

Cabinet – 4 February 2021

Appendices

Cabinet**Thursday, 4 February 2021, 10.00 am, Online only**

Membership: Mr S E Geraghty (Chairman), Mr A T Amos, Mr A I Hardman,
Mr M J Hart, Mrs L C Hodgson, Ms K J May, Mr A P Miller,
Dr K A Pollock, Mr A C Roberts and Mr J H Smith

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Worcestershire County Council

Childcare Sufficiency Assessment 2020

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Introduction

The Childcare Act 2006 outlines a number of duties of the local authorities in their role to ensure the childcare market can meet the needs of families and support parents back to work, education, or training.

The first of these duties is to secure, as far as is reasonably possible, early years education provision that is accessible, flexible, inclusive and provided through a range of settings to meet parental demand for childcare for children aged two, three and four.

The second is to ensure compliance with local and national nursery education funding requirements and support market development to allow eligible children to access their free entitlement in line with legislation.

The final duty is to ensure that there is enough information for families in accessing childcare, and that this is clear and easily available.

To meet these aims, the local authority must assess and map the supply of childcare against the anticipated demand in the market, which should then inform the strategic direction of the authority. In Worcestershire, this report is made public each year on the County Council website.

This assessment of early education and childcare provision in Worcestershire uses information at the end of the Summer term 2020 and reviews the likely sufficiency for children to access their entitlement to free early years provision during the following year using the following criteria: accessibility, flexibility, inclusivity, and type of setting. It also reviews the provision of childcare for 5-14 year olds to support working parents and the methods for families to be able to find information and apply for places. In Summer 2020, data on children who had registered for free early years provision was used rather than actual attendance, due to the COVID19 pandemic and new Government guidance restricting access to places for certain periods.

Demographics of Worcestershire

Worcestershire is a mix of rural and urban areas, divided into six district authorities: Bromsgrove, Malvern Hills, Redditch, Worcester City, Wychavon, and Wyre Forest. The demographics of these districts will impact on the demand for and accessibility of childcare places across the County.

Household income

The annual average household income in Worcestershire is just over £41,800 (2019), which is above the regional and national average as shown in Table 1 below. Annual household income at a district level is lowest in Wyre Forest and is similar to the national average in both Worcester City and Redditch. The highest average household income is in Bromsgrove.

District	2017	2019
Bromsgrove	£47,044	£47,383
Malvern Hills	£42,114	£42,723
Redditch	£37,695	£39,749
Worcester	£38,057	£39,963
Wychavon	£43,876	£43,443
Wyre Forest	£35,875	£37,569
Worcestershire	£40,809	£41,811
West Midlands Region	£35,050	£36,716
Great Britain	£38,858	£39,964

Table 1: Average (mean) annual household income by district (CACI Paycheck)

Annual data to March 2020 has not yet been released and is likely to be qualified by the unknown impact of the COVID19 pandemic. The furlough scheme continues to hold up household income until 31st October 2020, followed by a job support scheme for a further 6 months.

Index of Multiple Deprivation

The Index of Multiple Deprivation (IMD) is the official measure of relative deprivation for small areas (or neighbourhoods) in England. It ranks every small area in England from 1 (most deprived area) to 32,844 (least deprived area) and is usually presented as deprivation 'deciles': bands of 10%. The small areas used are called Lower-layer Super Output Areas (LSOA). They are designed to be of a similar population size with an average of 1,500 residents each, or approximately 650 households.

It combines information from seven domain indices (which measure different types or dimensions of deprivation and include income, employment, education, skills and training, health and disability as well as crime, housing and living environment) to produce an overall relative measure of deprivation.

In 2019, Worcestershire had 18 LSOA's in the top 10% of most deprived areas in the Country, and a total of 48 in the top 20% of most deprived areas. These 48 areas are across all districts with 12 in Worcester, 14 in Redditch, 13 in Wyre Forest, 2 in Malvern Hills and 1 in Bromsgrove, as well as 4 in Wychavon. From April 2020, family support has been commissioned under the prevention and early intervention services for 0 to 19 years old. This contract with NHS, is known as Starting Well and will focus activities on the 2 lowest deciles to target support where most needed¹. This contract also includes the Family Information Service (FIS).

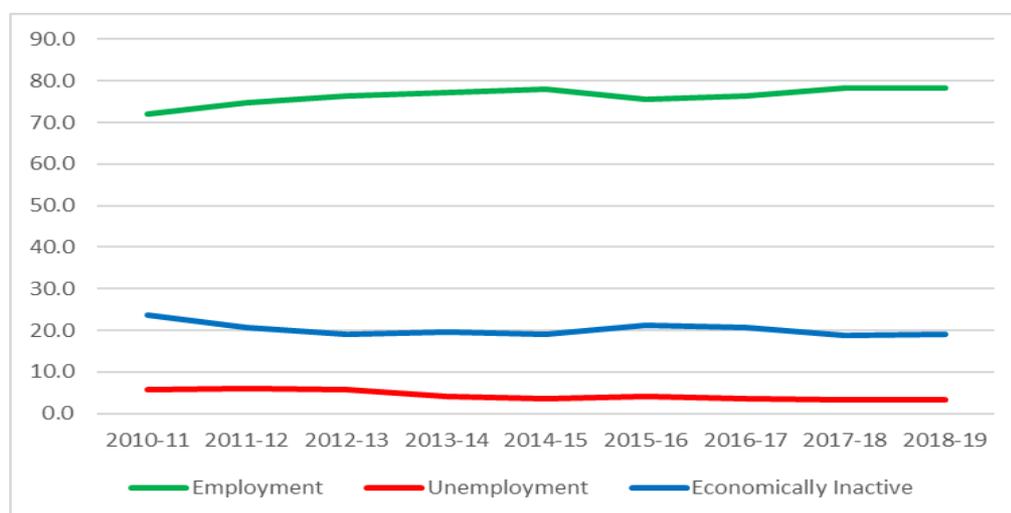
It is important to note that these statistics are a measure of relative deprivation, not affluence, and to recognise that not every person in a highly deprived area will themselves be deprived. Likewise, there will be some families lacking in resources and living in some of the least deprived areas.

This relative deprivation will reflect in the proportion of 2-year-olds eligible for a funded place, and those families likely to be entitled to 30-hours funding (extended offer) for their child, as well as the ability of residents to access a digital, on-line offer and take-up their entitlement. We recognise that the Family Information Service is vital to support families and maintain the high levels of engagement in Worcestershire.

Economic Activity

The dominant employment sectors in Worcestershire are Health, Manufacturing and Retail. Since 2010/11 the employment rate for Worcestershire has generally followed a slight increasing trend and unemployment and inactivity rates have fallen. This is shown in the graph below. The proportion of the population aged 16-64 in employment in Worcestershire is estimated to be 78.2%, which is slightly higher than the rate in the whole of England of 75.8%. The employment rate among males in Worcestershire is 82.0%, and among females is 71.2%.

Proportion of those aged 16-64 in employment, unemployment or inactive²



¹ [Starting Well](#)

² Annual Population Survey, year ending June 2019

In Worcestershire an estimated 67,000 people, or 19.1% of the population aged 16-64, are classed as economically inactive, in that they are neither employed nor looking for work, which is similar to the rate witnessed nationally. Approximately 15,500 people, or 23% of the economically inactive in Worcestershire, state looking after family as the reason for economic inactivity, whilst 16,200 people (24% of the economically active in the county) state that having a long-term illness was the reason for economic activity.

