN	7
Grand Total				809

7.2 Demand for special provision

The Children and Families Act 2014 introduced wide ranging reforms relating to services for children and young people age 0-25 with SEND, including Education Health and Care Plans

(EHCPs), which are co-produced with parents and carers and children, and the SEN support category.

Demand for special provision in Brent has been growing over the last 3 years. The number of children and young people with EHCPs increased by 8.6% from 2016 to 2017 and by 6.0% from 2017 to 2018. As of January 2018 there were 2076 (SEN2 Return) Brent resident children and young people with an EHCP, of whom 1900 were attending a school (reception to year 14) and 176 were attending a further education provision (age-range 16-25). 4% of children and young people resident in Brent have an EHCP, compared to 2.9% of the national school-age population. Table 16 shows the increase in EHCPs since 2016 against category of need. Notable increases over this period are in ASD, MLD and SLD.

Table 16: Distribution of EHCPs by need

SEN Description of Need (EHCP)	2016	2017	2018
ASD - Autistic Spectrum Disorder	571	608	656
SEMH - Social, Emotional And Mental Health	167	163	175
HI - Hearing Impairment	59	72	62
MLD – Moderate Learning Difficulties	383	413	411
MSI - Multi-Sensory Impairment	4	4	4
OTH - Other Difficulty/disability	6	8	17
PD - Physical Disability	89	106	104
PMLD - Profound & Multiple Learning Difficult	36	48	52
SLD - Severe Learning Difficulties	127	172	177
SPLD - Specific Learning Difficulty	39	37	38
SLCN - Speech, Language And Communication Needs	297	306	352
VI - Visual Impairment	25	29	28
TOTAL CYP with EHC Plan at school age (Reception to Y11)	1772	1824	1900
Post 16-25 with EHC Plan	33*	136	176
TOTAL EHCP school age + Post 16	1805	1960	2076

Many children with EHCPs can have their needs met in a mainstream setting. However over the past three years the proportion of children and young people with EHCPs attending a mainstream setting has reduced. In 2018 (SEN2 return) 45% of children and young people with EHCPs attended a mainstream provision and 55% of children and young people with EHCPs attended a special provision, including SEND units and ARPs (Table 17).

Table 17: Brent resident children and young people with an EHCP (SEN2 2018)

Year	Number of CYP with EHCP/Statement	Mainstream school	Special setting (including ARPs)
2016	1772	871	901
		49%	51%
2017	1824	873	951
		48%	52%
2018	1900	847	1053
		45%	55%

Note: Young people in post 16 settings not included

The numbers of children with SEND is expected to continue to increase as overall pupil numbers rise and given increasing diagnosis. Based on an anticipated annual increase in EHCPs of 5%, the number of EHCPs is expected to increase to 2403 by 2021 (Table 18).

Table 18: Forecast number of EHCPs

Numbers EHCPs	2019	2020	2021
Reception to NCY11	1995	2095	2199
Post 16-25	185	194	204
Total	2180	2289	2403

Special schools in the Borough cater for a wide range of complex SEND (see Table 16). However, despite an increase of 162 places since 2012 to bring the number of places available to 809, Brent is reliant on sourcing places in out-of-borough maintained special schools or Independent schools (Table 19). Notwithstanding the expansion of Brent special schools, there are currently 147 pupils attending out-of-borough maintained special schools, and 143 pupils attending independent provision also outside of the Borough. For some pupils, such as those with significant Hearing or Visual Impairments, this is the best way for them to access provision that meets their needs. However, many are placed in out-of-borough provision because there is no appropriate place for them in Brent (see below).

Table 19: EHCP pupils in and out of borough by school type (SEN2 2018)

Provision	Primary	Secondary	Total
Brent mainstream, maintained/academy incl. PRU	429	237	666
Brent special provision (including ARPs)	408	328	736
Out-of-borough mainstream	51	122	173
Out-of-borough special (including ARPs)	80	67	147
Out-of-borough Independent and non maintained special School	40	103	143
Other (eg. EY settings, Alternative Provision placement)	15	20	35
Total	1023	877	1900

Table 20 shows the number of children and young people placed in independent primary and secondary provision out of the Borough by the top four incidence of special educational need.

