

# Coventry City Council Education and Learning One Strategic Plan 2019 - 2025



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# 1.0 Introduction

## 1.1. Coventry's Education and Learning Vision

Coventry's Children and Young People 2018 plan sets out the outcomes which organisations in Coventry will work together to deliver so they can provide the best support possible for children, young people and their families.

There are four key priorities within the plan:

- Early help
- Be healthy
- Stay safe
- Education, training and employment

In this context, the One Strategic Plan will help schools, parents, council staff, local partners and stakeholders understand how Coventry City Council plans to provide school places to ensure that all children and young people thrive in Coventry schools and settings throughout their education, wherever they live.

This document sets out the principles underpinning school place planning; the ways in which places will be delivered, the information used to inform this delivery, and the way work is conducted to deliver high quality, accessible school places for all learners.

## 1.2. Statutory Context

Coventry City Council (CCC) has a legal duty under Section 14 of the Education Act 1996, to ensure sufficient school places and fair, appropriate access to education. It is the Council's role to plan, commission and organise school places in a way that raises standards, manages supply and demand and creates a diverse infrastructure. This enables the Council to:

- ensure sufficient schools and places in a locality;
- secure sufficient early years & childcare places;
- ensure sufficient post 16 provision;
- provide appropriate education provision for children with special educational needs and disabilities;
- promote high education standards;
- ensure fair access to educational opportunity;
- promote the fulfilment of every child's education potential;

- promote diversity and parental choice.

With the Council being statutorily responsible for commissioning school places in all schools, including Academies and Free Schools, these are considered equally in the City Council's planning of school places.

This strategy provides, for the longest possible planning horizon, until September 2023 for Primary and September 2025 for Secondary, to ensure that need is anticipated and met in a transparent, objective, cost effective and sustainable way. The purpose behind the One Strategic Plan was to provide political leadership for an annual review and audit of the school places being delivered.

### 1.3. Coordinated Strategic approach

A memorandum of understanding (MOU) has been established in order to ensure partnership commitment between the City Council and Coventry Secondary Schools which will support the strategic plan for the delivery of additional school places 2018/19 to 2024/2025. This approach will be rolled out to primary and special to mitigate or meet demand through a partnership strategy.

This partnership commitment signifies a statement of intent to collaborate and work in partnership to achieve the best possible outcomes for children and young people in Coventry, ensure the sustainability of Coventry schools, and to enable the City Council to meet its statutory obligations.

The MOU has established a partnership commitment concerning the below principles:

1. The Council and all Coventry schools have a shared interest in ensuring all pupils have access to good quality local provision.
2. School organisation issues rarely affect schools in isolation; therefore, strong LA/ school partnerships are important to understanding the impact of school organisation decisions.
3. A partnership approach is therefore required to create the strategic plan based on a set of agreed partnership principles:
  - Collective moral purpose & accountability;
  - Openness & transparency;
  - Expansion & investment of existing schools where possible and relevant – against agreed criteria – as set out in point 4.
  - Working with current partners; and
  - Never knowingly undermining another school.

These principles will underpin the way we work together and how we create the plan.

4. A basic requirement of this strategy is that it ensures the right number of school places to meet pupil's needs, in the right locations, at the time they are needed. Commissioning additional school places at existing schools will therefore be assessed against the following criteria:

- Net Capacity. We will wherever possible seek to expand schools in whole forms of entry;
- Current performance of school – LA or Ofsted categorisation. Guidance on school organisation is clear that outcomes should lead to school improvement and increased attainment levels;
- The location of the school relative to the expected pupil need. It is desirable for schools to be at the heart of the community that they serve in order to provide easy access to their facilities by children, young people and their families, and the resident community;
- Current size of school – maximum 10 forms of entry and minimum 7 forms of entry where possible;
- Popularity of the school. We will seek to commission additional places, when needed, at schools with high levels of parental preference in the locality, looking closely at first choices and those schools that are oversubscribed;
- Physical ability of school to expand including any site or potential planning constraints;
- Cost of expansion. It will be important to ensure that any proposals represent good value for money and are in keeping with available capital funds. All school buildings and estates in the City should be of the highest quality within the resources available;
- Diversity of provision. Coventry has a broad variety of provision, with both voluntary-aided, trust schools, in addition to a large number of academies of various types. The LA seeks to maintain or increase levels of diversity and choice for parents wherever possible. In considering school planning, the aim will be to maintain the balance of denominational provision, unless parental preferences via the admissions process provide evidence that change is required. In considering places at voluntary aided schools the LA has a strong relationship with the appropriate Diocesan and Church Authorities, and we regard this partnership working as implicit to good planning;
- SEN/ Inclusion. Wherever possible any school changes should seek to promote greater inclusion for those pupils having SEN and/or disabilities, by providing specialist provision within /linked to mainstream schools or academies. The benefits of this approach are that it; maximises the opportunity for children and young people to be included within their local community, minimises journey times to and from school and makes the optimal use of the revenue funding available to support such individuals or groups.

- Governing Body/ Trustees support. Proposals will normally require careful negotiation with schools and their governors to align aspirations for development. Where proposals are subject to statutory notice processes we will ensure that all prescribed consultees have the opportunity to have their say before any decisions are taken by the LA.

It is therefore intended to develop through this agreement, a spirit of co-operation between the Council, governing bodies and school leadership teams that will help all parties to achieve a fair and open way forward to meet the education needs of local families and their children.

## 2 Key strategic priorities

Where possible, we will consult with all schools and decide upon the most cost-effective way forward.

We are committed to ensuring all schools are kept informed with regards to long term school planning. We will, where possible, design buildings which enable schools to be flexible in the longer-term regarding use of buildings and grounds.

Each year we will communicate to all schools our proposals for new schools, expansions and the long-term demand by area. Schools will be invited to comment and declare an interest in expansion.

We are committed, where expansions and funds allow, to address the following areas

- **Local places for local children**

*We are committed to providing school places for children in their local community whenever possible.*

- **Removal of half forms of entry by increasing or decreasing (where appropriate) schools PAN**

*In order to provide schools with stability when organising classes, we will look to remove half forms of entry, where possible. A number of schools in the City are operating with half forms of entry (e.g. admit 45 or other multiples of 15) this often requires the school to organise into mixed age classes in order to provide financial viability towards covering the cost of a full time teacher. Whilst it is possible to operate in this manner, it is more challenging for teachers and can be unpopular with parents. The local authority will look to remove half forms of entry where possible, particularly through expansion programmes.*

- **Increase 1 form of entry (FE) to 2 forms of entry (FE)**

*When expansion is required, if possible and appropriate we will look to expand schools to 2 (FE) to provide better financial stability.*

- **Incorporate SEND facilities within mainstream schools**

*To make best use of education facilities and increase inclusion for pupils with Special Educational Needs and Disabilities, we are developing schemes to include SEND facilities within mainstream schools and expand capacity.*

- **Address safeguarding issues relating to buildings and grounds**

*We are committed to addressing any safeguarding within schools relating to the school building or grounds and will address any issues identified in a timely manner to ensure the safety of children in Coventry schools*

- **Address buildings defects and Equality Act noncompliance**

*Where funds allow, we will address any identified defects. All school buildings in Coventry should be accessible to all and up to an equal standard.*

### 3 Maintaining Available Capacity

Education planning areas are used by the LA to assess the supply and demand of school places. The areas are proposed by the LA and agreed by the Education Skills Funding Agency (ESFA). Any changes to planning areas must be agreed through this process. Coventry City Council applied to change its planning areas in February 2018, these were accepted and approved in April 2018. Please see attached appendices 1-4 which detail the planning area boundaries and in which planning areas schools are sited. Whilst Education use these areas to plan, there is recognition that the boundaries are not rigid and there is significant movement across these boundaries as parental preference and flexibility changes each year.

There is a need to maintain a certain amount of capacity within a given area to allow for flexibility to meet parental preference as much as possible, enable in-year transfers and allow families moving to an area to be able to secure a place at a local school or for each of their children at the same school.<sup>1</sup>

The DfE previously recommended that Local Authorities should retain between 4% and 8% capacity per planning areas as surplus to accommodate 'In Year' applications/growth. This guidance lapsed in 2014, and now the DfE recommend that LA should monitor its own capacity to reasonable levels. Within Coventry LA this figure is determined as 3% for Secondary and 4% for Primary.

This is due to high levels of In-Year variance the city is experiencing. For the most part this 3-4% capacity will be measured within a planning area. However, Education recognise that where there are planning areas with a low Published Admission Number (PAN) or oversubscribed schools, 4% capacity may be unattainable or lead to issues with financial

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<sup>1</sup> The School Admissions (Infant Class Sizes) (England) Regulations 2012, Section 4.—(1) states that 'No infant (Year Reception, Year 1, and Year 2) class may contain more than 30 pupils while an ordinary teaching session is conducted by a single school teacher.'

viability in the school. It is also noted that due to the size and nature of the City, particularly in relation to secondary pupils where freedom of movement is more accessible, if a planning area is consistently oversubscribed it is unlikely to be able to maintain this level of surplus capacity. Similarly, if a planning area contains less popular schools, the surplus margin may be much larger. Therefore the 4% surplus will also be monitored as a city-wide aggregate.

This policy has been factored in the planning and analysis set out further on in this strategy. Current and forecast capacity and how it aligns to the maintaining capacity policy is available within Appendix 3 (primary) and Appendix 4 (secondary).

### 3.1 School Admissions

All aspects of school admissions are based on the [School Admissions Code](#). It governs the way all schools set their admissions oversubscription criteria, ensures compliance with local co-ordinated schemes, makes offers of places and allows for school admissions appeals. It also places the local authority as a regulator for all other admission authorities within its boundaries, with the expectation that the local authority will report those admission authorities whose admission arrangements are not in line with the School Admissions Code to the school's adjudicator.

The School Admissions Code places a requirement on all local authorities to publish a 'co-ordinated scheme' and manage the admissions process. This booklet is published and made available to all parents, via the Council website, and sets out how to apply for a school place for

- Primary (Year R)
- Junior (Year 3)
- Secondary (Year 7)
- University Technical Colleges (Year 10)

For all children, the authority will try to offer a place at the school listed first. Parents are advised to read the admissions policies of all the schools requested so they can judge the likelihood, or not, of being offered a place at the school they most prefer. When a school receives more applications than it has places available, we need a fair and consistent way of deciding how to offer the places available.

### 3.2 Home to School transport

Coventry City Council provides home to school transport to pupils in accordance with national legislation. In instances where a place at a school named as a parental preference,



cannot be offered to a pupil and the alternative place offered is above the distance criteria set out below (or use of a walking route that is deemed 'unsafe' is required), CCC will provide transport to the alternative school.

Pupils up until the age of eight: 2 miles

Pupils aged eight and over: 3 miles

[Please click here for more information on Home to School Transport](#)

## 4 Funding

The provision of additional school places usually requires Capital investment into the school. There are currently several avenues for funding additional school places. This is usually provided as a grant through the DfE or by requesting contributions from new developments. The following section examines the different sources through which funding can be claimed.

- Basic Need Grant funding

Capital allocations to meet projected shortfalls in provision are provided by the Education Skills Funding Agency (ESFA) to all local authorities based on the data provided in the annual School Capacity return (SCAP).<sup>2</sup> This funding is required to help fulfil the Local Authorities duty to make sure there are enough school places for children in their local area. The level of funding is determined by the demand for school places in the city. This return informs the ESFA of the expected change in pupil numbers over the next few years, the current capacity of schools to meet those numbers and the planned changes to that capacity. There is pressure on capital budgets for new school places across the country and it is likely that allocations will continue to be limited for the foreseeable future. It is important, therefore, to consider value for money in the process of commissioning school places.

Secured Funding	£14,665,000
19/20 Allocation	£3,913,000
20/21 Allocation	£6,237,000
<b>Total Funding</b>	<b>£24,815,000</b>

The Chancellor, in October 2019, confirmed details of the Spending Round. The Spending Round focused on day-to-day departmental resource budgets for 2020-21 (as well as a 3-year settlement for core schools' resource funding as an exception). It did not consider departmental capital budgets, as these have already been set for 2020-21. A full multi-year

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<sup>2</sup> The forecast pupil numbers methodology for the SCAP return can be found in Appendix 7.

spending review will follow in 2020. One practical consequence for local authorities is that the DfE are not able to announce Basic Need allocations for places needed in 2021 onwards. This uncertainty will have implications for the way that local authorities plan and deliver basic need projects.<sup>3</sup>

- Section 106 (S106) funding / Community Infrastructure Levy (CIL) funding

The SCAP return asks local authorities to provide forecasts of pupil numbers that exclude pupils brought to the area by new housing development: there is an expectation that provision for these pupils will be funded through contributions provided by the developers. The ESFA expect the infrastructure required as a result of housing developments to be mitigated by S106 funding/ CIL funding.

The Local Authority will seek to access funding from developers towards providing additional education provision, through the expansion of existing schools or the opening of new schools, when the predicted impact of a new housing development creates a shortfall.

Where new housing development creates a demand for school places in excess of those available, the LA will work with developers to ensure that the appropriate contributions for the provision of additional school places are given. Where a housing development yields a large amount of pupils and justifies new provision, it may be necessary to secure land. The land would be used for education purposes, to safeguard the LA’s statutory responsibility to provide sufficient school places.

This will continue to be achieved through Section 106 agreements. Education will seek the maximum contribution from developers to support the provision of additional places that we believe is proportionate to the impact of the development. It is critical that developers make a financial contribution to school places as, without it, the LA will be unable to deliver the required provision. Section 106 also includes asking for Primary and Secondary SEN contributions to aid in commissioning additional special school places as a result of the development.<sup>4</sup>

Given the housing trajectory provided by the Local Plan as to how many dwellings the Council plans to deliver the maximum contribution<sup>5</sup> that will be requested is as follows.

Funding Received in	Total Primary Contribution	Total Secondary Contribution	Total SEN Contribution
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<sup>3</sup> All full copy of the letter received from Lord Agnew can be found Appendix documents

<sup>4</sup> The methodology for the pupil yield calculation is included in appendix 2.

<sup>5</sup> Please note where requests cannot be justified or will not be Community Infrastructure Levy (CIL) compliant, the funds received may be lower than outlined in this table.