Proportion in employment aged 16-64 that are part time, by gender³



The proportion of people working full time in Worcestershire is estimated to be 73%, with the proportion of people working in part time jobs estimated to be 27%, which has remained relatively unchanged since 2010/11. This is similar to that seen across the West Midlands and England. This is shown in the graph above. An estimated 44% of working women are employed part-time compared with only 11% of working men, a similar pattern to that seen regionally and nationally. This is likely a result of families unable to manage both parents working full time, and a higher percentage of females working part-time to manage family life.

This information will be kept under close review as it has a major impact on the demand and eligibility for places for 2-year old as well as the extended entitlement to free early years provision for children aged 3 and 4.

The impact on the COVID19 pandemic on employment is already being seen in the data. The claimant count for unemployment-related benefit support increased by 755 in August 2020 to 19,590 in Worcestershire and the number of claimants aged 18-24 increased by 100. This is shown in Table 2. Enhancements to Universal Credit as part of the UK Government's response to the pandemic means that an increasing number of people became eligible for unemployment-related benefit support, although still working.⁴

³ Annual Population Survey, year ending June 2019

⁴ [Information on the Worcestershire economy](#)

	Claimant Count Unemployment		Claimants as a proportion of the 16-64 population	
	Aug-20	Aug -19	Aug-20	Aug-19
Bromsgrove	2,770	1,090	5%	2%
Malvern Hills	2,245	765	5%	2%
Redditch	3,355	1,500	6%	3%
Worcester	3,895	1,655	6%	3%
Wychavon	3,615	1,150	5%	2%
Wyre Forest	3,715	1,470	6%	3%
Worcestershire	19,590	7,635	6%	2%
West Midlands	271,905	131,620	7%	4%
England	2,314,695	965,275	7%	3%

Table 2: Claimant count, unemployment for August 2019 and August 2020

The economic impact seems to be across all districts and will be monitored closely to ensure any impact on families and the barriers for children to access their entitlement to free early years provision, can be addressed by Local Authority action, when possible.

New Housing and population changes

Live birth rate and general fertility rate analysis by Public Health using the linear trend function, predicts a slow increase in live births from 6,000 to 6,200 by 2022. This will be impacted by development of new homes and migration rates at wards on the borders with other Local Authorities, particularly Birmingham and Warwickshire.

Planning applications for new housing are identified and sites of more than 10 dwellings are subject to a full review of impact on education places, including early years places and mitigation from developers is sought where needed ⁵.

Inward migration from other Local Authorities is tracked but there is no data on children living within Worcestershire claiming their free early years provision outside of the County (outward migration). We therefore rely on local information from parents and providers to support our analysis of sufficiency.

⁵ [Worcestershire education planning obligations policy 2020](#)

Childcare for 5-14 year olds

The Early education and childcare statutory guidance states that local authorities are required by legislation to secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment for children aged 0-14 (or up to 18 for children with special educational needs or disability)⁶.

This information is accessible to parents on the Worcestershire County Council website⁷. The data currently shows that there are many options, across all districts offering childcare for children. Some of these setting may offer a number of different types of childcare and therefore be counted more than once in the overall total.

Type of provider	Bromsgrove	Malvern Hills	Redditch	Worcester	Wychavon	Wyre Forest	TOTAL 2020	TOTAL 2019
Breakfast Club	27	28	28	25	43	28	179	185
Childcare on Non-Domestic Premises/New registrations	1		4	6	9	3	23	37
Creche			1				1	
Holiday Scheme	18	12	7	12	18	15	82	94
Home Childcarer	6	4	1	2	10	1	24	42
Lunch Club			4	1	5		10	
Out of School Care	30	27	22	19	40	26	164	171
Short Breaks/Special needs schemes	1		2	3	4	4	14	19
Tutors/ Other	2		2		2		6	49
Wrap Around Care	1				3	3	7	6
Total, by district	86	71	71	68	134	80	510	603

Table 3: Providers by District Summer 2020 Source: Synergy Sept 2020

Between 2019 and 2020 we saw a reduction in the number of registered providers from 603 across the County to 510. This fall in registrations across all types of provider since last year may be due to the falling demand from parents as many families were working from home during the summer term, or on furlough. It may also be as a result of the additional government requirements for managing children in a COVID safe environment. One provider in Worcestershire, using a school site, required support jointly by the Early Years' team and the Schools team, to resolve the issues identified in the risk assessment and enable the provision to continue operating. This individual support continues to be offered to all providers as schools

⁶ [Statutory guidance for early education and childcare](#)

⁷ [Worcestershire childcare](#)

reopen after the Summer but highlights the additional challenges now being faced by childcare providers.

Tax-free childcare has been promoted to settings and will continue to be so. All holiday clubs and out of school settings (OOSS) were sent a survey in July regarding their opening plans. 67 of the 95 settings contacted provided a response of which many planned to open to meet parental demand for places. This additional contact with the Local Authority was valued by the providers and identified their separate offer to parents, as distinct to early education.

Support during this time has also been given to any parents that contacted the Early Years team. Throughout this period, we have so far been able to match a provider to meet the needs for all parents requesting out of school places. This, along with continued strengthening of links with family support partners, including the FIS, will ensure that parents can continue to receive support to find childcare when needed.

We are continuing to support both providers and families to match supply with demand to ensure continued viability of these childcare businesses and ensure families can continue to work and access training wherever possible.

Sufficiency of Early Years Childcare

Background to Early Education Entitlement

Since the 2006 Childcare Act, families with three-and four-year-old children in England are entitled to 570 hours of free childcare per year, over no fewer than 38 weeks of the year, beginning in the term after their third birthday and until the child reaches compulsory school age. This universal offer was introduced to support child development and school readiness.

In 2013 this offer was extended to eligible families from the term following the child's second birthday. These families are principally from disadvantaged backgrounds and this offer has recently been extended to children whose families have no recourse to public funds, and those with Zambrano carers⁸.

From September 2017, the free early education entitlement was doubled for eligible families with three- and-four-year-olds to equal a total of 1,140 hours per year, over a minimum of 38 weeks of the year, known as '30 hours'. This extended offer was introduced to support working families as one of the eligibility criteria states that parent(s) must be working at least 16 hours per week on minimum wage. The maximum a parent can earn is £100,000 per annum. The implementation of this new offer across Worcestershire was supported by Childcare Works⁹, whose contract ran until January 2020, and enabled Worcestershire to effectively promote take-up of the entitlement.

⁸ [Free childcare for 2 year olds](#)

⁹ [Hempsall Childcare Works](#)

These funded hours can be used in any Ofsted registered setting with a funding agreement. This includes school nurseries, nursery classes, childminders and private, voluntary and independent sector settings.

Number of places

To meet the needs of families in Worcestershire, there are 1,164 settings across the County as at Summer 2020 (1,267 in Summer 2019) offering childcare for 2-,3- and 4-year-olds. Of these, 422 settings offer free early years provision to 2-year olds (434 in 2019) and 538 offer universal funded places for 3-year-olds and 4-year-olds (548 in 2019).