Table 20: Top categories of need for out-of-borough placements

ASD		SEMH		SCLN		MLD	
Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
14	58	7	19	1	8	2	7

The cost of placing children and young people out-of-borough is high. Placement costs in independent schools ranged from £28,000 to £84,000 in 2017/18, with an average cost of £48,000. Providing transport to independent provision is currently costing the Council in excess of £1.4 million. Notwithstanding the financial case, there is a strong educational and social rationale for the Council to place students within its own boundaries. The time taken to

travel to more distant schools can be stressful for children and young people, especially those with physical needs, added to which traffic delays can lead to further stress and loss of education. It is generally preferable for children and young people to stay local in order to develop friendship groups within their own communities, where parents can also build resilience and support in local networks.

Once children are placed out-of-borough, and have settled in a new school, 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. Some children have such specific needs that they cannot be met other than in very specialist provision, but there is considerable scope to reduce expensive and distant out-of-borough placements.

The Council therefore needs to develop in-borough secondary provision to meet the needs of a higher proportion of ASD/MLD/SLCN pupils. The key opportunity is to place these pupils in local provision at the point of secondary transfer in Year 7. Using 2017/2018 Year 7 transition numbers as a guide, 19 Brent pupils with ASD/MLD could have had their needs met in the Borough if the provision had been available. Table 21 indicates the gap in provision at Year 7 across the Borough. Woodfield is the only secondary provision meeting this kind of need, but is limited to 21 pupils in Year 7 in forthcoming years.

Table 21: Secondary special places demand and places required

	Sep-18	Sep-19	Sep-20	Sep-21
Number of ASD/MLD/SLD pupils requiring specialist provision in Year 7:	40	41	46	55
Year 7 places available at Woodfield	21	21	21	21
Year 7 places required	19	20	25	34

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 provision delivered by free schools and other providers.

Expansions in special school places within Brent are now at maximum capacity. To meet increasing demand, within the last 5 years, expansions have taken place at The Village School (35 additional places); The Manor School (40 additional places); Woodfield School (24 additional places), and Phoenix Arch Primary Special (5 additional places). These expansions have catered for some of the SEND population increase to date. From September 2018 a new satellite provision of The Village is providing 21 further places covering the Key Stage 1 age-range.

Planned action:

- Brent Special School heads through the Brent Special School Academy Trust (BSSAT) have collectively sponsored a new Special Free School for 100 places for children aged 5 to 18, which will in part reduce the number of children in future being placed out-of-borough. The school is planned to open in September 2020 on The Avenue site in NW6.

In the interim, the Manor school has opened a satellite provision at Queen's Park Community School for children with ASD/MLD admitting 21 from September 2017.

- The charity "Unlocking Potential" is opening a new independent primary school, the Corner School, for children with SEMH in 2018. It will provide initially 15 places, rising to 35 in total. Brent will commission places at this provision (along with other local authorities) to reduce the number of primary aged children with a SEMH need being placed out of the Borough (Table 20).
- The Council is developing proposals for secondary special places to meet increasing demand, with an initial focus on providing secondary places for children and young people with ASD/MLD/SLD. Currently only Woodfield admits pupils with these needs, transferring from special primary provisions (both in and out-of-borough). There is a need to create 120 places across years 7 to 11, in provision that would grow from Year 7 upwards (24 places per year). This could be provided through a new school, satellite provisions run by existing special schools or SEN units/ARPs at mainstream schools.
- The Council is continuing to work with primary schools to develop ARP provision to meet demand for a small number of SEMHD/ASD places.
- Brent is scoping options to provide additional provision for young people with ASD/SLD aged 16-25 to support their successful transition to adulthood. This will include developing vocational pathways for young people aged 19-25 with ASD/SLD/complex needs so they can be supported locally to develop their independence and participation in community life. Working with local FE colleges, including the College of North West London, that have specific provision for young people with SEND will continue to be a focus within SEND place planning at post 16. In addition the Council will further develop pathways of work experience placements, apprenticeships and more supported internships for young people aged 16-25, working with FE colleges and special schools within the Borough and in collaboration with local businesses.
- There are increased numbers of EHCP pupils accessing special early years provision. Added to which, the challenge of the 30 hour offer is putting pressure on existing places. At Willows Nursery in 2017/18 3 parents were claiming 30 hours but in 2018/19 this has increased to 6. The Council is currently considering the impact of the 30 hours offer, to ensure sufficient capacity, but it is likely that additional special nursery places will be required. The Council will work with partners to ensure that the early years system is flexible enough to help meet the needs of parents and the challenge of the 30 hour offer.