Financial Year beginning			
Apr-19	£879,314	£680,739	£58,336
Apr-20	£2,332,623	£1,805,849	£154,752
Apr-21	£3,871,422	£2,997,142	£256,840
Apr-22	£6,869,637	£5,318,272	£455,749
Apr-23	£5,929,260	£4,590,260	£393,362
Apr-24	£5,410,221	£4,188,435	£358,927
Apr-25	£5,703,325	£4,415,348	£378,373
Apr-26	£5,147,648	£3,985,159	£341,508
Apr-27	£5,685,006	£4,401,166	£377,157
Apr-28	£5,343,051	£4,136,434	£354,471
Apr-29	£5,343,051	£4,136,434	£354,471
Apr-30	£5,251,456	£4,065,524	£348,395

- Centrally funded new schools via the Government's Free School programme.
- Capital Receipts – the sale of former education settings deemed surplus to requirements can be ring fenced to education, in exceptional circumstances.
- Capital contributions from individual school budgets and/or bids by Academies for 'Capital Infrastructure Funding' (CIF).
- Capital funding allocations for 'Voluntary Aided' schools (LCVAP funding).
- Special Provision Fund

The Special Provision fund allocations are designed to create new places and improve facilities at existing schools. This funding is primarily intended to develop provision for pupils with more complex special educational needs (i.e. an EHC plan or a statement of special educational needs) in mainstream and/or special schools.

## 5 Housing Developments

The Coventry Local Plan 2011-2031 has followed a period of public examination and consultation on proposed modifications. The Inspector has now published the reports covering the Local Plan and City Centre Area Action Plan. These have been approved and the Council ratified the plan on the 5<sup>th</sup> of December 2017.

The Local Plan calls for significant development in the North and West of the city, with a total of 24,600 additional homes built across the city by 2031, the end of the plan period. With a further 17,800 homes being built on Warwickshire land based on an agreed redistribution mechanism with the various districts and boroughs. From 2017 onwards Coventry City Council plans to build 1,300 homes per annum within the city of which 600 per annum homes are to be classed as affordable.

New housing developments can create additional demand for existing and new education facilities. This new housing is estimated to lead to over 13,200 additional children across all age ranges. There are also significant numbers of housing developments receiving planning permission outside the local plan process, which are already beginning to impact on local schools. Coventry do not ask for developer contributions on one-bedroom dwellings, as they are unlikely to generate either primary, secondary or sixth form pupils. For this reason, Coventry calculate pupil yield from development which is designed for familial occupation, I.E. 2 bed dwellings and above.

From September 2019, the pupil yield figures for Coventry are follows:

	Primary	Secondary	Sixth Form	Primary SEND	Secondary SEND	Early Years
Pupils generated per 1 eligible dwelling	0.39	0.23	0.04	0.01	0.01	0.08
Pupils generated per 100 eligible dwelling	40	24	4	1	1	8

The pupil yield methodology for how these figures have been calculated is included in appendix 2.<sup>6</sup>

The current rate of housebuilding in Coventry is likely to generate additional school age pupils. In the north of the city, there are 4000 total homes allocated. The majority of these are part of the Keresley SUE, on this site is provision and land for a new 2FE primary school which will cater for the long-term impact of this development with other local primary schools taking any additional pupils, through school expansions, who will arise from this development.

In the west of the city, Coventry City Council have managed to secure a parcel of land for Education within this section of the city. This is part of the Eastern Green development in the local plan, which is scheduled to commence building works in 2021. The masterplan for this site contains land for a 3FE primary school.

<sup>6</sup> These figures have been rounded to two decimal places.

In the south of the city, the Kings Hill development in Warwickshire, c. 4000 dwellings, with c.1800 dwellings being delivered by 2030. The development is currently scheduled to begin in 2021, this site currently has plans for primary school(s), and a Secondary education site. It is expected the development of the secondary school will not begin until c.2025 at the earliest. Whilst pupils arising from this development will be under Warwickshire’s authority, they are likely to look at Coventry for school places, particularly whilst the education provision on site is being developed.

In the east of the city, there is significant regeneration, the redevelopment of Bell Green and Potter’s Green is nearing completion. Regeneration of housing is difficult to factor into pupil yield as it essentially a replacement of stock housing, however the mix of housing does bring changes to the demographic and increasing pupil numbers. The largest housing development in this part of the city is the Walsgrave development, near the hospital.

## 6 Providing School Places

There are two consistent methods for providing additional school places, through either school expansions or providing new schools.

### 6.1 School expansions

Where a predicted shortfall of places has been identified, the most common solution is to expand an existing school. We will consult with all schools in the area and decide upon the most cost-effective way forward after considering expansion opportunities available within various school sites and costs.

There are several factors taken into consideration as set out below:

Criteria	How is this Measured	Source
1 Access – Serving Area of Need	Pupil number forecasts.	Data Team / Education & Learning
	Locality of schools in relation to demand.	Education & Learning
	Long term planning applications in the adjoining area.	Planning Team / Education & Learning
	Proposed admission arrangements.	Education & Learning
2 Suitability of site and buildings for expansion	Net capacity of schools.	Property Information Team/Academies
	Size of site <sup>7</sup>	Property Information Team
	Capacity of existing M&E to accommodate expansion requirements.	Property Information Team / School

<sup>7</sup> See 2.9.2 for further explanation.

		Planning issues including highways and transport impact.	Highways / Other
		Potential for the site to bring investment that would support the development.	Education & Learning
		Barriers to expansion including listed buildings, grant funding conditions, third-party impact.	Education & Learning
		Demonstrable commitment to making maximum use of the existing school buildings. <sup>8</sup>	School
3	Leadership capacity & Quality of provision	OFSTED reports.	Education & Learning
		School position in terms of pupil attainment.	Education & Learning
		Capacity to maintain standards and manage change during build programme.	Education & Learning / School
4	Consequential impact of project	Impact on pupil numbers at other local provision.	Education & Learning
		Potential for expansion project to improve condition need of existing buildings within funding envelope.	Property Information Team
		Current number of forms of entry.	Education & Learning
		Early Years provision.	Education & Learning

### 6.1.1 Partnership working

There is an expectation that small schools or schools with known budget pressures will work in partnership or collaborate with suitable partner schools whenever possible, to achieve economies of scale, for example: through federation and shared staffing/resources. This may help to maintain financial viability and remain sustainable longer term.

### 6.1.2 Size

The minimum size for a primary school will vary across local authority borders; however, it is an important consideration when looking to ensure the long-term viability of Coventry City Schools. When looking at expanding primary school provision, the local authority will look to expand primary schools from 1FE to 2FE where there is demand for places, to help with the financial viability of those schools. Where new schools are required, the preferred model will be for 2FE primaries, although specific context may require smaller or larger schools to be provided.

## 6.2 New schools

The need for new schools often arises when there are no opportunities to expand existing local schools or where new housing developments are expected to bring large numbers of new families to an area, where no existing provision can accommodate the influx of people.

<sup>8</sup> See 2.9.1 for further explanation.

When the need to establish a new school arises, there is a presumption in law that these schools will be Free Schools. The role of the local authority is to identify a site for the school and to seek applications to run the new school from potential sponsors. The final decision on who should sponsor a new school is taken by the Regional Schools Commissioner (RSC), whilst the RSC now has a requirement to consult with the LA on any new free school proposal, the overall decision is outside of local authority control.

It is the responsibility of the local authority to seek sponsors for these new schools, therefore if a new school is required, the local authority would look to engage with potential suitable organisations including existing high-quality providers within Coventry. The council intends to work collaboratively with the ESFA and office of the Regional Schools Commissioner and other external providers if new school(s) are required.

In order to provide sufficient Early Years places across Coventry, where existing provision is at capacity, all new build schools will include facilities for Early Years provision, and SEN provision. For Secondary, similar inclusion facilities will be provided.

## 7.0 Coventry Context

### 7.1. Characteristics of Coventry provision for children

#### 7.1.1 Academisation

There are currently 86 primary schools in Coventry. This includes the Primary phase of the Seva School. The academy conversion process which was initially popular with Secondary Schools is now starting to spread to Primary schools as Multi-Academy Trusts expand and encompass more schools across wider areas. These are broken down as follows.<sup>9</sup>

Table 3: Academies, maintained schools and schools in process, a comparison by phase (primary, secondary, special, all-through and other)

School Type	In process	Maintained	Free Schools	Voluntary Controlled Schools	Voluntary Aided Schools	Academies	Total (all schools of type in county)
Primary (inc. Inf, Jun, Pri)	1	46	1	2	6	29	85
Secondary	0	0	3	0	0	18	21
Special (all types)	0	7	0	0	0	2	9
All-through	0	0	1	0	0	0	1

#### 7.2 Special Schools

Coventry maintains six special schools and commissions places at two special academies within the local area, offering the following provision:

School	Type of Need	Age Range
Castlewood	*generic learning difficulties	Primary: 4 to 11
Three Spires Academy	general learning difficulties and autism	Primary: 4 to 11
Tiverton	*generic learning difficulties	Primary: 4 to 11
Sherbourne	*generic learning difficulties	All age: 4 to 19
Baginton	*generic learning difficulties	Secondary: 11 to 19

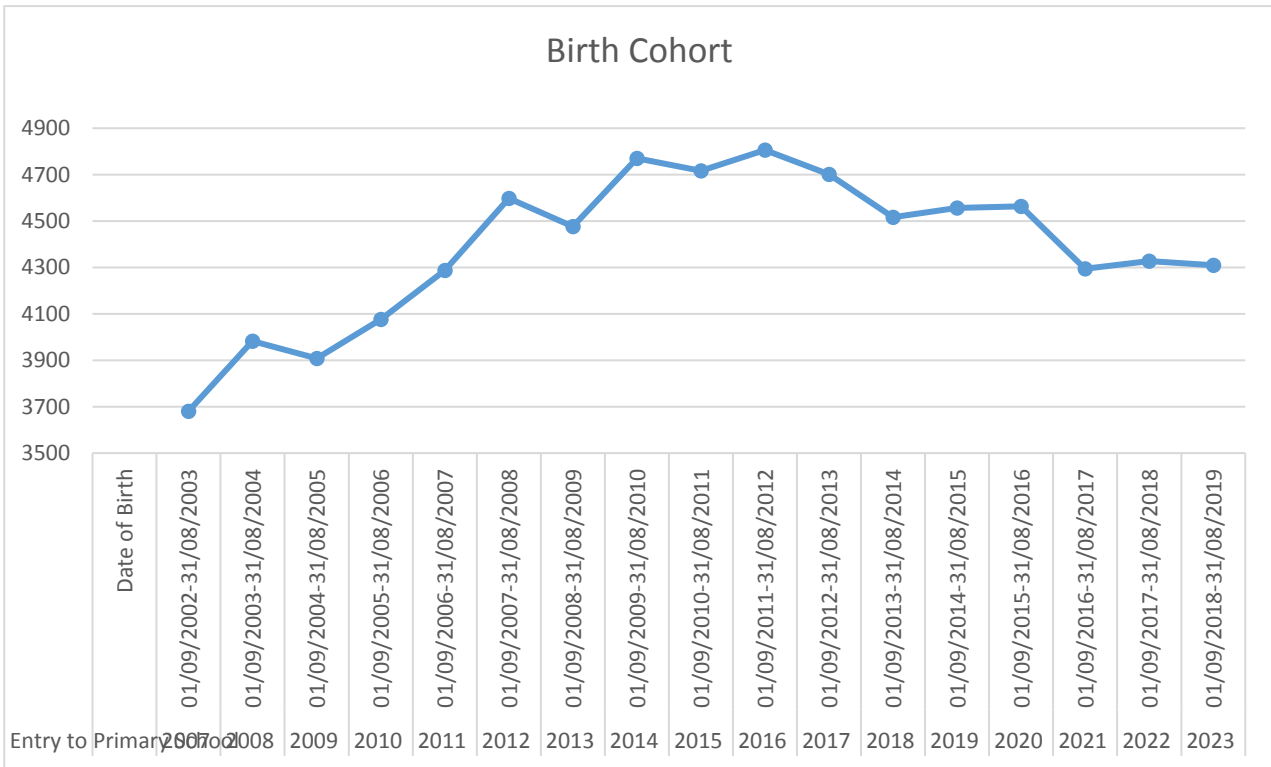
<sup>9</sup> Please note information correct as of the 17/05/2018.



River Bank Academy	*generic learning difficulties	Secondary: 11 to 19
Corley	Autism Spectrum Condition (ASC)	Secondary: 11 to 18
Woodfield	Social Emotional Mental Health (SEMH)	All age: 4 to 16

\* referred to locally as ‘broad spectrum’

### 7.3 Population Context



The 2016 Mid-Year estimates 353,000 people live within the City boundaries. (2016 Mid-Year ONS estimates) This number is only expected to continue to increase, due to the young demographic of the city, 20% of the city’s population are aged 20-30 and higher levels on inwards migration.

However, the birth cohort is starting to stabilise to more regular levels, this means the pressure on primary places is starting to ease, although there are still localised areas of pressure within distinct planning areas of the city. The transient nature of a city’s population and the social mobility of its residents mean that births, and GP registration data will be updated quarterly from the NHS trust, so that Coventry City Council can more effectively track pre-school cohorts and how they move around the city. This social mobility, and any unprecedented migration to areas of the city may lead to increased localised pressure which will require monitoring to ensure that additional school places are not immediately planned for when it is known that the pressure will dissipate as the families migrate again.