Provider Types	Total No. of settings	NEF registered for 2yr olds	NEF registered 3&4 yr olds	Registered for extended hours
Academy EY Language Class	2	0	1	0
Academy Nursery Class	23	11	23	20
Academy Nursery Class (special)	1	1	2	1
Breakfast club	179	0	0	0
Childminder	304	163	198	178
Day nursery	135	122	128	117
Free School Nursery Class	1	1	1	1
Governor Led Nursery	46	27	46	39
Holiday Scheme	82	0	2	2
Maintained EY Language Class	3	1	3	0
Maintained Nursery Class	28	9	28	21
Maintained Nursery Classes (Special)	3	2	6	3
Maintained Nursery Plus	1	0	1	0
Maintained Nursery School	1	1	1	1
Nursery Units of Independent Schools	3	1	3	1
Out of School Care	164	0	3	3
Pre-School Playgroup	90	81	90	79
Wraparound Care	7	2	2	1
Other	91	0	0	0
TOTAL	1,164	422	538	467

Table 4: Early Years settings, by type
source: Synergy July 2020

This variety of provider types creates a comprehensive, flexible, and adaptable supply of places to meet the changing needs of families for formal childcare. Academy and maintained nursery classes are part of a first or primary school and typically offer care to match the school day. This is also the case for pre-school playgroups. The day care offer can be extended with wrap

around care, breakfast club, or out of school care. Alternatively, day nurseries usually offer full day care from 8am to 6pm.

There has been no significant change in the number of settings operating within the County in the last 12 months, despite the fall in demand for places in formal childcare as a result of the COVID19 pandemic. This can be seen in the fall in the number of hours accessed in Summer term 2020 compared to Summer term 2019, despite similar attendance in the Autumn term.

Child attendance data for Summer 2020 is based on registered attendance. This headcount data remained the basis for funding providers. Details of actual attendance was collected weekly and reported separately to the DfE ¹⁰.

The number of funded hours needed at Early Years settings increases term by term over the academic year as the number of children old enough to be eligible increases. The number of children in a funded place is lowest in the Autumn term as all children who have turned 4 over the preceding year are admitted into school at this time. This is shown in the graph by the increasing number of funded weekly hours used every term across the year.

The difference this year between Autumn and Summer terms is 57,000 additional hours per week, or 3,800 15-hour-places. This amounts to a substantial variation in demand and has a huge impact on the termly revenue for Early Years providers throughout the year. This variation in the number of places that are created and absorbed during each year, is an on-going feature of the sector.

Take-up rates - 2-year-old funded places

Funded places for 2-year olds were introduced to support families on low income and more vulnerable children such as those with EHC plans or entitled to disability living allowance. Children are assessed against the eligibility criteria by the Local Authority from an application process managed by the early years setting. The take-up rate of these places amongst eligible families is monitored by central Government and published annually as a percentage of those viewed as eligible in in November 2016. In 2019, eligibility expanded to include universal credit claimants too, making comparisons with prior years more complex

2-year-olds	2016	2017	2018	2019	2020
Worcestershire	75%	67%	63%	70%	73%
Statistical neighbours	73%	77%	77%	73%	75%
England	68%	71%	72%	68%	69%

Table 5: Take-up of 2 Year old funded places (national data) Source: LAIT tool 6.8.2020

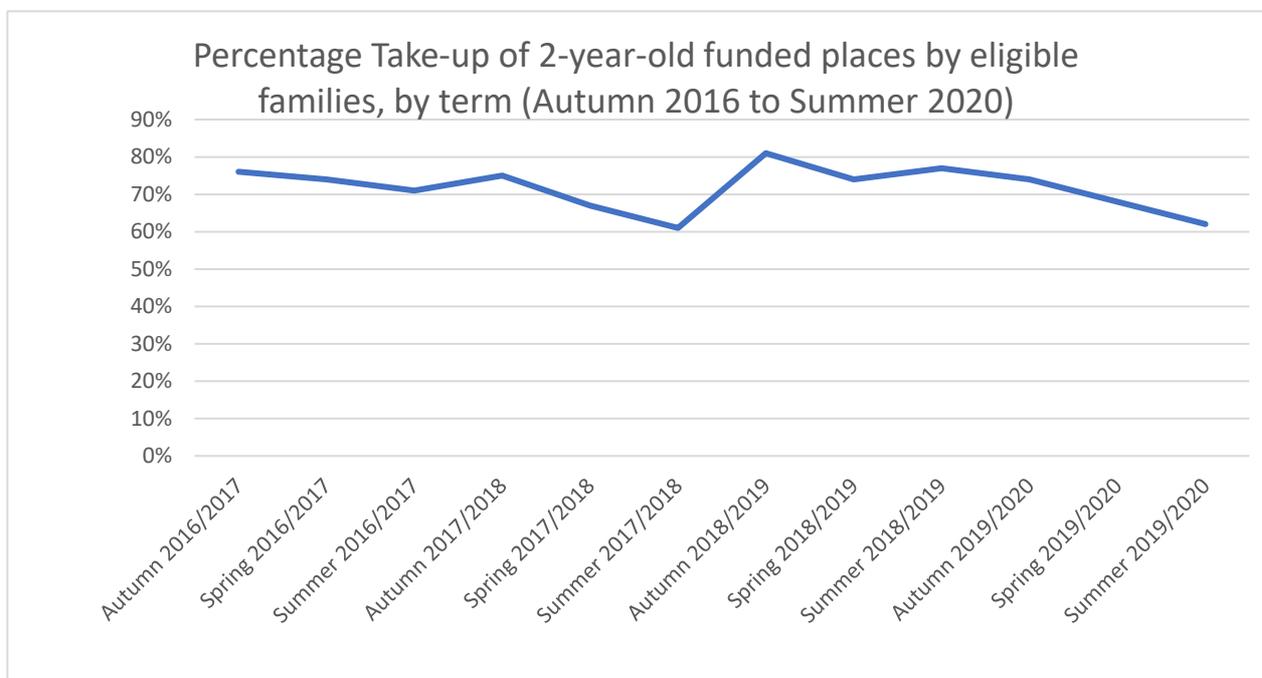
Worcestershire is currently above the national percentage for those claiming their entitlement at 73% Local data is also used to track the take-up rate for 2-year-olds. A list of potentially eligible families is shared by the Department for Work and Pensions (DWP) 7 times per year which means Local Authorities have a far more detailed understanding of the number of eligible

¹⁰ [attendance in education and early years settings during the coronavirus](#)

families on a local level. Each family listed is sent a postcard to offer them the opportunity to confirm their eligibility for a free place and then the data is forwarded to the Family Information Service (FIS) to follow up. The list from the previous term is compared to the number of children currently claiming their free place and the take-up rate calculated. This information is summarised in table 6 which shows that take-up fluctuates year by year.

2YO take up (%age of eligible children)			
	Autumn	Spring	Summer
2016/2017	76%	74%	71%
2017/2018	75%	67%	61%
2018/2019	81%	74%	77%
2019/2020	74%	68%	62%

Table 6: Take-up of 2 year old funded places by term (local data)



This local take-up rate shows a higher percentage claiming each Autumn term compared to the corresponding Summer term. This may be due to the calculation of eligible children. It may also be due to advertising and marketing activities at the start of any academic year, or the increase in demand for 3 and 4-year-old places, reducing the number of places for 2-year-olds. However, year-on-year the percentage of take-up for the Autumn term for the local data across Worcestershire is higher than the nationally calculated take-up rate across England.