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 over the last 5 years (since 2014-15) for both fixed term and permanent exclusions. This is very positive and does not reflect the national trend. Support is available for Brent schools to reduce the number of exclusions, with 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:

- Working with Roe Green Junior and Sudbury Primary in delivering preventative programmes commissioned by schools for KS1 and KS2 children at risk of exclusion. These programmes offer short term respite places for pupils with a view to re-integration. The Council is proposing to develop further provision of this type, within other mainstream settings, as re-integration rates following this type of respite are positive.
- Working with Brent River College (Pupil Referral Unit) that provides 6 places for Key Stages 1 and 2, as well as provision for secondary aged pupils, and is commissioned directly by schools to provide preventative places for children at risk of permanent exclusion.
- Working with the Brent Special School Academy Trust (BSSAT) to develop Alternative Provision that schools can commission for young people subject to fixed term exclusions or for respite for those whose SEMH needs cannot be met within mainstream. The intention is for this to be based on the Roundwood site and for the provision to offer vocational courses alongside a core curriculum.
- Working with schools to develop access to mental health support in line with the government's Green Paper on Mental Health in Schools. In the first instance, this will involve commissioning places at a new independent school, the Corner School, which will initially take Primary aged pupils and offer a therapeutic nurturing environment, much along the lines of Islington's Family school. This has the advantage of being located in Brent and will be able to work closely with mainstream schools to support re-integration wherever possible. The Corner School will support young children with complex SEMH needs who are at risk of permanent exclusion.

8. Childcare and Early Years Education

8.1 Early Years provision

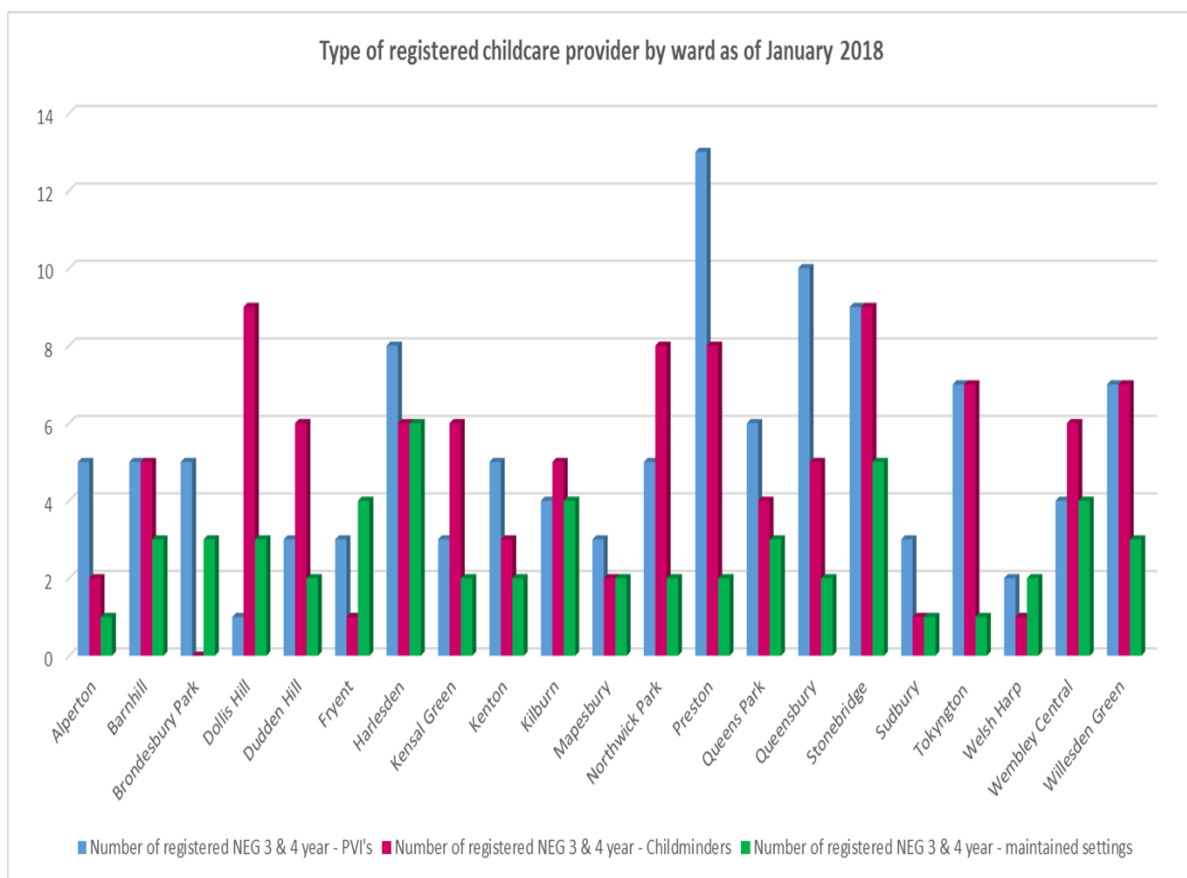
Under the Childcare Act 2006 local authorities have a statutory duty to secure sufficient childcare for the needs of most working parents/carers in their area. The updated Brent Childcare Sufficiency Assessment 2018-2021 shows that there has been an overall increase in the number of PVI providers in the Borough and a reduction in places in maintained and childminder provision. In 2018 there are 5077 places at PVI providers, compared to 4186 in 2015. The number of places in maintained and childminder provision has reduced from 4426 to 4263 over the same period. There is under-fives provision across all ward areas with 343 providers offering childcare places for 0-5s. There are, however, variances across ward areas in the registered place capacity of providers with a difference of 626 registered places between the wards with the greatest and fewest places.