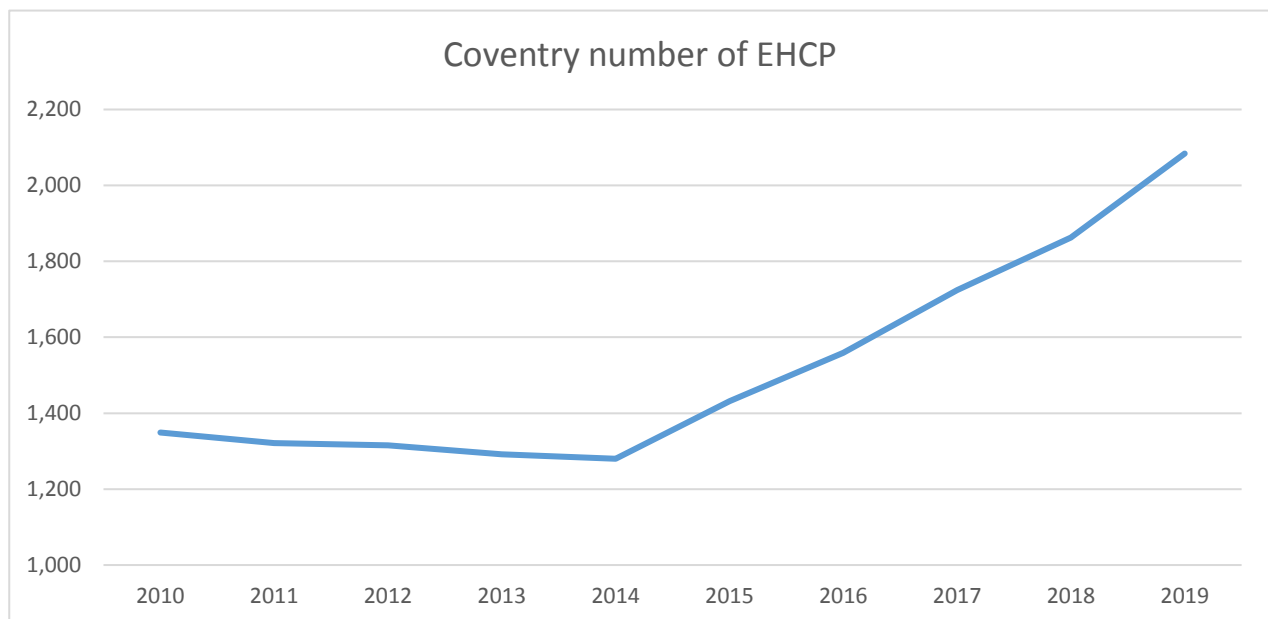
The latest data from the health authorities gives us some key headlines:

- The birth cohort peaked for entry into Reception in September 2016 and, with the existing housing stock considered, has begun to re-stabilise and in some areas of the city started to decrease. Although future developments within the local plan may lead to a future rise in birth rates in the specified locations.
- The current Year 3 is the largest cohort currently in Coventry Primary schools, September 2023 entry to Secondary, and will severely impact upon the availability of places within the city.

## 7.4 EHCP's (Education Health and Care Plans)

In January 2019, Coventry maintained 2,084 Education Health and Care Plans (EHC Plans) compared to 1280 in 2014, a growth of 804 or 63% in 6 years. Overall 2.3 % of Coventry's school age population have an EHC Plan, which remains lower than Coventry's statistical neighbours (2.7%) and the all England average (2.8%).

The growth is attributable to both the number of new first-time assessments, resulting in an EHC Plan, which has risen by 25% in the last three years and the number of young people remaining in Further Education with an EHCP. Before 2014, a Statement of Special Educational Needs would cease at the point a student moved from a school to a college. However, in September 2014 legislation changed, which meant LAs took over responsibility for maintaining EHC Plans in colleges until a pupil is aged 25. Approximately 27% of the EHC Plans maintained are for students aged 16 to 25.



## 7.5 Early Years

Coventry Local Authority carries out a Childcare Sufficiency Assessment in line with its statutory duties under the Childcare Act 2006 and 2016. The assessment is a measurement of the nature and extent of the need for, and supply of childcare in each ward in Coventry. The purpose of the assessment is to help identify where there are current gaps in the childcare market and propose recommendations. Section 6 of the 2006 Act gave Local Authorities a new duty of securing, so far as is “reasonably practicable”, that the provision of local childcare is sufficient to meet the requirements of parents and carers to enable them to work or undertake education or training leading to employment.

Early years’ education and childcare is provided in Coventry through a nursery school, school nursery classes and in private, voluntary and independent settings, including child minders, preschools and day nurseries. The type of provision can be categorised as follows:

<sup>10</sup>	Childcare on non-domestic premises	Childminders	Nursery classes/school	Out of school provision	Holiday schemes	Childcare on school sites	Independent school sites offering early years provision
Number of settings	99	271	65	85	27	11	5
Number of places	4,809	1,754	3,434	n/a	n/a	293	n/a

Data as of 1<sup>st</sup> September 2019

Coventry’s Childcare Sufficiency Assessment 2017/18 sets out the gap analysis and recommendations for ensuring that sufficient places are made available for families and it closely aligns to the Schools One Strategic Plan. In summary, childcare provision within Coventry has continued to grow and quality continues to remain high. Growth has been needed within the city due to the implementation of the 30 hour extended entitlement offer for families. This has required targeted development of places through capital expansion and a focus on partnership working to enable sufficient capacity to meet DFE delivery targets. The planned significant increase in new housing, employment and retail development will increase demand for childcare. Coventry local authority has a statutory duty to ensure, so far as is reasonably practicable, sufficient childcare to meet the needs of working parents and those studying to work, and to secure prescribed early years provision free of charge. Where parents choose to take-up their early year’s entitlements for 2, 3 and 4 year olds may change over the next few years. As 30 hours childcare

<sup>10</sup> Information provided by the Coventry Childcare Sufficiency Assessment 2017/18

becomes embedded and new parents become eligible for the early year's entitlements, demand may change with parents seeking more flexible childcare provision for example open for longer hours, stretched across school holidays and to support weekend work.

In order to meet these challenges, achieve the participation targets for Early Education entitlements and support a good level of development at the end of the Foundation Stage, the following recommendations will be required and form the basis of the Early Years' Service work stream action plans.

- To increase capacity of childcare in line with growth and employment to meet the statutory requirements for all children aged 0-14 years old (and up to 18 years old for children with Special Educational Needs or Disability).
- Assess the variety of options for older children within primary and secondary during non-school hours including before/after school and holiday provision. Explore demand and take up of this provision to inform actions in specific areas of the city. Provide a targeted focus on the quality delivery of services for this age group.
- Childcare and early year's provision needs to be considered when new housing is planned, to ensure any new families moving into the area, or any increase in overall population, can access childcare and early years provision to meet their needs. Consider opportunities for Section 106 funding to support capacity development (contributions from developers towards the costs of providing community and social infrastructure which are required as a result of new development taking place).
- Ensure parents are aware of the support available to them to reduce the cost of childcare including the early year's entitlements and Tax Free Childcare (TFC). Encourage settings to register to deliver Tax Free Childcare. Work with employers and Jobcentre Plus to ensure working parents and those moving into employment are aware of support to meet the costs of childcare, flexibility options and to promote childcare settings locally to support choice.
- Further work with providers to support robust assessment of parental demand at a local level, and to use findings to consider business opportunities to adapt their offer to meet identified demand. This may include longer days or stretching delivery across the year.
- Support cluster working between schools to offer sustainable models of delivery (including provision across the school holidays). Support partnership working across different types of provision (including sessional provision and childminders) to ensure parents have access to flexible and stretched provision, and providers can maximise occupancy to ensure sustainability of provision.
- Continue to increase the take-up of all early education entitlements with a particular focus on the universal early year's entitlement for 3 and 4 year olds. Support opportunities for providers to maximise funding across all early years

entitlements, in order to protect provision for 2 year olds and 3 and 4 year olds (universal).

- Drive workforce development improvements within the sector to address growth in services and the decreasing interest in childcare as a career choice within the sector.
- Promote childminding as a profession in order to increase overall numbers of childminders across the city in order to reverse the decline in numbers of people interested in working in this childcare type.
- Investigate possible barriers for parents and providers to the take up and delivery of provision for children with SEND. Ensure information available for parents reflects what inclusive provision is on offer across the city.
- Work across the early year's sector to improve the attainment level for all children at the end of the foundation stage. Reduce levels of inequality and narrow the educational gap between those most disadvantaged and their peers.
- Monitor and drive quality improvement of Ofsted outcomes to ensure sufficient childcare of high quality is available.

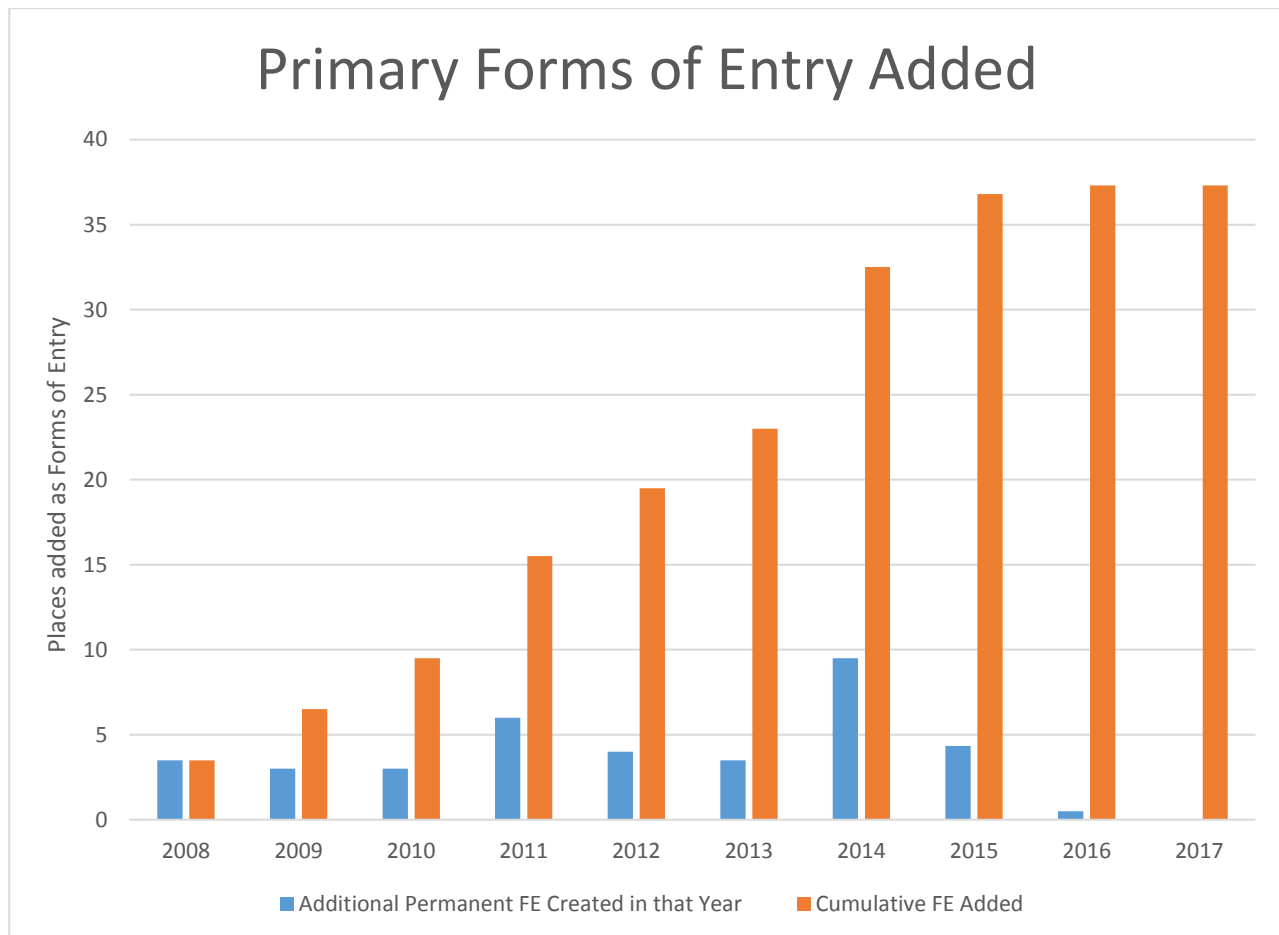
An action plan is in place to deliver these recommendations and support management of the market. Childcare provision needs are ever changing as demand fluctuates from families. The current focus for Coventry for early years and childcare provision is to sustain places we have developed over the past 4 years, availability of flexible education entitlements offers and developing partnership working to enable choice for families across the city.

## 7.6 Primary Context

Significant amount of work by the School Improvement team, in liaison with the schools, has resulted in there being only 6 Ofsted rated 'Requires Improvement' or 'Inadequate' Coventry Schools. Coventry has been delivering additional primary places since 2008. The vast majority of these have been OFSTED rated 'good' or 'outstanding' schools.

The below table highlights the phasing of these expansions and the overall number of additional places added. The 37.3FE added in permanent format equates to 1120 additional Reception places for children. There were a further 2 bulge classes added at Edgewick, and at Moseley which temporarily increased capacity in Reception for a single year before reducing back down to the agreed PAN.

Given the shifting movement of births within Coventry from the Binley and North East of the city, which has a falling birth rate, towards the North and West of the City where births are starting to stabilise and, in some areas, continuing to increase. As this cohort moves through the primary phase, alongside existing primary cohorts, and starts to impact upon secondary places the level of secondary school places required will rise.



## 8 Future Need

### 8.1 Primary

Since 2011 Coventry has undergone a significant primary expansion programme. Circa 37 forms of entry have been added to primary capacity. This coupled with the declining birth rate means the surplus capacity across primary schools is rising.

The below table breaks down below the rate by catchment area. As can be seen across the majority of the planning areas, births are declining in Coventry, whilst in certain areas particularly the West of Coventry the birth rate is continuing to increase.

		Year Entering Primary School				
PLANNING AREA	PAN	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23
West Central	300	274	264	258	233	296
North West	210	208	219	211	188	222
Longford	510	460	524	484	507	479
East	465	323	345	319	331	312
South	405	332	379	371	349	304
North East	395	352	369	362	335	327
North	315	371	399	356	341	346
West	225	220	224	217	236	202
South East	180	220	203	224	218	200
East Central	555	538	531	496	472	492
Coundon	240	157	133	136	152	144
Tile Hill	195	242	264	238	204	214
North Central	570	625	571	561	569	555
Binley	300	258	241	222	261	216
	4865	4580	4666	4455	4396	4309

Given this reduction in birth rate it is likely to have a significant impact upon the number of surplus school places in the City.