As we move into Autumn 2020, we are aware that the number of eligible 2-year-olds could increase dramatically due to falling family incomes and we will monitor this to ensure providers are focused on matching the anticipated demand.

Term	Number Eligible 2-yr-olds
Autumn 2018	1,884
Autumn 2019	1,634
Autumn 2020	1,653
Autumn 2021	1,749

Table 7: Families listed by DWP as potentially eligible for a free place (Source; DWP lists for June)

Table 8 below shows the take-up rate for funded places, by age, across each of the 6 Districts in Summer term 2020. This rate for each age group has been calculated by considering all children with a funded place at a provider in the district as a proportion of the known children. The engagement rate has also been calculated by considering children with a funded place and living in the district as a proportion of the known children. The difference in these rates reflects the migration of children into and out of the district where they live, and those children from outside of the Local Authority area (inward migration). It also indicates the outward migration of children to other local authority areas.

2-year-old Funded Hours, Summer 2020	County	Broms	Malvern	Redditch	Worcs	W'avon	Wyre Forest
Children in a funded place	998	140	114	174	198	161	211
Average % eligibility	27%	19%	26%	31%	31%	23%	32%
Average % take-up	62%	76%	75%	56%	57%	57%	65%
Average % engagement	59%	62%	68%	53%	58%	52%	64%

Table 8: Two-year-old take-up by District, Summer 2020

The Districts of Redditch, Worcester and Wychavon are below the average take-up rate and tend to have a larger proportion of the population eligible for the funded places. This may indicate that larger areas of deprivation are harder to reach and therefore do not engage fully with the offer of 2-year-old funded early years provision. Work is on-going with these families by the FIS

Take-up rates - Universal offer for 3- and 4-year-olds

From the term after a child turns 3, they are entitled to 570 hours per annum of free early years provision at an Ofsted registered setting. This is usually taken as 15 hours per week for 38 weeks of the year and is often referred to as '15 hours entitlement'.

Children born between 1st September and 31st December (4-month period) can only claim their free place from 1st January (the term after their 3rd birthday) so the number of 3-year olds on 1st September may not all be eligible for a free place. The below assessment is undertaken based on eligible 3-and 4-year-olds only.

National data on the percentage of 3-and 4-year-olds benefiting from some free early education shows Worcestershire ahead of the national rate and above our statistical neighbours in 2019 and 2020

3&4-year-olds	2016	2017	2018	2019	2020
Worcestershire	100%	98%	96%	99%	98%
Statistical neighbours	98%	99%	98%	98%	97%
England	95%	94%	94%	94%	93%

Table 9: Take up of some free childcare by 3 and 4 year olds (national data)
Source; LAIT 6.8.2020

Take-up is also monitored locally by comparing the number of children of non-statutory school age living within the County as per GP and NHS registrations (known children data), with the number of children being funded each term in a Worcestershire setting.

The rates can exceed 100% in this assessment as inward migration from other local authorities is also considered. In June 2019, 10% of children claiming funded places in Worcestershire lived outside of the County, with particular impact from children living in Birmingham and Warwickshire. The model is tracking trends, allowing like for like comparisons.

3YO universal take up			
	Autumn	Spring	Summer
2015/2016	97%	96%	90%
2016/2017	98%	98%	96%
2017/2018	101%	99%	94%
2018/2019	106%	103%	103%
2019/2020	102%	100%	100%

Table 10: Take up of Universal hours by 3 year olds (local data)

In Summer 2020, data relates to places reserved for children as well as those actually attending, due to new guidance as a result of the COVID19 pandemic. Next term, Autumn 2020, the data will be available for funded children actually attending

3-year-old Universal Hours, Summer 2020	County	Broms	Malvern	Redditch	Worcs	W'avon	Wyre Forest
Children in a funded place	5,479	905	605	896	980	1,143	950
Average % take up	100%	114%	105%	91%	90%	101%	101%
Average % engagement	85%	82%	88%	85%	88%	83%	88%

4-year-old Universal Hours, Summer 2020	County	Broms	Malvern	Redditch	Worcs	W'avon	Wyre Forest
Children in a funded place	3,589	556	366	564	693	772	638
Average % take up	105%	115%	120%	87%	100%	111%	106%
Average % engagement	95%	90%	98%	87%	100%	97%	99%

Table 11: Take-up of Universal offer, Summer 2020

The children moving to school in the follow term (Autumn 2020) will be in the 4-year-old cohort and the 3-year-old cohort that turns 4 from 1st April 2020 after the Summer funding term began.

The take-up rates for all District, except Redditch, for 4-year-olds exceeds 100% which means that there are more children in funded places than known children in Worcestershire. This is possible due to inward migration. This data from Redditch shows only 87% of 4-year-olds using their funded place in Worcestershire. This could mean families are not taking up the child's early education place, or that they attend a provider outside of the Local Authority area.

Take-up Rates – Extended offer for 3 and 4-year olds

Since September 2017, children aged 3 and 4-years old are entitled to an additional 15 hours per week of free childcare, subject to eligibility criteria, principally that both parents (or one parent in a single parent family) are earning above the minimum wage for at least 16 hours per week, up to £100,000 per annum. This is known as the extended entitlement, extended offer, or 30 hours. To claim this entitlement requires a code from HMRC and re-validation of this code every 3 months

Take-up rates for the extended offer are calculated from historic economic data of the population in the County giving a maximum number of likely eligible children and comparing this to actual take-up, per term as seen in table 12 below.

Extended offer take-up rates for 3- & 4-yr-olds.			
	Autumn	Spring	Summer
2017/2018	72%	69%	69%
2018/2019	78%	78%	76%
2019/2020	79%	77%	70%

Table 12: Take-up of Extended Offer, Summer 2020

During Summer 2020, parents did not need to renew eligibility codes for their entitlement due to the COVID19 pandemic and the special exceptions permitted for the early education entitlements. It is thought that as many children were not able to take up their place at settings due to government guidance during lockdown, that the expected parents did not apply for the extended offer and hence the fall in take-up rate for Summer 2020.

Another way to monitor the ability of early years settings to meet the needs of families is to compare the percentage of families requesting confirmation codes from HMRC to claim their funded hours against actual take up. Table 13 shows that if a code is requested, then a place is usually taken, and the code validated.

National figures show that of those families living in Worcestershire requesting validity codes between Autumn 2017 and Summer 2019, an average of 98% eventually took up a place compared to 93% nationally.¹¹ Since Autumn term 2019, this data is no longer reported by HMRC as the extended entitlement is now part of normal business.

	Autumn 2017	Spring 2018	Summer 2018	Autumn 2018	Spring 2019	Summer 2019
Codes Issued	2,881	4,152	4,775	3,138	4,396	5,287
Codes Validated	2,837	4,081	4,677	3,079	4,274	5,098
% of Issued Codes validated	98%	98%	98%	98%	97%	96%
Children in a 30 hours place in a setting in the County	2,911	3,840	4,570	3,181	4,464	5,080
Children in a 30 hours place as a percentage of codes issued to families living in Worcestershire (%)	101.0%	92.5%	95.7%	101.4%	101.5%	96.1%

Table 13: Extended Offer codes requested and validated, by Term

Demand for these places are likely to be affected by the pandemic as working patterns over the last year have changed significantly. It is imperative that supply of places is maintained to support families to access work whatever their requirements for childcare.