There is a good balance of free entitlement places being delivered across different setting types with 45% of free entitlement places for three and four year olds being delivered in maintained settings and the remainder being delivered across a mixture of PVI and childminding settings.

Alongside this, overall quality of provision has increased with 96% of providers across the sector now judged as good or outstanding by Ofsted. This is echoed by parental feedback with 92% of parents either agreeing or strongly agreeing that the quality of provision is good.

Provision for school aged children is largely delivered on site at school settings with many schools running a system of clubs rather than formal childcare provision. Registered childcare for school aged children is less consistently available across the Borough with 5 ward areas having no before school provision, 3 having no after school provision and over half of wards having no holiday provision in ward.

Graph 2: Type of Registered Childcare provider by ward (January 2018)



8.2 Demand for Early Years provision

Lower than national average take-up rates of the free NEG entitlements and lower attainment levels by priority groups have been areas of concern in Brent in recent years, particularly with regard to the free entitlements to early education for eligible two year olds and the universal entitlement for all 3 and 4 year olds. 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 has been successful, with 94% take-up achieved in the summer term 2018.

There is evidence of increased numbers of children with EHCPs accessing special early years provision. The challenge of the 30 hour offer appears to be placing pressure on existing places for children with SEND and it is likely that additional special nursery places will be required.

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 in order to ensure that all children can benefit from high quality early years education.

In acknowledgment of the fact that this cannot be achieved without taking a 'whole area' approach, rather than addressing individual issues in isolation, the Progress for All project will be launched in September 2018 and run until December 2020. This project will involve four key strands: access, quality, home learning and employers. Work around the strands will be undertaken at ward level, enabling a tailored approach that takes into consideration the particular characteristics of each ward.

Sufficiency of early years provision will need to be closely monitored, in particular for eligible 2 year olds, with delivery of 30 hour places being embedded across both PVI and maintained settings in the Borough. Take-up of the two year entitlement is not increasing as hoped and the impact on this of the extended entitlement needs to be understood fully so that actions to increase uptake can be scoped.

Graph 3: Take up of Early Year provision