PLANNING AREA	Current Spaces in Reception in Planning Area <sup>11</sup>	Difference between 2019 and 2023 Births	Provisional places in Reception available in 2023
West Central	36	22	14
North West	17	14	3
Longford	50	19	31
East	22	-11	33
South	52	-28	80
North East	82	-25	107
North	6	-25	31
West	2	-18	20
South East	18	-20	38
East Central	58	-46	104
Coundon	7	-13	20
Tile Hill	22	-28	50
North Central	78	-70	148
Binley	22	-42	64
City Wide	472	-271	743

As the above table suggests this will create significant levels of surplus at Reception in 2023. As the DfE recommend have between 4-8% surplus places, having 743 surplus places in Reception in 2023 will leave Coventry with close to 15% surplus capacity.

We are working towards a sustainable level of surplus places in the city. There are local fluctuations in birth rates and migration rates which create challenges. It is our intention to

<sup>11</sup> Data correct as of 18/10/19.

ensure sufficient places whilst avoiding oversupply and without exceeding 5% surplus places within a planning area.

Year	Forecast Level of Surplus/Available Capacity				
	2019/20	2020/21	2021/22	2022/23	2023/24
Primary Planning Area					
North	2%	-7%	5%	6%	8%
North Central	13%	18%	19%	20%	21%
East Central	13%	13%	19%	21%	20%
West Central	11%	4%	3%	13%	-7%
Longford	9%	1%	7%	5%	8%
North East	19%	14%	17%	22%	25%
East	4%	-1%	6%	5%	9%
Binley	9%	13%	18%	8%	20%
South East	5%	12%	4%	7%	15%
South	12%	3%	5%	10%	19%
Tile Hill	11%	4%	12%	22%	20%
West	-1%	-5%	-5%	-6%	7%
North West	5%	2%	6%	13%	2%
Coundon	1%	9%	12%	6%	9%
City Wide	9%	7%	11%	12%	14%

Given this forecast level of surplus for the plan period, DfE recommendations suggest that best practise for Coventry would be for schools in the

- South
- North East
- East Central
- Binley
- South East
- South
- Tile Hill
- and, North Central<sup>12</sup>

planning areas to look at potentially temporarily decommissioning places to adjust supply to meet future reductions in demand. Coventry Local Authority will look to facilitate those connections between head teachers, governing bodies and school finance to examine where parties are in agreement over potential reduction of PAN.

Headteachers are encouraged to contact the Local Authority to discuss the PAN of the school if they are concerned about the number of surplus places the school is likely to hold.

## 8.2 Secondary

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<sup>12</sup> Please see Appendix 1



The large cohort of pupils moving through primary provision is due to impact upon secondary provision from September 2018. In order to meet the need for additional provision without providing too much surplus capacity in future years, it is proposed to expand secondary places using a mixture of temporary 'bulge' and permanent expansions.

As set out below, Phase One was presented to Cabinet in October 2018 and outlines the planned temporary and permanent increases up to 2021. To address the further forecast shortfall of places between 2022 and 2024, Phase Two outlines the agreement between the Local Authority and the Coventry Secondary Headteacher Partnership to meet the additional places required. This will continue to be reviewed annually in line with updated pupil forecasts.

All schools are required to consult as part of the expansion programme.

### Phase One

In **September 2018**, the LA added an additional 50 places across 5 different secondary schools. These were temporary increases and did not require any school to expand. The additional 50 places were accommodated in the below schools:

- Bishop Ullathorne – 10 places
- Blue Coat – 10 places<sup>13</sup>
- Cardinal Newman – 5 places
- Coundon Court – 15 places
- Whitley – 10 places

In **September 2019**, an additional 8 forms of entry (235 year 7 places) were added using a mixture of temporary and permanent expansions within existing Coventry schools.

The temporary increases are outlined below:

Caludon Castle increasing PAN from 240 to 270 for September 2019 only.
Foxford increasing PAN from 180 to 185 for September 2019 only.
Lyng Hall increasing PAN from 150 to 180 for September 2019 only.
Sidney Stringer increasing PAN from 210 to 240 for September 2019 only.

The permanent increases are outlined below:

Cardinal Newman increasing PAN from 220 to 250 from September 2019.
Coundon Court increasing PAN from 285 to 345 from September 2019.
President Kennedy increasing PAN from 270 to 300 from September 2019.
Whitley increasing PAN from 160 to 180 from September 2019.

In **September 2020**, an additional 2 forms of entry (60 year 7 places) are planned using a mixture of temporary and permanent expansions within existing Coventry schools.

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<sup>13</sup> This was agreed separately to Partnership agreement; the school permanently increased their PAN to 265 from September 2018.

The temporary planned increases are outlined below:

President Kennedy increasing PAN from 300 to 330 for September 2020 only.

The permanent planned increases are outlined below:

Barr's Hill increasing PAN from 131 to 161 from September 2020.

In **September 2021**, an additional 6.5 forms of entry (199 year 7 places) are planned using a mixture of temporary and permanent expansions within existing Coventry schools.

The temporary planned increases are outlined below:

West Coventry increasing PAN from 237 to 297 for September 2021 only.

Westwood increasing PAN from 157 to 217 for September 2021 only.

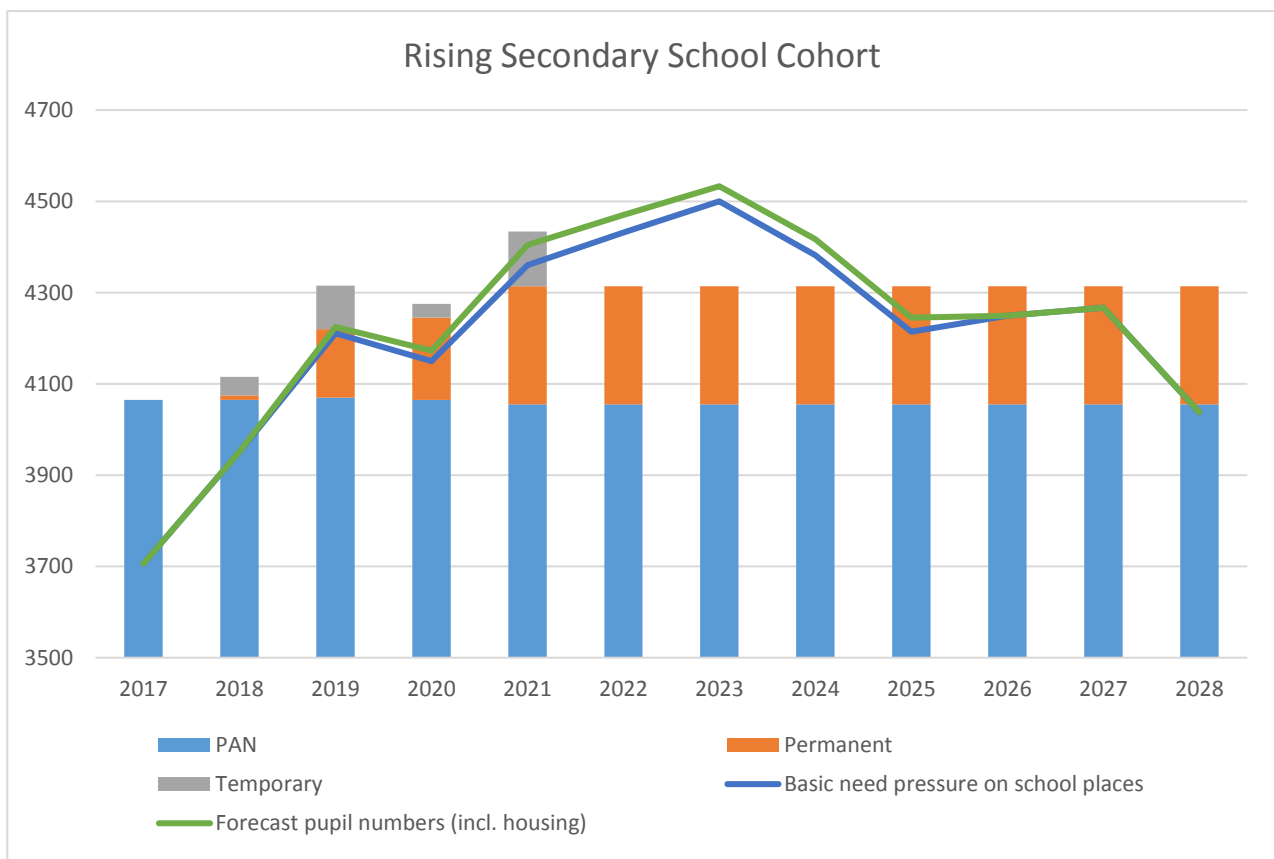
The planned permanent increases are outlined below:

Barr's Hill increasing PAN from 161 to 180 from September 2021.

Ernesford Grange increasing PAN from 180 to 210 from September 2021.

Finham Park increasing PAN from 240 to 270 from September 2021.

The below table demonstrates the sufficiency position if the additional places are added in this way:



## Phase Two

The above table shows how the Phase One of the capital programme will meet demand. From September 2022 onwards, with increasing pupils' numbers, there is an additional basic need pressure which will require the delivery of a phase 2.<sup>14</sup> To address the forecast shortfall of places and provide a sufficient surplus of places city-wide, it is expected that there will be the following requirement for additional places

- In September 2022, an additional 8 forms of entry (FE) will be needed.
- In September 2023, an additional 10 FE will be needed.
- In September 2024, an additional 6 FE will be needed.

Due to the anticipated decline in pupil numbers from 2025, which is forecast to reduce. It is expected that the required number of places here will be met by the 2019-2021 permanent expansions. Therefore, the proposal for Phase Two is to use temporary increases. This solution would allow the Coventry Partnership to future proof by avoiding an oversupply of places long term and ensuring that no school has a significant amount of spaces. Proposals for potential options for the phase have been discussed with Secondary Heads with a formal plan being finalised in December 2019 and brought for political approval in March 2020.

## 8.3 SEND Provision

### **Introduction**

The Special Educational Needs & Disability (SEND) School Place Planning Strategy for Coventry City Council sets the baseline for specialist provision across the city and summarises a range of factors that are driving the need for change over the short to medium term.

This strategy gives more in-depth information regarding the current and future SEND pupil population and outlines the options available to add or make changes to specialist provision for Coventry pupils. The aim of this strategy is to help the City Council, schools, parents and the wider community understand the need for specialist provision planning and to establish future demand. It will provide a basis against which future specialist provision will be planned.

The agreed key principles for meeting the demand for SEND school places is set out below:

- A whole system approach will be adopted, to secure a continuum of provision that reflects the continuum of need

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<sup>14</sup> This is in addition to the agreed expansions for 2019 – 2021 (Phase One).

- The majority of children with an EHC Plan will have their needs met within a community mainstream school
- Where possible the current special school(s) estate will be expanded to meet demand and ensure sustainability
- When additional or new provision is required, this will be secured through utilising existing vacant or underused education provision
- The condition of existing provision will be addressed to secure minimum standards and maximise capacity
- The special school offer will negate the need to place out of City because of a shortfall in local provision
- Consideration of reviewing and extending the age range of existing provision to address any 'bottle-necks' in transition.

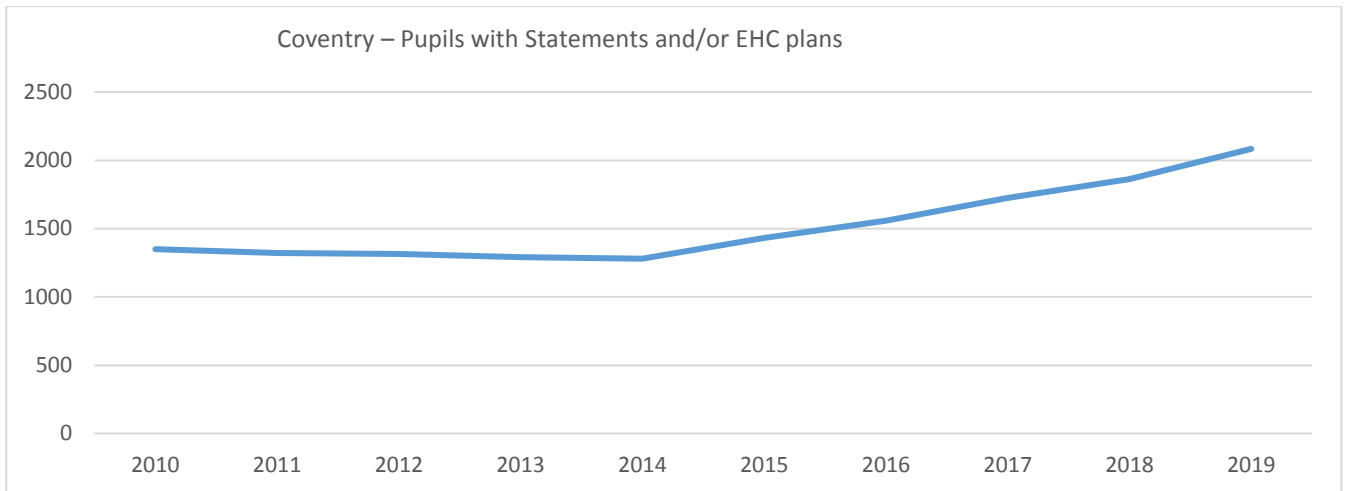
The provision strategy to meet the needs of Coventry with SEND includes:

- The further development and review of current enhanced resourced provision (ERP), which will lead to a range of ERP bases across the primary and secondary phase that reflects current priority areas of need including ASC (Autistic Spectrum Condition) and SEMH (Social, Emotional, and Mental Health).
- Prioritisation of the current special school estate to develop it for purpose schools within the available capital funds. Explore, where possible and advantageous, the opportunity to move, expand and/or rebuild special schools on alternative sites.
- Increase, where required, special secondary provision within the budget envelope of the High Needs Block for commissioned places.

Number of school age EHCPs	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	1,349	1,321	1,315	1,292	1,280	1,432	1,559	1,724	1,863	2,084

In 2014 the Children and Families Act came into effect, and subsequently the introduction of the Code of Practice (2014) covering the extension of the age range for special education needs (SEN) for young people up to and including the age of 25. This also saw the Education, Health and Care plans (EHC plans) brought into effect to replace the statements.

The increase in EHC plans in Coventry is displayed in the chart below:



The increase in the number of plans since 2014, is a clear indicator from the Code of Practice (2014), and the extended age range of 25.