Much like the 15 hour offer, there is a very strong termly pattern, with many more children taking up extended offer funded places in the Summer term. The use of free funded hours from 3 and

¹¹ <https://www.gov.uk/government/statistics/30-hours-free-childcare-eligibility-codes-issued-and-validated>

4-year olds children has increased from 4,570 children in Summer 2018 to 5,080 in Summer 2019 (increase of 510 children) as seen in table 13. This additional demand has been successfully matched by an increase in supply of places by the childcare market; a sign of a dynamic and successful early years market.

3-year-old Extended Hours, Summer 2020	County	Broms	Malvern	Redditch	Worcs	W'avon	Wyre Forest
Children in a funded place	2,746	495	286	473	463	564	465
Average % eligibility	68%	74%	68%	65%	66%	70%	65%
Average % take up	70%	80%	76%	67%	61%	67%	69%
Average % engagement	63%	60%	61%	70%	64%	59%	66%

4-year-old Extended Hours, Summer 2020	County	Broms	Malvern	Redditch	Worcs	W'avon	Wyre Forest
Children in a funded place	1,851	298	187	297	331	399	339
Average % eligibility	68%	74%	68%	65%	66%	70%	65%
Average % take up	80%	85%	97%	68%	74%	79%	84%
Average % engagement	72%	64%	74%	71%	75%	71%	80%

Table 14: Extended offer Take-up Rates, Summer 2020

There is a variation in take-up rate across the Districts in the Local Authority area. An average rate of 70% is comprised of rates from 80% in Bromsgrove to 61% in Worcester. This may be due to the impact of closure of nurseries for part of the Summer term, parents able to undertake childcare themselves due to furlough in various sectors of employment, or concern of infection within the setting.

Opening hours and availability

Funded childcare is provided to support parents back into work. Due to the variety of shift patterns and employment contracts, the childcare market needs to be flexible and adaptive which can only be facilitated by a marketplace that has many types of providers with a clear offer to parents, covering locations near work-places and homes as well as various opening times including at weekends and early mornings.

The universal offer available to all children the term after their third birthday is for 570 hours per annum. This is usually taken as 15 hours per week over 38 weeks, matching the school

calendar. However, families are able to stretch their entitlement over a longer period by reducing the number of hours taken each week, though it cannot be increased to over 15 hours per week. In the Summer term 2020, 24% of children accessing funded hours stretched their entitlement (beyond the 13 weeks of that term), compared to 20% in 2019.

Providers are asked each year to sign an agreement to accept Government funding for free early years provision. In September 2020, the new annual provider agreements show that 43% of those settings accepting early education funding offered stretched funding to 3 and 4-year olds (49% in June 2019) an indication that providers are providing a flexible offer to meet the needs of families. This information will continue to be monitored to assess if it meets the needs of parents.

There is a wide range of providers across the County which gives a good choice to parents, although due to the rural nature of large parts of Worcestershire, for some family's choice is limited. Only high-quality settings (those rated as Good or Outstanding by Ofsted) are supported to offer funded places, however funding is not removed from a provider following a low quality judgement if sufficient places, for similar age range, and hours, is not available elsewhere.

If the impact of the COVID19 pandemic results in a long-term change of employment patterns and occupations for families in Worcestershire, the Local Authority, through Worcestershire Children First, will work with providers to ensure suitable places are provided.

Greater consideration is also being given to ensure there is sufficient childcare available in settings across the County for babies and very young children as grandparents may be required to take on less childcare in the future due to shielding. In the Parental survey conducted in 2018, 37.9% of respondents across Worcestershire said that informal childcare from family and friends was a key source of support.

Special Educational Needs and Disabilities

Under the Equalities Act 2010, Local Authorities must ensure they promote equality and inclusion by removing barriers of access to funded childcare. This is done by working with parents to know what is available to them and support them to find the right provision, and by working with providers to support and promote best practice. It is important to secure multi-agency focus on local partnerships between education, health and social care.

The Graduated Response approach to emerging educational needs is designed to support settings with appropriate additional funding for the level of targeted support needed for children with additional needs to be able to access the provision. The percentage of children for which settings in Worcestershire are currently receiving this funding for additional support is shown below. Only children in a funded early education place are considered so the number of 2-year olds is 988 while the number of 3&4-year olds is 9,560 in Summer 2020, a much larger cohort. While there have been slight changes from the previous 2 years, no trends are yet noted, and the rates continue to be monitored. The impact that this additional funding has on outcomes for children is to be assessed long term, as well as any changes to the graduated response level for a child.

SEND status - 2 year olds	Summer 2018	Summer 2019	Summer 2020
1.1 No special educational need & GR1	92.2%	91.7%	92.1%
1.3 Graduated Response 2 (GR2)	3.9%	3.7%	3.5%
1.4 Graduated Response 3 (GR3)	1.5%	1.2%	1.4%
1.5 Graduated Response 4 (GR4)	2.3%	2.7%	1.9%
1.6 Exceptional Early Years Funding / EHCP	0.2%	0.6%	1.0%

Table 15: SEND status for 2-year-olds 2020

SEND status - 3&4 year olds	Summer 2018	Summer 2019	Summer 2020
1.1 No special educational needs & GR1	89.9%	89.9%	89.5%
1.3 Graduated Response 2 (GR2)	5.1%	5.0%	4.8%
1.4 Graduated Response 3 (GR3)	1.8%	1.9%	1.8%
1.5 Graduated Response 4 (GR4)	2.6%	2.6%	2.7%
1.6 Exceptional Early Years Funding / EHCP	0.6%	0.7%	1.2%

Table 16: SEND status for 3-and 4-year-olds 2020

In some circumstances, specialist provision is required to allow young children to reach their full potential in an early education setting. Specialist early years language units have been commissioned in each district, two of which are being delivered by the NHS, and one by the nursery assessment unit at Batchley First school. A further unit is provided at Cranham Primary School by ICAN, a children's communication charity, alongside their nursery. This targeted intervention, provides children with specialist provision for typically 6 hours per week to support their speech, language and communication development.

Five nursery assessment units (NAU) across Worcestershire support in assessing the correct level of provision required by a child for when they start school. Four of these are attached to special schools (Chadsgrove, Fort Royal, Vale of Evesham and Wyre Forest) and a further unit is attached to a first school in Redditch (Batchley). Typically, children will attend for 6 or 9 hours per week which means each full-time place can support in the assessment of 5 young children. The child will ordinarily be attending another setting for the remaining hours. Access to the NAU is via the Pre-school Forum.

Families from minority backgrounds

Ensuring children from minority backgrounds are able to access funded early education places is key to reducing inequality and ensure all children receive the best start in life. Therefore, the monitoring of take-up amongst these groups and the active engagement by the Local Authority to ensuring the childcare market and available information meets the needs of these families is a crucial aspect of assessing childcare sufficiency.

Data from the 2011 census shows that across Worcestershire 92.4% of residents classified themselves as White British, with a further 2.6% classified as 'White, other'. The next largest ethnic group were those classifying as 'Pakistani' at 0.9% of the population, with all other ethnic

groups at less than 1%. This represents a far lower population of minority ethnic groups than the West Midlands, where 79.2% of residents were recorded as 'White British', 2.5% 'White, other', 4.1% as 'Pakistani', 3.9% as 'Indian' and all other groups at or below 1.5%¹². Comparing the ethnic make-up of Worcestershire to the take-up of 3 and 4-year old funded hours places in Summer term 2020, we can see from table 17 that access to funded places is fairly in line with demographics of the County as a whole. However, 12.2% do not record any ethnic original, a significant percentage of the cohort.

White British/Welsh/English/Cornish	75.4%
Eastern European	1.4%
European	1.4%
Pakistani	1.2%
54 other ethnic groups, each less than 1%	8.4%
Information not obtained	12.2%

Table 17: Ethnic make-up of Children accessing the Universal offer, Summer 2020
Source: Synergy July 2020

This suggests that efforts to ensure the engagement of families across different ethnic backgrounds and the provision of places that meets a range of needs is being met, although further assessment will be needed.

Affordability

Government funded places is intended to ensure the delivery of 15 or 30 hours a week of free childcare but is not intended to cover the costs of meals, other consumable or additional services. For many providers, these additional costs are crucial to delivering sustainable high-quality flexible childcare, but they should not restrict a family's ability to take-up their child's free place. Providers must therefore be clear and transparent at the point of offering a place of any additional costs for the family, and that these are additional costs must be voluntary.

Parents returning to work may also incur costs for childcare commitments for younger children and wrap-around care for school age children. Availability of these providers is shown at the start of this section and all schools are encouraged to offer breakfast and after-school clubs.

The cost of a place to families is reported annually by the Coram, Childcare Survey and shows an annual increase from 2018. Information is collected locally, and providers are asked to keep it updated as information for parents¹³. Another research body for early years, CEEDA have undertaken a more current report published in June 2020 about sustainability in the early years market.¹⁴

¹² [ONS population datasets 2011 census](#)

¹³ [Coram childcare survey 2019](#)

¹⁴ [CEEDA about early years report 2020](#)

This highlights the role that childcare will place in economic recovery after the pandemic and the cross-subsidy of the various provider types.

Worcestershire continue to offer business support to all providers and encourage one-to-one meetings to consider business sustainability in a confidential environment.

Finding information and accessing funded hours

Since April 2020, the Family Information Service (FIS) is commissioned by Worcestershire as part of the Starting Well contract. This service supports families with access to the early education childcare offer as well as parenting support, community engagement and volunteering.¹⁵

An enhanced digital offer is being developed to support access to services as well as the development of the community health connector role.

Information is also available on the Worcestershire Children First website including a search facility of all local Ofsted registered childcare providers.

We will continue to engage with parents wherever possible via all professional partners including GPs, DWP job coaches, as well as Health Visitors.

¹⁵ [Starting Well Worcestershire](#)

Sufficiency of Early Years Childcare at District and Ward level

Methodology

Worcestershire is a two tier authority with 6 District Councils. Each District Council area is divided into wards. A ward is the primary unit of English electoral geography for civil parishes and borough and District Councils. This allows sufficiency of places to be considered at a local level and allows comparison with other parts of the local authority area. A data review is undertaken each term, to review those children eligible for a free early education place, demand from families, and supply of places from Early Years providers registered with Ofsted. This review considers the details in each ward within the County and is presented by District, in the following sections.

A place has been defined as 15 hours per week so that 1 child eligible for early education is entitled to 1 place. Three- and four-year-olds eligible for the extended entitlement of 30 hours are therefore entitled to 2 places under this metric. Only providers with an Ofsted rating of Good or Outstanding, or new providers who are yet to be assessed, have been considered in this sufficiency assessment under the directive to ensure a sufficiency of good places. The forecast model assumes 1 funded early education place can be used by either 2-,3- or 4-year-olds where a provider offers places across this age range.

The available hours are calculated by opening times multiplied by the maximum number of children that can be cared for at any one time, with consideration of a realistic occupancy rate. These hours are then recalculated to give the number of places, and this is considered against the number of known children living in the same ward for the next 12 months (3 terms) due to be eligible for a place, to give a level of sufficiency which has been RAG rated.

As we have considered through this report thus far, locality is only one indicator of sufficiency and factors such as availability of places for siblings and flexibility are also crucial in understanding how well the childcare and early education market is meeting the needs of families in each area.

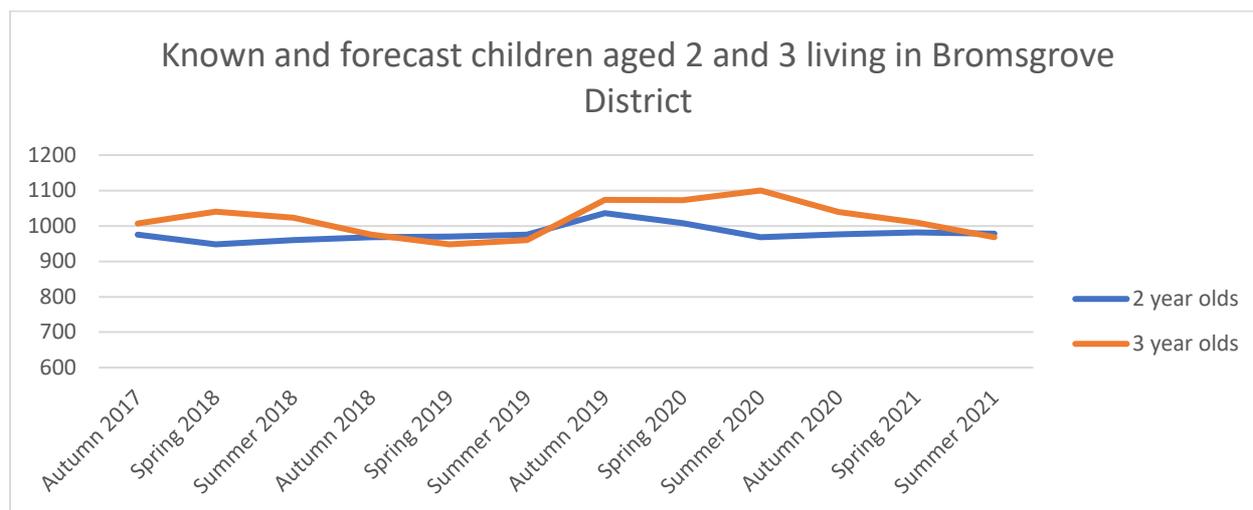
The number of 4-year-olds in early education provision changes dramatically each term. In Autumn, all 4-year-olds should be registered to a school. As there is often a phased start to Reception, some places may be claimed for a very short amount of time, in that term. Summer born children will be in school as soon as they turn 4 and so only claim 3 terms of early education funding while still 3-years-old. For these reasons, no comment is made on the number of 4-year-olds. The planned numbers are included in the take-up rates by wards.

Bromsgrove

The district of Bromsgrove lies in the North-East of the county and is comprised primarily of the town of Bromsgrove and surrounding villages. The district has strong transport links to both Worcester City and Birmingham, which borders the district to the North.

The area has 99,900 residents¹⁶ within the 84 square miles. In Summer 2020 there were 998 2-year-olds and 1,100 3-year-olds; a total of 2,068.

By Summer 2021, this is expected to fall by 122 to 1,946, as the reduced number of 2-year-olds follow through to a reduction in 3-year-olds.