These numbers encompass all pupils with SEND on roll at schools located in Coventry, including independent schools and pupils that are resident in Coventry but attend schools outside of Coventry. With the number of Education, Health and Care Plans (EHCPs) increasing over the last few years, this has resulted in an increasing number of children in high cost Out of City Placements.

### **National and Local Policy Context**

The Government’s vision for children and young people with special educational needs (SEN) and disabilities is the same as for all children and young people – that they achieve well, and lead happy and fulfilled lives. The Children and Families Act 2014 places important statutory responsibilities on local authorities for supporting children and young people with special educational needs (SEN) and disabilities. This is a vital role that local authorities retain in an increasingly school-led education system and one that requires long-term strategic planning, informed by detailed local knowledge enhanced through consultation with parents and carers, and good relationships with local schools.

Local authorities must ensure there are sufficient good school places for all pupils, including those with SEN and disabilities. Through long-term strategic planning Councils are seeking to reconfigure specialist places to ensure that they can meet need whilst containing spending within the constraints of the High Needs budget and available capital resources.

The Special Educational Needs & Disability Provision Strategy is part of a wider framework of policy documents that support the One Coventry Council Plan (2016-24) which sets out the 3 Council priorities:

- Globally connected

- Locally connected
- Delivering our priorities

## Current School Estate

Specialist SEND Provision located in Coventry is comprised of 8 special schools: six maintained special schools and two special academies.

The total number of commissioned placements at Coventry's Special Schools, is exhausted. Whilst there is capacity to increase the number of primary placements for generic learning difficulty, there is generally no physical capacity to expand secondary placements, without capital investment; with the exception of Corley secondary school, which caters for autism spectrum conditions (ASC).

The 8 schools are outlined in more detail below:

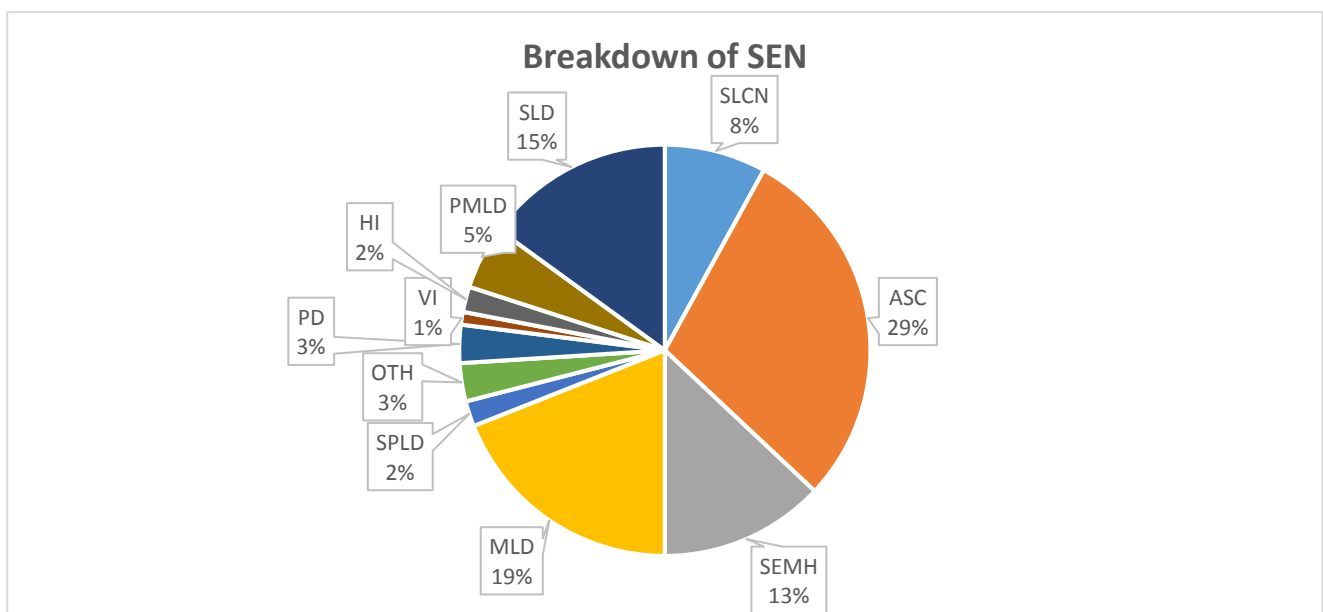
School	Description
Castle Wood Special School	For pupils aged from 4 -11 with a range of learning difficulties from profound and multiple, severe to moderate and with varying degrees of autistic spectrum conditions.
Baginton Fields	For pupils aged from 11-18 with a broad range of special educational need and disability; Autism, Sensory Impairment, Physical Disability, Communication Difficulties and Challenging Behaviours.
Corley Centre	For pupils aged from 11-18 with complex social and communication difficulties.
Sherbourne Fields	For pupils aged from 2-19 with a broad spectrum of need including physical disabilities, medical conditions and learning needs.
Tiverton	For pupils aged from 3-11 with severe learning difficulties or profound and multiple learning difficulties. They may also have some physical or sensory impairment, or an autistic spectrum disorder.
Woodfield	Based across two sites, a Primary for pupils aged 4-11 and a Secondary for pupils aged 11-16 (and support until the age of 18). Many of the pupils needs range from dyslexia, dyspraxia, being on the Autistic Spectrum (ASC), or having Attention Deficit Hyperactive Disorder (ADHD), Pathological Demand Avoidance (PDA) and attachment difficulties.
RNIB Three Spires	For pupils aged 4-11 with learning difficulties and additional needs, with over half of the pupils having autism spectrum conditions (ASC) and others have additional needs, including sensory impairment, communication difficulties and physical difficulties.
Riverbank	For pupils aged 11-19 with a broad range of special educational need and disability. Learning is influenced by Autism, Moderate and Severe Learning disabilities, Sensory Impairment, Physical and medical difficulties, Communication Difficulties and Social, Emotional and Mental Health difficulties linked with their special educational needs.

School Name	September 2018 Commissioned Places	May 2019 Commissioned Places	September 2019 Commissioned Places	Total increase
Castle Wood	139	139	147	8
Three Spires	84	84	84	0
Riverbank	164	164	164	0
Corley	96	96	118	22
Tiverton	70	74	95	25 <sup>15</sup>
Baginton Fields	100	102	116	16
Sherbourne Fields	148	157	167	19
Woodfield	160	160	160	0
	<b>961</b>	<b>976</b>	<b>1043</b>	<b>82</b>

### Breakdown of type of need

There are several categories of SEN need, which bring different severities of support required by an individual. A particular individual with a SEN need is assessed on an individual basis and an EHCP plan is created and identifies the type of support they require. This then forms the basis of criteria used to identify which school will best cater for an individual pupil needs.

Historically, Moderate Learning Difficulties (MLD) represented the largest percentages of need. However, current demand identifies an evidenced growth in Social, Emotional Mental Health (SEMH) and Autistic Spectrum Condition/Disorder (ASC/D). ASC is now identified as the highest prevalence of additional need in the city. An analysis of the type of need based on current EHCPs identifies a shift as follows:



<sup>15</sup> The increase of commissioned places at Tiverton School is being completed as part of their move to the Whitley Abbey site.

As the graph identifies the breakdown of need with SEN, below is the definition of such needs:

- SLCN – Speech, Language and Communication Needs
- ASC – Autistic Spectrum Condition
- SEMH – Social, Emotional and Mental Health
- MLD – Moderate Learning Disability
- SPLD – Specific Learning Disability
- OTH – Other
- PD – Physical Disability
- VI – Visual Impairment
- HI – Hearing Impairment
- PMLD – Profound and Multiple Learning Disability
- SLD – Severe Learning Disability

It is to be noted that each pupils primary need does not look at their underlying need or interconnectivity of the classifications as listed above.

### Historical Growth

Significant growth in capacity for primary generic learning difficulties has been achieved through the expansion of Tiverton School which has been rebuilt, on the former Alice Stevens School site. The primary site of Woodfield Special School has been identified in the local plan as having some potential for development, and currently a draft masterplan is in development to scope options for integrating the primary and secondary sites onto one site, with the aim of responding to growth demands.

### Future Need Methodology

It is widely known that mainstream population has grown over the last few years. It is more commonly acknowledged within primary, where large scale expansion of mainstream capacity has taken place. We therefore see there is a direct correlation at least at primary level, of the growth of EHCP's being linked to the growth in mainstream. With the size of the mainstream primary cohort now starting to stabilise, it can be assumed by way of forecast that the number of primary pupils with additional need will similarly stabilise.

<b>Proportion of EHCP (Education, Health, and Care Plan) of total cohort</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Early Years Cohort	0.69%	1.36%	1.79%	1.67%
Primary Cohort	1.85%	1.94%	1.98%	2.24%
Secondary Cohort	3.53%	3.44%	3.40%	3.44%

The above figures show that despite the large raw increase in Primary SEN number's, proportionally EHCP numbers have only slightly increased in primary compared to the



population growth. 2018 jump in primary is due to an increase in plans being issued. It also identifies a clear stabilising numbers in proportion for Secondary need. Given that the secondary cohort is increasing the largest, this proportion will similarly increase.

## Forecasts

The below forecasts have been arrived at by analysing the mainstream forecasts and projecting the % of EHC numbers forward.

All SEN (number of EHCPs)	(0-4)	Primary	Secondary	Post – 16
2019	80	780	750	432
2020	94	789	772	458
2021	101	787	800	475
2022	100	780	830	487
2023	105	769	859	489
2024	98	749	870	502

No increase is shown in the forecasts for Early Years. This is due to the fact that, despite a 0-4 care: on the whole, children are too young to have an EHCP in place during the Early Years phase and Coventry has no physical capacity to arrange specialist early years provision, within the special school sector. This is a priority area for future early intervention development, which will be subject to high needs block affordability and prioritisation of special school space.

For indications of trends at the Early Years stage, data around SEN support will need to be considered. The SEND support forecast data is showing a 78% increase in demand over the same 5-year period.

The largest increases are in Secondary and Post 16. Nationally, and within Coventry, there is a higher percentage of pupils with EHCP at Secondary than Primary. Larger primary cohorts are moving through into secondary, impacting upon the availability of places. With the extension of the age range to 25; Post – 16 EHCP numbers have increased and are forecast to increase further, and this has placed unplanned pressure on Key Stage 5 and FE provision, which is envisaged to continue.

There is forecast to be small increases in Primary SEN. This is due in part to a stabilising of the birth rates and larger cohorts moving through into Secondary phase.

Based on current trends and using forecast data for September 2020, we can model the anticipated increase in EHCPs for Coventry pupils. Assuming the current trends continue, the table below shows the expected growth in demand, across Primary and Secondary, by type of need. This then further breaks down the Primary and Secondary forecasts into type of need, and highlights a growing need for additional Secondary SEN places in the city. It

also identifies that there will be a significant shortfall of places within ASC, SEMH, and Broad Spectrum.

Year	EHCPs across Primary and Secondary										
	SLC N	ASC	SEM H	MLD	SPLD	OTH	PD	VI	HI	PML D	SLD
2017	102	350	159	226	29	37	33	8	20	65	184
2018	106	364	166	236	30	38	35	8	21	66	191
2019	109	373	173	244	31	39	36	9	22	68	195
2020	112	382	178	251	32	40	36	9	22	69	199
2021	114	390	183	258	32	42	37	9	23	69	202
2022	117	397	188	264	33	42	38	9	23	70	205
2023	117	400	190	266	34	43	38	9	24	70	205
2024	117	400	190	267	34	43	38	9	24	70	203

### Breakdown

This means that there is an increased need for SLCN places, that steady from 2022 to 2024. ASC and SEMH continue to increase year or year, steadying in 2023 and 2024. The forecast growth identifies a potential increase of 50 ASC placements and 31 SEMH placements by 2024.

Numbers remain high but with a steady increase in both MLD and SLD also. Numbers remain low and steady for the other types of EHCP's, but overall it still shows an increase nevertheless going forwards.

This growth will require additional capacity within the system to secure statutory provision. This analysis does not take into account the number of pupils with EHC Plans currently placed in mainstream schools, who have been identified as requiring specialist placements in the near future.

### Future need

Using September 2017 commissioned places as a baseline and assuming that the recent increase in demand is permanent, the following cumulative forecast for demand increase by phase between 2019 and 2022 is set out:

The analysis indicates that currently 63% of pupils with an EHCP are placed in specialist provision. Based on this statistic, the table above outlines the forecast need for additional places for children with EHCP across all year groups. These additional places will be added across mainstream and special schools. The special school places are separated for secondary. This assumes the threshold for EHCP continues at the same level and

therefore the split between pupils attending special schools (63%) and mainstream (37%) stays the same.

The SEND code of practise states that it is expected that “the majority of C&YP with SEN or Disability will have their needs met within local mainstream, EY settings, schools or colleges. In comparison to Coventry’s statistical neighbours, Coventry has a higher proportion of pupils with an EHCP within a special school.

	Total Pupils in Mainstream	Total Pupils in Special School	% of Pupils with EHC in Special	Proportion of Cohort with an EHCP
Bolton	768	705	48%	2.87%
Tameside	183	383	68%	1.64%
Wigan	587	646	52%	2.74%
Leeds	1,000	1,207	55%	1.78%
Sheffield	894	1,094	55%	2.47%
Derby	634	693	52%	3.06%
Coventry	481	858	64%	2.33%
Medway	559	736	57%	3.03%
Portsmouth	453	485	52%	3.29%
Southampton	469	523	53%	3.08%

Statistically, it might be argued that Coventry has a high percentage of children with EHCPs placed in specialist provisions. However, there is no evidence that the threshold for placement in Coventry is lower than other LAs. Initial work suggests that Coventry’s profile of complex SEN is high. Further investment will be made in supporting mainstream schools to build capacity within the community through a range of targeted training and support to schools. This programme will be designed in partnership with schools and underpin the Inclusion Strategy.

### Primary

The amount of pupils in primary mainstream with additional needs has also been rising requiring schools to have to meet a broader range of pupils needs with no additional funding. In order to meet the needs of these pupils, it is proposed to create several resourced provision units on mainstream school sites making use of existing education assets. The resourced provision will be targeted towards primary age pupils with Autism Spectrum Condition and Social, Emotional and Mental Health (SEMH)

New specialist provision attached to mainstream schools has proved able to meet some of the needs of many complex learners with Autism Spectrum Condition and Social, Emotional and Mental Health (SEMH) needs whilst allowing the individuals to remain in their own communities and not face overly arduous travel. Coventry has developed a model

of provision based on best practice and experience, both internally and that of other local authorities. This best practise states that resource provisions can accommodate to 10 learners in secondary and up to 8 learners in primary on a mainstream school or academy site. However, this is a variable depending on the type of provision being provided.