The average annual household income of families living in Bromsgrove is one of the highest in the County, resulting in the lowest average percentage of eligibility for 2-year-old funded entitlement at 19% in Summer 2020 compared to the County Level of 27%. Engagement by 2-year-old children living in Bromsgrove District is only 62% of those potentially eligible. However, it is likely that a number of families choose to access their funded entitlement with providers outside of Worcestershire as the area has strong transport links with Birmingham.

The universal offer of funded early education places is accessed by 82% of those children living in the District. This is not considered a sufficiency issues as setting in the district claim funding for 114% of this age group and so are providing spaces for more than the number of know children, evidencing inward migration to the District.

Bromsgrove has the highest estimated percentage of children eligible for 30-hours (extended offer) at 74% of families,

¹⁶ NOMIS 2019

Bromsgrove Wards

A map for Bromsgrove showing the 30 wards, is available in appendix 1.

Ward Name	Autumn	Spring	Summer
Alvechurch South	Green	Green	Green
Alvechurch Village	Red	Red	Red
Aston Fields	Yellow	Yellow	Yellow
Avoncroft	Green	Green	Green
Barnt Green & Hopwood	Green	Green	Green
Belbroughton & Romsley	Green	Green	Green
Bromsgrove Central	Green	Green	Green
Catshill North	Yellow	Yellow	Yellow
Catshill South	Yellow	Red	Red
Charford	Yellow	Yellow	Yellow
Cofton	Red	Red	Red
Drakes Cross	Green	Green	Green
Hagley East	Green	Green	Green
Hagley West	Green	Green	Yellow
Hill Top	Green	Green	Green
Hollywood	Yellow	Red	Red
Lickey Hills	Yellow	Red	Red
Lowes Hill	Green	Green	Yellow
Marlbrook	Yellow	Yellow	Yellow
Norton	Green	Green	Green
Perryfields	Green	Green	Green
Rock Hill	Red	Red	Red
Rubery North	Green	Green	Green
Rubery South	Green	Green	Green
Sanders Park	Green	Green	Green
Sidemoor	Green	Green	Green
Slideslow	Yellow	Yellow	Yellow
Tardebigge	Green	Green	Green
Wythall East	Green	Green	Green
Wythall West	Green	Green	Green

Across the district, there should be sufficient places for eligible children to claim their funded place. Some wards show a stronger supply of places than others, and so some families may need to look in neighbouring wards to access their child's entitlement.

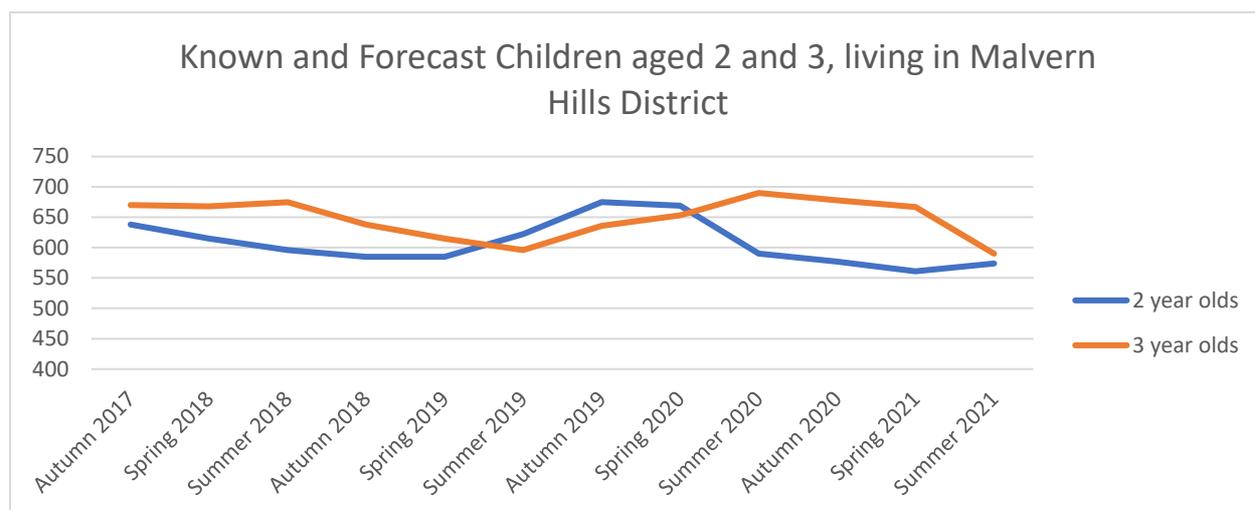
Local information will be continually gathered to confirm this analysis. This will include an understanding of inward and outward migration from the District.

Work to sustain any private, voluntary or independent (PVI) group based setting in those red RAG rated wards, across all terms, will be prioritised. This will include building strong relationships around business modelling and awareness of likely parental demand during the pandemic.

Malvern Hills

The district council of Malvern Hills covers the entirety of the west side of Worcestershire. The area has an estimated 78,700 residents¹⁷ and covers a total of 223 square miles of predominantly rural areas, but does encompass the towns of Malvern, Upton-upon-Severn, and Tenbury Wells. The majority of the district is made up of small rural villages and borders Gloucestershire, Herefordshire and Shropshire.

There is approximately 1,280 children aged 2 and 3 living in the district making it the smallest early years population in Worcestershire by some distance, but one of the largest geographically.



The eligibility for 2-year-old funded entitlement is calculated at 26%, and engagement is 68%. This equates to 114, 2-year-olds claiming their entitlement to a funded place during the Summer Term. The number of known 2-year-olds in the District is not expected to change substantially during the year ahead and so there is not expected to be a growth in those entitled to a funded early years provision.

Engagement in the universal offer by 3-year-olds was slightly above the County average at 88% while engagement in the 30 hour (extended offer) was calculated as 61%.

¹⁷ NOMIS 2019

Malvern Wards

A map for Malvern showing the 22 wards, is available in appendix 2 to this report

Ward Name	Autumn	Spring	Summer
Alfrick and Leigh	Green	Green	Green
Baldwin	Green	Green	Green
Broadheath	Green	Green	Green
Chase	Green	Green	Green
Dyson Perrins	Green	Green	Green
Hallow	Red	Red	Red
Kempsey	Red	Red	Red
Lindridge	Green	Green	Green
Link	Green	Green	Green
Longdon	Yellow	Yellow	Yellow
Martley	Green	Green	Green
Morton	Green	Yellow	Yellow
Pickersleigh	Red	Red	Red
Powick	Green	Green	Green
Priory	Green	Yellow	Yellow
Ripple	Yellow	Yellow	Yellow
Teme Valley	Green	Green	Green
Tenbury	Yellow	Yellow	Red
Upton and Hanley	Green	Green	Green
Wells	Red	Red	Red
West - Malvern Hills	Yellow	Yellow	Yellow
Woodbury	Green	Green	Green