It is envisaged that the increased demand arising from the projected increase in pupil numbers, could be accommodated within resourced provision (RP) over the next 5 years. The RP would need to be targeted for primary age pupils with ASC and SEMH.

It is envisaged that an additional 3-5 resourced provision would be required over the plan period, assuming a population of 8-12 pupils per provision. It is estimated that this would cost c.£200k, in capital cost investment. Work is underway to identify areas of the city where education provision will be released and can be utilised for this purpose.

The priority, to provide sufficient and quality SEN provision, is to develop such provision on 4 - 5 school sites across the City as follows:

- In North Eastern Coventry at primary-phase schools
- In the East of Coventry area on a primary school site
- In central Coventry at a secondary school site.

However, given the relatively small distances involved these locations are quite flexible and of more concern would be inclusivity of the school; and the quality of provision being offered.

## **Secondary**

Work is currently underway to scope options for integrating the primary and secondary sites of Woodfield Special School.

Both the Corley Centre and Baginton Fields have taken on additional pupils, with the addition of modular builds as part of the Capital Programme for 2019/20.

## **Post 16**

Secondary special school provisions have developed an increased post 16 provision as a consequence of growth. As part of secondary mainstream expansion, partnerships with colleges and employment pathways including supported internships there is an opportunity to develop an extended SEND post 16 provision which would in turn release special school capacity. The old Tiverton building on Sherbourne Fields site, has been identified as potential to rebuild as post 16.

## **8.4 Proposed Strategic SEN Plan**

### **8.4.1 SEND (Phase 1)**

In November 2018, Cabinet Members agreed to the principle of expanding and relocating Woodfield Special School to the vacant former Woodlands School site. It is proposed to relocate Woodfield Special School in September 2021 to address split site, building

suitability, and capacity issues. This is subject to further detailed plans and financial approval. This project will enable the school to grow in capacity as set out below, increasing the number of SEMH places across primary and secondary phases:

Forecasted students places 2021-2024 Woodlands SEMH school  
(Max intake 280) \*assuming school move to new site 01/09/2021

Year	2018	Agreed 9/1/2018		Expected growth	
		2021	2022	2023	2024
	Current	Intake	Places	Intake	Places
Primary	65	15	80	24	104
Secondary	68	16	84	16	100
Overall places available	133	164	204	244	276
Places away from full capacity		116	76	36	4

When fully occupied this will resolve the SEMH deficit of places, enabling children that are currently in 'Out of City' placements to be brought back into the City. This larger school site for both SEMH primary and secondary, will enable pupils of all age ranges to attend the and fulfil the increase in demand for SEN places; thus supporting the increase in the extended age range to 25 for SEND post-16 education.

#### 8.4.2 SEND (Phase 2) – 2019

The phase two expansions are solely covering the additional places that we know are required for the 2019 academic year. No creation of further places that can be utilised, will come from these developments. They will be fulfilled from September 2020 onwards. The schools that form part of this phase 2 expansion, to fulfil the additional places required are: Baginton Fields, Corley Centre, Sherbourne Fields, and Castle Wood.

The following table shows the detail in how this is broken down:

School Name	Sept 2018 Commissioned Places	May 2019 Commissioned Places	Variation	Sept 2019 Commissioned Places	Variance to Sum-19	Total increase	Project detail	Estimated costs (£)	Funding source
Castle Wood	139	139	0	147	8	8	Creating classrooms from previous 1 larger classroom	£220,000.00	Special Provision Fund
Corley Centre	96	96	0	118	22	22	Refurb of old residential unit to create 3 additional classrooms	£350,000.00	Special Provision Fund
Baginton Fields	100	102	2	116	14	16	Installation of 2 classroom modular unit including hygiene suite	£360,000.00	Special Provision Fund
Sherbourne Fields	148	157	9	167	10	19	Remodel of existing 2 classrooms to create 2 additional classrooms and breakout space	£270,000.00	Special Provision Fund
<b>City wide</b>	<b>961</b>	<b>976</b>	<b>15</b>	<b>1043</b>	<b>67</b>	<b>82</b>			

As the table above shows, there was an increased need in places for September 2019. Castle Wood acquired an additional 8 pupils to the previous academic year, Corley Centre an additional 22, Baginton Fields an extra 16 pupils and Sherbourne Fields a further 19 places. This growth in additional places has been met using both refurb or remodelling of existing space, by way of adding additional teaching areas, and also by adding modular units on site to create further classrooms & breakout areas.

### 8.4.3 SEND (Phase 3) 2020 onwards

The current Year 5 (September 2020 into Secondary), is larger than the year 6 (September 2019 into Secondary) for pupils with EHCPs. Given that the Secondary capacity has been filled from 2019 children, this increase will mean a need for additional places. The main increases are evident with pupils attending Tiverton and Castle Wood school. This will impact upon the availability of Special school places, given that the schools are already, from September 2019, at full capacity at their already increased commissioned number.

Given that, historically, a significant number of pupils from Castle Wood attend Riverbank (last year; 2018 transfer - 80% of Castle Wood students transferred to Riverbank) and Tiverton children were split between Baginton Fields, Riverbank and Sherbourne Fields. This increase in pupils at these primary schools is likely to impact upon demand for places at Sherbourne and Riverbank in particular.

School	2019 Transfer	2020 Transfer
Castle Wood	16	26
RNIB Three Spires Academy	19	17
Sherbourne Fields School	5	5
The Corley Centre	2	
Tiverton School	5	16
Woodfield School	15	15
Grand Total	62	79

From these figures it looks possible that further Secondary expansion may be required. Given the areas of demand and primary need of the pupils, there appears to be up to 3 potential options or a combination of all 3 options.

- Demolition of the Old Tiverton school building will enable use of the land to accommodate two, double modular build provisions. One used for a purpose-built provision for pupils with higher needs and require their own space separate to the main school building. The second modular build with internal reorganisation within the school, will allow for an additional 24 pupils to be taken on role in September 2020.

- Expansion of Riverbank school – the school has not recently been expanded and so there is potential to extend on the school site and take an additional 36 pupils onsite.
- Potential to utilise previous Extended Learning Provisions' (ELCs) on two of our mainstream school sites. There is currently a need for an additional 1FE (8 pupils) at Castle Wood Primary effective immediately. The reception age pupils are anticipated to join the school in early 2020, due to considerable reconfiguration works carried out at site. The shift in resource rooms, to make a new classroom with some wall and door movements, will allow for this additional classroom whilst maintaining essential staffing areas. Funding for this project will come from the Special Provision Fund.

Expanding on the above, below is the proposed options for academic years 2020/21 and 2021/22:

### **2020/21**

Permanent Special School expansion wing has been identified at Riverbank Academy, with remodelling and relocation of car parking. This additional accommodation and site reconfiguration will be funded by the Special Provision Fund and Basic Need.

### **Sept 2020/21**

It has been identified that there is a need for additional Enhanced Resource Provision's (ERPs), and three areas of need will be commissioned on existing space at mainstream site's to be identified. One provision is for ASD for 8 pupils, 2<sup>nd</sup> for SEMH for 8 pupils and a third for ASD/SEMH for 8 pupils (24 in total across 3 settings). This also forms part of the Special Provision Fund.

### **Sept 2021/22 – possible options**

Although there are no plans set for 2021/22 in terms of permanent expansions at the current SEN estates, there could potentially be land available on the Old Tiverton site that may provide a suitable solution in the future. The majority of the current SEN estates are ideally not suitable for further expansion, but it maybe that feasibility studies can be carried out to see if the space currently utilised is used in the most effective way. This may identify some areas for reconfiguration and as a result create teaching space for use.

## **9. Post 16**

Currently, all but 3 Secondary schools within Coventry have sixth form provision. These current arrangements have been developed as a collaborative approach across Coventry and provide sufficient sixth form places to meet the demand, variety and quality of education within the city.

There are a further three secondary schools within Coventry which do not have sixth forms, Seva, Eden Girls, and Finham Park 2 these are growing organically from Year 7 upwards. The decision for Eden Girls to open a sixth form has been delayed for the foreseeable future. However, it is anticipated that these new sixth forms will provide the additional spaces required to accommodate the increasing secondary and forecast sixth form numbers in the coming years.

Currently, the two largest sixth forms in Coventry are Caludon Castle and Blue Coat Church of England School. These two are the only sixth form provisions in Coventry to have in excess of 300 pupils across both years. At the other end of the scale there are 6 sixth forms within Coventry which have less than 100 pupils in both year groups. To resolve these low pupil numbers Coventry sixth forms, have, through partnership working, banded together, often through MAT links, to provide educational facilities and a range of curriculum which positively impacts upon student attainment.

In addition to this there are 2 general Further Education Colleges; Coventry College, (as a merger between City and Henley Campuses), and Hereward College, which is specifically for those pupils with additional needs. These provide more technical training and support, whilst also providing more academic teaching.

This mixed economy of sixth form provision allows for Year 11 pupils to study a wide range of subjects within the city boundary. Whilst also ensuring the quality of provision allows them to achieve their potential.



## **10. Alternative Provision (AP)**

### **Hospital Education – SEMH Location: Whitmore Park Annex**

Provision for children and young people who have difficulties in areas such as:

- Attending their usual school following hospitalisation or long term illness
- Reaching their full potential because of time missed at their usual school due to various medical conditions
- Re-integrating successfully back into their usual school.

### **Coventry Extended Learning Centre (CELC) – Link, Swanswell, Wyken**

Provision for pupils who are experiencing behaviour difficulties within a mainstream school setting and are in Key Stage 3 & 4 (11-16). Previously some pupils will have been permanently excluded and most will have been at risk of permanent exclusion from their mainstream school.

There is a proposed option for a 2 storey expansion to the existing 'The Link' provision, to merge the current Swanswell centre pupils to create 1 larger provision to accommodate an approximate 60 additional pupils. As part of this, there would also be scope to take an extra 10 pupils taking the extra pupils to a potential of 70. Factoring in the existing 60 pupils at the Link, this could theoretically accommodate 130 pupils post expansion.

To help facilitate this, this project will also see a reconfiguration and part-refurbishment to the existing layout and structure, including a new reception area and multi-function office areas, to include space for when external professionals come in for appointments with the pupils. Additions of hair, beauty and nail salons that will be housed in this section of the provision, to provide a more purpose built curriculum. This helping to achieve a target set by Ofsted. Additional kitchen/canteen and dining facilities. As part of the ground floor extension, 'The Link' will see 4 new vocational subject workshop's, showcasing fully accessible areas: electrical, plumbing, mechanic and bricklaying/plastering. As part of the first floor extension, this is where Core subjects English, maths and science will be taught. Overall in the extended ground and first floor, there is the possibility to create up to an additional 7 classrooms, with additional intervention rooms and a newly purpose built staff room. With the additional subjects being able to be taught at the centre, focussing on the core subjects and the vocational, this will aid in encouraging pupils to engage and support them post-education, and gaining recognised qualifications and gateway onto future vocational qualifications.

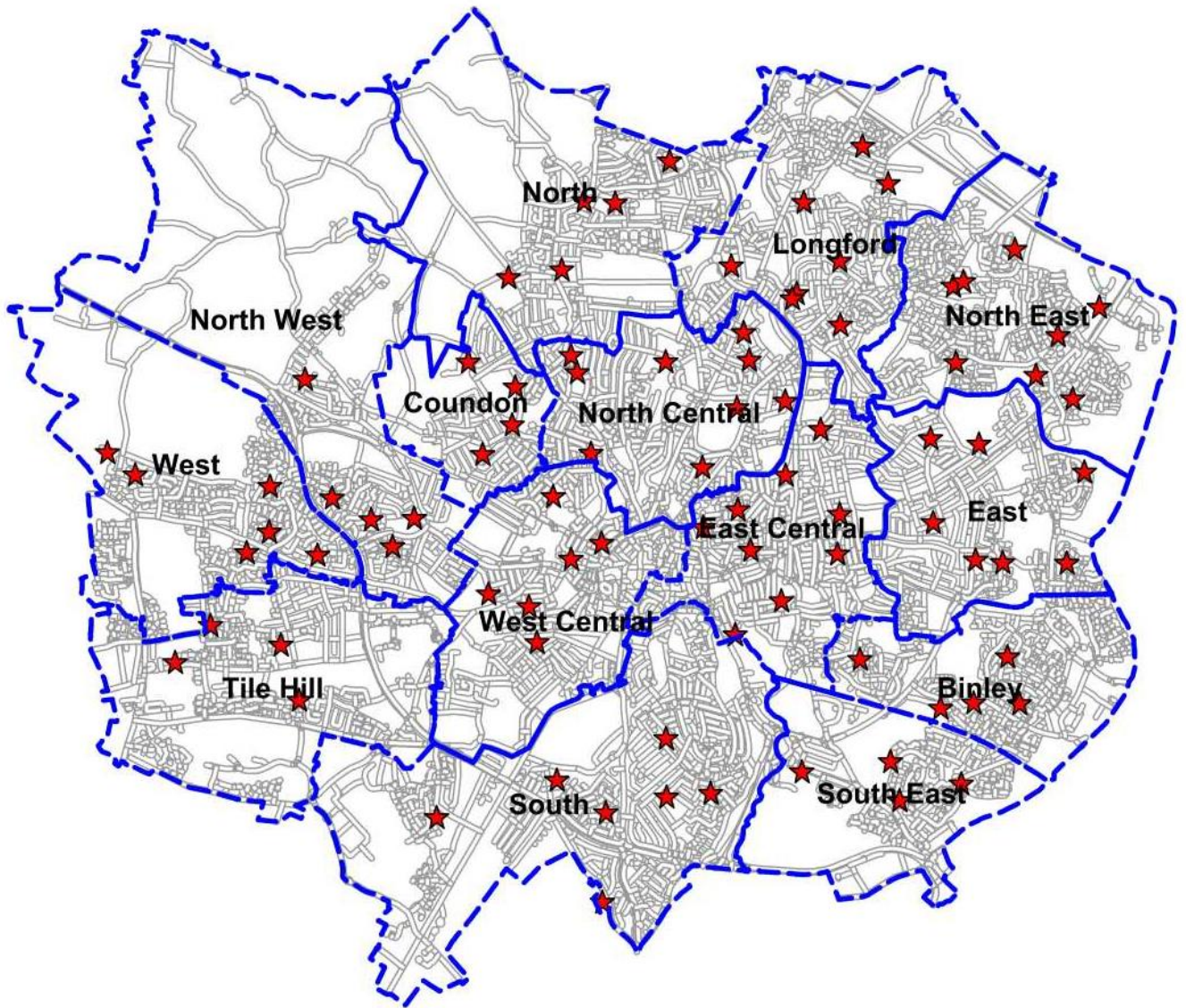
The initial budget has been outlined as being £2.2 million from the Education basic need resource. There is also a plan to add a small Multi-use Games Area (MUGA) to the existing land at the rear of the provision, to enhance the outdoor sporting facilities.

## **Keys – Parkgate Primary School, Frederick Bird Primary School**

Provision for mainstream intervention programmed for National Curriculum Key Stage 1 and Key Stage 2 pupils who are at risk of exclusion and are struggling to meet the behavioural expectations of their school. The service provides short term, intensive support in a small group to improve resilience and self-regulation focused on enabling a child to be successfully integrated into their mainstream class group. The intervention is offered for up to 2 terms for 4 days per week, children remain in their registered school on the 5<sup>th</sup> day.

## **Appendices**

### **Appendix 1 - Primary Planning Areas**

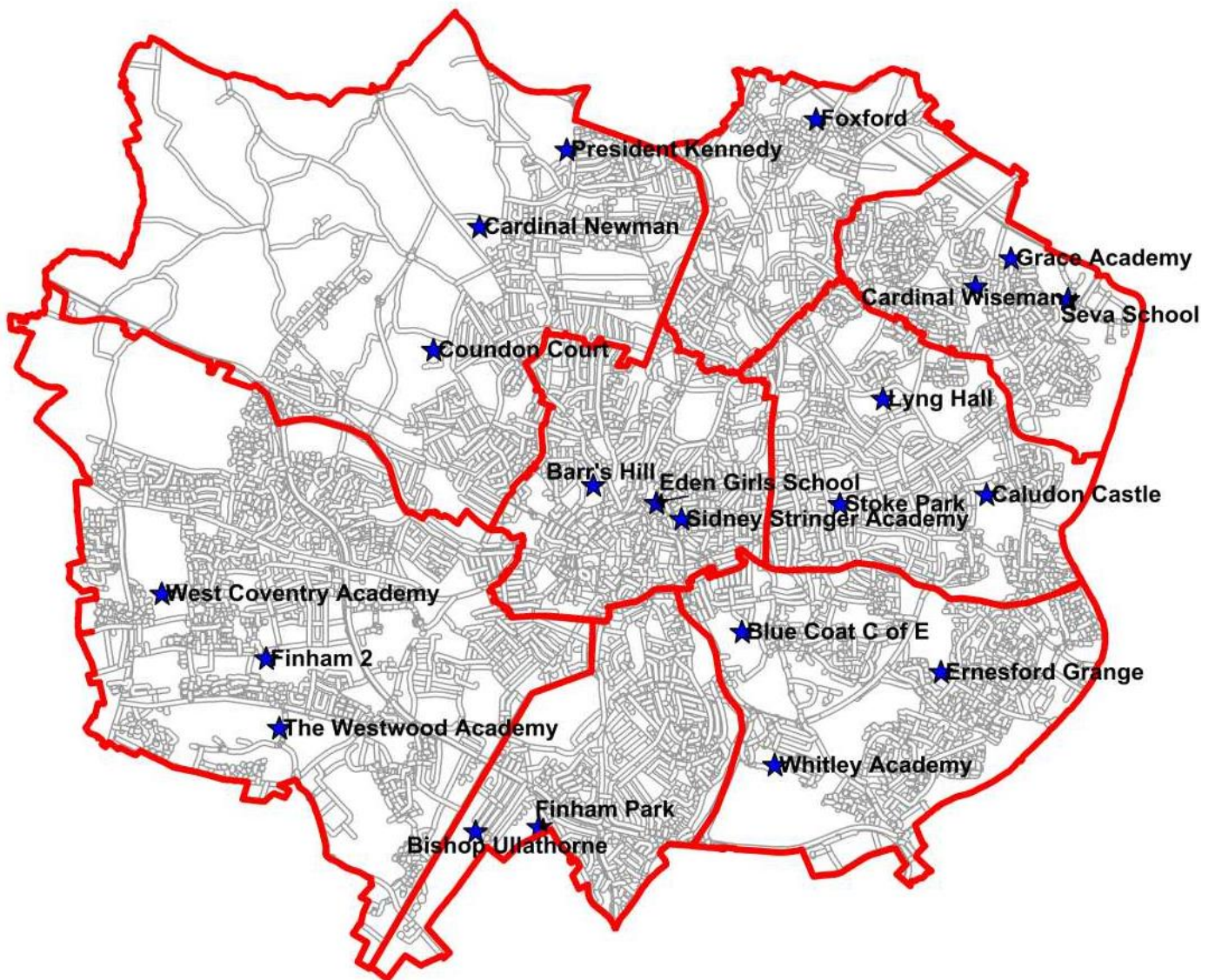


Primary Planning Area	School
<u>North</u>	Holy Family Catholic
	John Shelton
	Parkgate Academy
	Whitmore Park
	Keresley Grange
<u>North Central</u>	Broad Heath
	Edgewick
	Hill Farm Academy
	Stanton Bridge

	Joseph Cash
	St Augustine's Catholic
	John Gulson
	Radford Academy
	St Elizabeth's Catholic
<u>East Central</u>	All Saints' CE
	Frederick Bird
	Gosford Park
	Stoke
	Stoke Heath
	Sacred Heart Catholic
	St Mary & St Benedict Catholic
	Sidney Stringer Academy
	Southfields
<u>West Central</u>	All Souls' Catholic
	Earlsdon
	Hearsall Academy
	Moseley
	St Osburg's Catholic
	Spon Gate
<u>Longford</u>	Alderman's Green
	Courthouse Green Academy
	Grangehurst
	Good Shepherd Catholic Academy
	Holbrook
	Little Heath
	Longford Park
	St Laurence's CE Academy
<u>North East</u>	Henley Green
	Moat House
	Potters Green
	SEVA (Free)
	Whittle
	SS Peter & Paul Catholic
	Walsgrave
	St Patricks Catholic
<u>East</u>	Wyken Croft
	John Fisher Catholic
	Clifford Bridge
	Pearl Hyde
	Ravensdale

	Richard Lee
	St Gregory's Catholic
<u>Binley</u>	Aldermoor Farm
	Ernesford Grange
	St Bartholomew's
	Sowe Valley
	Corpus Christi
<u>South East</u>	St Anne's Catholic
	Stretton CE
	Whitley Abbey
	Willenhall
<u>South</u>	Finham
	Grange Farm
	Howes
	Manor Park
	St Thomas More Catholic
	Stivichall
	Cannon Park
<u>Tile Hill</u>	Templars
	Our Lady of the Assumption Catholic
	Leigh
	Charter
<u>West</u>	Eastern Green Junior
	Limbrick Wood
	Mount Nod
	Park Hill
	St Andrew's Infant
	St John Vianney
<u>North West</u>	Allesley
	Allesley Hall
	St Christopher
	St John CE
	Whoberley Hall
<u>Coundon</u>	Christ the King
	Coundon
	Hollyfast

## Appendix 2 – Secondary Planning Areas



Secondary Planning Areas	Schools
<u>Centre</u>	Barr's Hill
	Eden Girls
	Sydney Stringer
<u>North East</u>	Seva
	Grace Academy
	Cardinal Wiseman
<u>North West</u>	President Kennedy
	Cardinal Newman
	Coundon Court

<u>South West</u>	Whitely Academy
	Ernesford Grange
	Blue Coat
<u>South East</u>	West Coventry Academy
	The Westwood Academy
	WGM Academy for Young Engineers (UTC Free School)
	Finham Park 2 (Free school)
<u>South</u>	Finham Park School
	Bishop Ullathorne Catholic School (Voluntary Aided)
<u>Foxford</u>	Foxford
<u>East</u>	Lyng Hall
	Stoke Park
	Caludon Castle

### Appendix 3 – Primary Forecasts

Primary Planning Area	Year	Reception Forecasts	PAN	Available Capacity	Total NOR Forecasts	Overall Capacity	Available Capacity
North	2019/20	308	315	2%	2173	2205	1%
	2020/21	336	315	-7%	2266	2205	-3%
	2021/22	300	315	5%	2307	2205	-5%
	2022/23	295	315	6%	2307	2205	-5%
	2023/24	288	315	8%	2122	2205	4%
North Central	2019/20	497	570	13%	3663	3930	7%
	2020/21	466	570	18%	3625	3960	8%
	2021/22	460	570	19%	3558	3990	11%
	2022/23	459	570	20%	3487	3990	13%
	2023/24	449	570	21%	3390	3990	15%
East Central	2019/20	482	555	13%	3553	3765	6%
	2020/21	481	555	13%	3546	3825	7%
	2021/22	448	555	19%	3507	3885	10%
	2022/23	436	555	21%	3407	3885	12%
	2023/24	443	555	20%	3324	3885	14%
West Central	2019/20	266	300	11%	1905	2040	7%
	2020/21	259	270	4%	1893	2010	6%
	2021/22	261	270	3%	1900	1980	4%
	2022/23	234	270	13%	1857	1950	5%
	2023/24	289	270	-7%	1872	1920	2%
Longford	2019/20	436	480	9%	3289	3480	5%
	2020/21	475	480	1%	3303	3450	4%
	2021/22	449	480	7%	3282	3420	4%

	2022/23	458	480	5%	3273	3390	3%
	2023/24	441	480	8%	3212	3350	4%
North East	2019/20	321	395	19%	2466	2835	13%
	2020/21	338	395	14%	2477	2835	13%
	2021/22	327	395	17%	2463	2835	13%
	2022/23	310	395	22%	2431	2835	14%
	2023/24	297	395	25%	2370	2835	16%
East	2019/20	409	425	4%	2962	3045	3%
	2020/21	428	425	-1%	2996	3075	3%
	2021/22	398	425	6%	2964	3075	4%
	2022/23	405	425	5%	2933	3075	5%
	2023/24	385	425	9%	2867	3045	6%
Binley	2019/20	246	270	9%	1715	1830	6%
	2020/21	234	270	13%	1714	1875	9%
	2021/22	222	270	18%	1671	1860	10%
	2022/23	247	270	8%	1695	1890	10%
	2023/24	217	270	20%	1665	1890	12%
South East	2019/20	171	180	5%	1161	1230	6%
	2020/21	159	180	12%	1176	1260	7%
	2021/22	173	180	4%	1187	1260	6%
	2022/23	168	180	7%	1187	1260	6%
	2023/24	154	180	15%	1170	1260	7%
South	2019/20	357	405	12%	2696	2835	5%
	2020/21	394	405	3%	2702	2835	5%
	2021/22	383	405	5%	2677	2835	6%
	2022/23	365	405	10%	2642	2835	7%
	2023/24	329	405	19%	2580	2835	9%
Tile Hill	2019/20	174	195	11%	1233	1320	7%
	2020/21	187	195	4%	1266	1335	5%
	2021/22	171	195	12%	1293	1350	4%
	2022/23	151	195	22%	1264	1365	7%
	2023/24	156	195	20%	1245	1365	9%
West	2019/20	227	225	-1%	1483	1560	5%
	2020/21	237	225	-5%	1576	1575	0%
	2021/22	235	225	-5%	1641	1575	-4%
	2022/23	238	225	-6%	1661	1575	-5%
	2023/24	209	225	7%	1541	1575	2%
North West	2019/20	199	210	5%	1407	1470	4%
	2020/21	206	210	2%	1423	1470	3%
	2021/22	198	210	6%	1422	1470	3%
	2022/23	182	210	13%	1393	1470	5%
	2023/24	205	210	2%	1388	1470	6%



Coundon	2019/20	238	240	1%	1542	1590	3%
	2020/21	219	240	9%	1587	1650	4%
	2021/22	212	240	12%	1570	1650	5%
	2022/23	226	240	6%	1567	1650	5%
	2023/24	219	240	9%	1549	1650	6%
City Wide	2019/20	4330	4765	9%	31249	33135	6%
	2020/21	4421	4735	7%	31549	33360	5%
	2021/22	4236	4735	11%	31441	33390	6%
	2022/23	4174	4735	12%	31103	33375	7%
	2023/24	4082	4735	14%	30294	33275	9%

#### Appendix 4 – Secondary Forecasts

Secondary Planning Area	Year	Year 7 Forecast	PAN	Available Capacity	Total NOR Forecasts	Overall Capacity	Available Capacity
Central	2019/20	575	491	-17%	2385	2315	-3%
	2020/21	570	491	-16%	2532	2365	-7%
	2021/22	580	510	-14%	2651	2414	-10%
	2022/23	598	510	-17%	2790	2463	-13%
	2023/24	606	510	-19%	2942	2512	-17%
North West	2019/20	860	895	4%	3976	4008	1%
	2020/21	852	925	8%	4087	4135	1%
	2021/22	918	895	-3%	4223	4255	1%
	2022/23	933	895	-4%	4377	4375	0%
	2023/24	928	895	-4%	4541	4475	-1%
Foxford	2019/20	182	185	2%	894	905	1%
	2020/21	179	180	1%	906	905	0%
	2021/22	183	180	-2%	912	905	-1%
	2022/23	183	180	-1%	911	905	-1%
	2023/24	182	180	-1%	914	905	-1%
South	2019/20	474	420	-13%	2134	2100	-2%
	2020/21	471	420	-12%	2216	2100	-6%
	2021/22	493	450	-10%	2291	2130	-8%
	2022/23	501	450	-11%	2371	3160	25%
	2023/24	495	450	-10%	2436	2190	-11%
East	2019/20	693	630	-10%	2962	2910	-2%
	2020/21	680	570	-19%	3103	2910	-7%
	2021/22	711	570	-25%	3252	2910	-12%
	2022/23	717	570	-26%	3385	2910	-16%
	2023/24	738	570	-29%	3558	2910	-22%

North East	2019/20	332	550	40%	1876	2710	31%
	2020/21	323	550	41%	1872	2805	33%
	2021/22	334	545	39%	1855	2780	33%
	2022/23	330	545	39%	1788	2755	35%
	2023/24	341	545	37%	1671	2730	39%
South East	2019/20	634	625	-2%	2856	3055	7%
	2020/21	616	625	1%	2942	3070	4%
	2021/22	667	655	-2%	3049	3115	2%
	2022/23	653	655	0%	3174	3175	0%
	2023/24	669	655	-2%	3248	3215	-1%
South West	2019/20	474	529	10%	2181	2755	21%
	2020/21	482	529	9%	2188	2895	24%
	2021/22	515	639	19%	2319	3015	23%
	2022/23	552	519	-6%	2506	3015	17%
	2023/24	522	519	-1%	2641	3015	12%
City Wide	2019/20	4225	4325	2%	19264	20758	7%
	2020/21	4172	4290	3%	19846	21185	6%
	2021/22	4401	4444	1%	20551	21524	5%
	2022/23	4467	4324	-3%	21302	22758	6%
	2023/24	4482	4324	-4%	21951	21952	0%

## Appendix 5 – Bus Route Information

School	Bus Routes
Barr's Hill	All bus routes to Pool Meadow  16/16a – Binley, Stoke Aldermoor, City centre, Radford, Coundon, Kersley  13/13a – Willenhall, Binley, City centre, Radford, Coundon, Kersley
Caludon Castle	4 – Holbrooks, Ricoh arena, Foleshill, City centre, Stoke, Walsgrave  8 & 8a – City centre, Stoke, Wyken, Walsgrave, Potters Green, Henley Green  9/9A – Finham, Stivichall, City centre, Stoke, Wyken , Walsgrave
Coundon Court	5- Tile Hill, Chapelfields, City centre, Coundon, Holbrooks, Little Heath

Eden	All bus routes to Pool Meadow  6/6a – Tile Hill, Chapelfields, City centre, courthouse green, little heath Bell green  21 - Willenhall, Whitley, City centre, Courthouse green, bell green
Ernesford Grange	13 – Willenhall, Binley, City centre, Radford, Coundon, Kersley  16/16a – Binley, Stoke Aldermoor, City centre, Radford, Coundon, Kersley
Finham Park	9s/9/9a – Walsgrave, Wyken, stoke, City centre, Stivichall, Finham
Foxford	6/6A – Tile Hill, Chapelfields, City centre, Courthouse Green, Little Heath, Aldermans Green  20 – City centre, Foleshill, Little Heath. Longford, Ricoh arena, Exhall, Bedworth
Lyng Hall	10/10a– Eastern Green, Chapelfields, City centre, Wyken, Bell Green  60 – Canley, Whitley, Willenhall, Walsgrave, Wyken, Holbrooks
President Kennedy	13/13a – Willenhall, Binley, City centre, Radford, Coundon, Keresley, Holbrooks, City centre  772 – Bedworth, Exhall, Longford, Holbrooks, Little heath
Sidney Stringer	All bus routes to Pool Meadow
The Westwood Academy	19- Westwood Business Park - Hearsall Common - Coventry City centre  18 - Tile Hill - Canley - Hearsall Common - Coventry City centre  18a Tile Hill, Canley, Stivichall, City centre  43 – Westwood, Canley, Tile Hill, Allesley
Whitley Academy	7 – Brownshill Green, Allesley Village, City centre, Whitley  21 - Willenhall, Whitley, City centre, Courthouse green, bell green

Bluecoat	16 - Binley, Stoke Aldermoor, City centre, Radford, Coundon, Kersley  16s (school bus) Coundon, Radford City centre S4
Bishop Ullathorne	9/9a – Walsgrave, Wyken, stoke, City centre, Stivichall, Finham  18a – Tile Hill, Canley, Stivichall, City centre  45 (school bus)
Cardinal Newman	13/13a – Willenhall, Binley, City centre, Radford, Coundon, Keresley, Holbrooks  16/16a – Binley, Stoke Aldermoor, City centre, Radford, Coundon, Kersley  61s – Allesley, Coundon, Holbrooks, Ricoh arena

### Appendix 6 - Education Pupil Yield Methodology

There are two main factors to the contributions requests, firstly the cost per pupil (Cost Multiplier) which is a Department for Education (DfE) stated amount for Coventry, and secondly the pupil yield anticipated from the development. Coventry City Council request contributions, where required, for Early Years (EY), Primary, Secondary, Sixth Form, and Primary, and Secondary SEN. These requests are in line with changes in Government policy including the funded two year olds EY policy, 30 Hrs as of September 2017, and the raising of the participation age to 18; as well as ensuring Coventry matches its neighbouring local authorities in terms of level of request.

Coventry City Council Education do not ask for contributions for one bedroom dwellings as they are unlikely to generate either primary, secondary or sixth form pupils. For this reason Coventry calculate the pupil yield from dwellings which are designed for familial occupation, I.E. 2 bed dwellings and above. Furthermore, a majority of the one bed dwellings within the city are occupied by and designated for use by students and so familial occupation would not occur.

Education also request a contribution towards the recouping of officer time invested into responding to the planning application. This has been implemented following discussions with other West Midlands Local Authorities, who also request similar contributions. The majority of West Midlands Authorities which request such a contribution have set a 3% on the total request as their officer time figure. Coventry having examined the average amount of officer time spent on requests, that a fairer figure would be 2%. Therefore, Education will request a contribution of 2% in additional to the Education contribution for increasing pupil places.

### Cost Multiplier

There is no nationwide funding formula for Early Years provision, however there is guidance based on the amount of floor space that an Early Years child will need, based on age of the child. Providers must meet the following indoor space requirements:

- Children under two years: 3.5 m<sup>2</sup> per child
- Two year olds: 2.5 m<sup>2</sup> per child
- Children aged three to five years: 2.3 m<sup>2</sup> per child

The variation in EY provision, between AM and PM sessions, and the high turnover of providers mean that this can often be a variable that changes on a monthly basis. For this reason the same cost multiplier as primary aged pupils is used.

The Department for Education (DfE) provide an annual update to this figure and for 2017/18 this figure is £12,722. The Secondary calculation has been updated by the DfE to a figure of £16,539. These new figures have been confirmed by the DfE and are expected to rise in the future in line with inflation. Therefore, the cost per pupil multiplier will be updated as and when the DfE provide the new allocation allowance for Coventry.

The DfE do not provide costs per pupil place for Sixth form pupils. Therefore the methodology for this, takes the Secondary calculation and adds the additional floor space required for a sixth form pupil. The additional floor space required for a sixth form pupil over a secondary age pupil is a recognised DfE statistic. The basis behind these floor space calculations is the extra equipment and supervision that sixth form pupils require over secondary age pupils. The DfE state the additional floor space required be larger than that for Secondary, working this out as a percentage sixth form pupils require 14.6% more space than Secondary. Therefore, 14.6% has been added to the cost multiplier for Secondary to give a total for a single sixth form of £18,953.

For SEN, as there is no DfE multiplier, Coventry use the benchmarking mechanism undertaken by the DfE in 2019, which recommends that 'Special schools require more space per pupil than mainstream schools, and this should be reflected in the assumed costs of provision. We recommend that developer contributions for special or alternative school places are set at four times the cost of mainstream places, consistent with the space standards in Building Bulletin 104. You can also refer to the National School Delivery Cost Benchmarking report for the costs of delivering SEN school places.' The DfE recommend for a cost of £65,739 average cost per pupil place for SEN, Coventry's cost per pupil multiplier has been updated to match this figure.

## **Pupil Yield Changes**

### **Early Years**

The take up rate for Coventry for the 30hrs was circa 50% and the take-up rate for funded two years old is circa 32%. These two programmes have effectively doubled the amount of Early Years care required. The impact of the new universal credit benefit system, and the lowering of the benefit cap, will also increase the eligibility of funded two year old places and therefore the amount of places required will increase. Coventry City Council are currently working to calculate

the effect of this. Therefore, the contribution request is calculated from asking for two years' worth 15 Hrs or 0.8 of a FT year group with the take up rate of funded two years and 30 Hrs being added into this. This will be co-ordinated each year with Early Years colleagues as the take up rate for both Government schemes is expected to rise.

### **Primary and Secondary**

Coventry City Council has seen a primary age population explosion in recent years with the current reception cohort being 24% higher than the current Year 11. This has been as a result of larger birth cohorts which have impacted upon available school places. These larger birth cohorts are coming from existing housing stock as well as new homes being put into the city. There has been relatively little new housing in Coventry over this period, but the city as a whole has become more attractive for people to raise families in, resulting in a younger population within the city. This trend is expected to continue in the new housing that is being put into the city. In essence more people within Coventry are having more children. The formula for this is by examining the total number of eligible homes within Coventry and the current Number on Roll in Schools, split between Primary and Secondary. This gives the pupil yield for how many school age children the current housing stock within Coventry provide. The pupil yield from a single eligible dwelling for primary is 0.39 and for secondary 0.22 pupils per eligible household.

### **Sixth Form**

The formula for this is calculated from the proportion of children staying on in sixth form and also staying in education between Years 12 and 13. However it is still an inconsistent indicator, therefore the percentage applied to the children staying on rate will be based on the stay on rate of children the September before the application was received. For the most recent year, the drop off between year 12 and year 13 was 8.9% of the cohort, therefore to incorporate this into the pupil yield only 1.9 year groups are requested. This has resulted in a drop in the sixth form contribution asked for.

### **Primary SEN**

To calculate the primary SEN contribution Coventry City Council use the School census published three times annually. This lists the student details for the current mainstream and BSSS cohort and the amount of children within this cohort an EHC plan or SEN statement. By understanding the total number of EHC plans and SEN statements within the current primary cohort, it is possible to calculate the current % of the cohort which require additional needs arising from new housing. By dividing the figures of total cohort by number of EHC's a total of 1.67% is received. This factor will be applied to the pupil yield calculation for primary. This figure will be updated annually as the number of EHC plans is rising in excess of proportionality of the general increase in population.

## Secondary SEN

The Secondary SEN pupil yield is calculated using the same method of calculating the current number of secondary age pupils with an EHC plan or Statement and dividing by the total amount of children in Secondary education. The current amount of EHC plans within Secondary school is 3.3%. This figure will be updated annually as the number of EHC plans is rising in excess of proportionality of the general increase in population.

## Appendix 7 – Forecasting Methodology and Planning Considerations

### Introduction

Local authorities use different methods to forecast pupil numbers and take different factors into account, the forecast of pupil numbers are submitted to the ESFA annually and a basic need allocation is granted based off the information provided.

The methodology explains the process by which the pupil forecasts are made, the following process is followed.

### Reception

To calculate the Reception intake for each forecast year, birth data is gathered annually from the NHS Trust that covers Coventry. This is then aggregated annually with the most recent GP data, and broken down into each individual school's catchment area, using GIS software. This provides basic, raw, forecasts for the following 4 years. For forecasts beyond this point a three-year weighted average for each catchment area is used, to plot the trends and determine long term sufficiency planning.

To calculate how this cohort is reflected onto a school level, the variable of parental choice is applied. This is calculated by the percentage of each catchment area attending all schools in the city. As an example, if there are 100 children born in catchment area and 50% attend that school then the school will be forecast to have 50 pupils, if in the same catchment area 25% attend the next closest school then that school will be forecast to have 25 pupils. This process is then undertaken for every catchment area in the city. Where any school has an excess above its PAN, unless it is agreed that the school can take above PAN, then that excess will be redistributed to other schools within the planning area.<sup>16</sup> The redistribution is added, in liaising with admissions, by filling the most 'popular' school in planning area and then moving onto the second 'most popular'.

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<sup>16</sup> This One Strategic Plan contains maps of the planning areas and which schools lie within them.

Any other mitigating factors, such as Out of City (OOC) children entering the school are then added for the September intake. Individual rates of increase are applied to schools as this is more of a factor for schools near the city boundaries or schools which have more cross border accessible admission arrangements. Those rates are based on recent trends of OOC in the school. These are manually added after the Coventry applications are factored in to account for the effective pushback of some of these children.

This provides a September intake figure for every mainstream school.

## In-Year

Once the September intake is calculated In-Year variations are applied, there are two forms of In-Year. In-Year calculations are currently based from migration rates and the impact of additional housing across the City. The Coventry City Council Admissions Service monitor In-Year movements both into the city and within the city. Data is indicating significant movements between schools with no house move and in some areas such as Radford and Foleshill significant movement into the city. All these factors need to be taken into account when planning in particular areas.

- Migration is added for each school year group in each school based off historic transience and movement – this is often internal migration.
- The City Council maintains a database of housing developments with their likely pupil yields, which are calculated using formulae that are based off city wide pupil yields. In some cases, assumptions are made as to the rate the houses will be built and occupied unless the application is reproduced in either the Local Plan or the Annual Housing Monitor.

## Secondary

The same formula, for primary, is placed in effect for Secondary. The Year 6 cohort is calculated based on census information on the existing school cohort and rolled forward 1 year factoring in the transfer round loss of pupils, c.5% of total cohort size, as children choose to attend other LA schools and private education, this figure is dependent yearly upon the amount of places available in other LA schools. Through partnership working with other local authorities, the competition for space in other LA schools can be factored in as to how many spaces might be available for Coventry pupils.

## Sixth Form



For Sixth form the school's intake figures for Year 12 + 13 are generated from actual school values by using the previous year's transfer of Year 11 to Post-16 is then placed within the context of the projected Year 11 cohort for the forecast years. This transfer round takes into account the pupils transferring to other phases of education, such as apprenticeship, or FE colleges, which the LA do not forecast for. Therefore, only the pupils anticipated to enter a School sixth form are included in the forecasts.

## Additional Detail

It should be stressed that the projections are only indicative. For instance, where the projection for the city is in excess of total amount of places available and an individual school forecast exceeds the capacity of that school, therefore no redistribution can occur as there are insufficient city wide school places, the projections do not imply that the school will be required to admit the additional pupils.