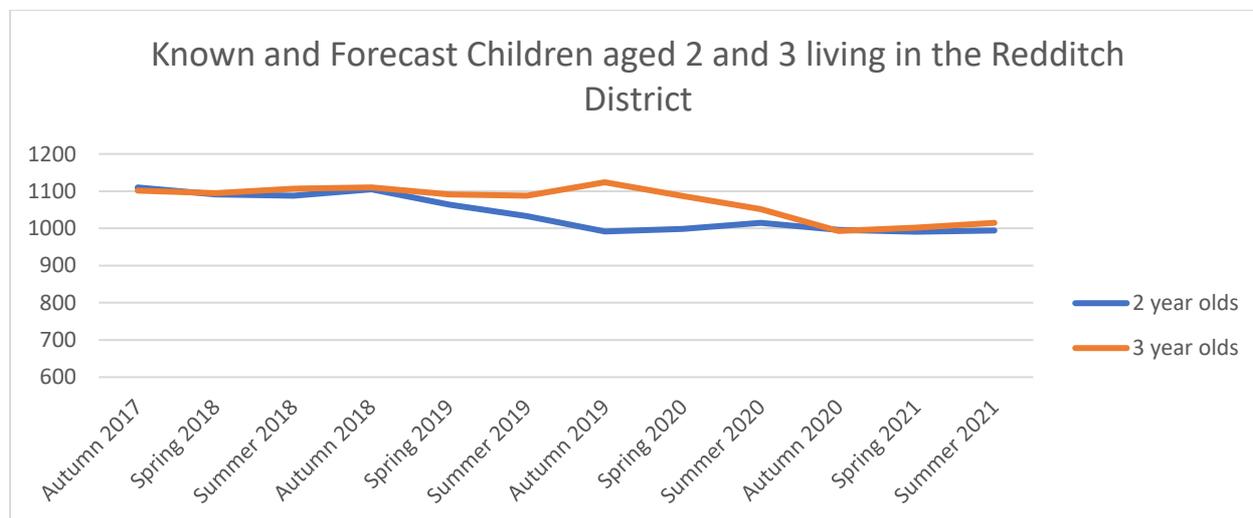
In the Autumn term, there are 4 wards in this district where children live and where they may have to look outside of the ward to find a place. However, there are 14 wards with an estimated over supply in the district.

This is a similar situation in the Summer term which shows that providers can increase places to meet the typical changes in demand over the year.

However, due to the rural nature of this District, and the likely longer traveling distances to alternative provision, emphasis will be placed on work to ensure local provision can meet local demand, in those wards RAG rated red over the 3 terms.

Redditch

The district council of Redditch predominantly includes the urban town of Redditch and immediate surrounding area. The area encompasses approximately 85,300 residents¹⁸ over an area of just 30 square miles. In Summer 2020, there are 2,067 two- and three-year-olds living in the district. This is anticipated to fall to 2,009 by September 2021.



The percentage eligibility for 2-year-old funded entitlement for Summer 2020 was 31%, higher than the average for the County of 27% which is indicative of lower household incomes. Engagement is Calculated at 53%. Some children may be accessing their entitlement in other local authority areas, but it is thought that low engagement may be due to the guidance introduced by the DfE as a result of the national lockdown from 23rd March 2020

Engagement of 3- year olds with the universal offer, and the extended offer was 91% and 70% respectively in Summer 2020.

¹⁸ NOMIS 2019

Redditch Wards

A map for Redditch showing the 12 wards, is available in appendix 3.

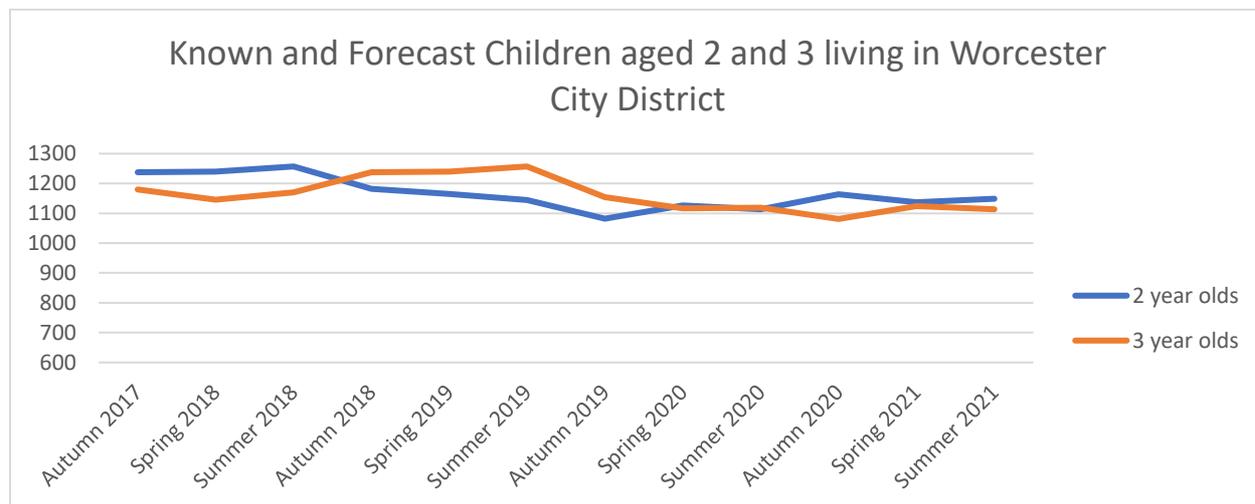
Ward Name	Autumn	Spring	Summer
Abbey	Green	Green	Green
Astwood Bank and Feckenham	Green	Green	Green
Batchley & Brockhill	Green	Green	Green
Central	Green	Green	Green
Church Hill	Red	Red	Red
Crabbs Cross	Green	Green	Green
Greenlands	Green	Green	Green
Headless Cross and Oakenshaw	Green	Green	Green
Lodge Park	Green	Green	Green
Matchborough	Green	Green	Green
West - Redditch	Green	Green	Green
Winyates	Green	Green	Green

There is only one ward where there is a potential sufficiency issue for the next 12 months and children may have to look to other wards for places.

Based on the close geographic nature of wards in this urban district and strong transport links, this should not restrict families from accessing places.

Worcester City

Worcester City is the predominant urban area of Worcestershire, located in the centre of the county, bordered by Wychavon and Malvern Hills. The City is by far the most densely populated in Worcestershire with approximately 101,200 residents¹⁹ living within 13 square miles. There were 2,233 two- and three-year-olds living in the area in Summer 2020. This is expected to increase slightly to 2,263 by Summer 2021.



The percentage eligibility for 2-year-old funded places is 31% reflecting the higher deprivation in the area than other districts of the County. Engagement is 58% of those eligible.

The universal offer engagement is 88% of known children, and engagement with the extended offer within the district is 64%. This may reflect an over-stating of those families eligible for the extended offer, or a lack of demand for these places. We have not identified any shortfall in supply of places. Indeed, take-up, by 3-year-olds living in the district is 90% which could mean that children and their families have chosen to travel to other Districts.

¹⁹ NOMIS 2019

Worcester Wards

A map for Worcester showing the 15 wards, is available in appendix 4.

Ward Name	Autumn	Spring	Summer
Arboretum	Green	Green	Green
Battenhall	Yellow	Red	Red
Bedwardine	Green	Green	Green
Cathedral	Green	Green	Green
Claines	Green	Green	Green
Gorse Hill	Yellow	Yellow	Yellow
Nunnery	Green	Green	Green
Rainbow Hill	Green	Green	Green
St Clement	Green	Green	Green
St John	Green	Green	Green
St Peter's Parish	Green	Green	Green
St Stephen	Green	Green	Green
Warndon	Red	Red	Red
Warndon Parish North	Green	Green	Green
Warndon Parish South	Green	Yellow	Red

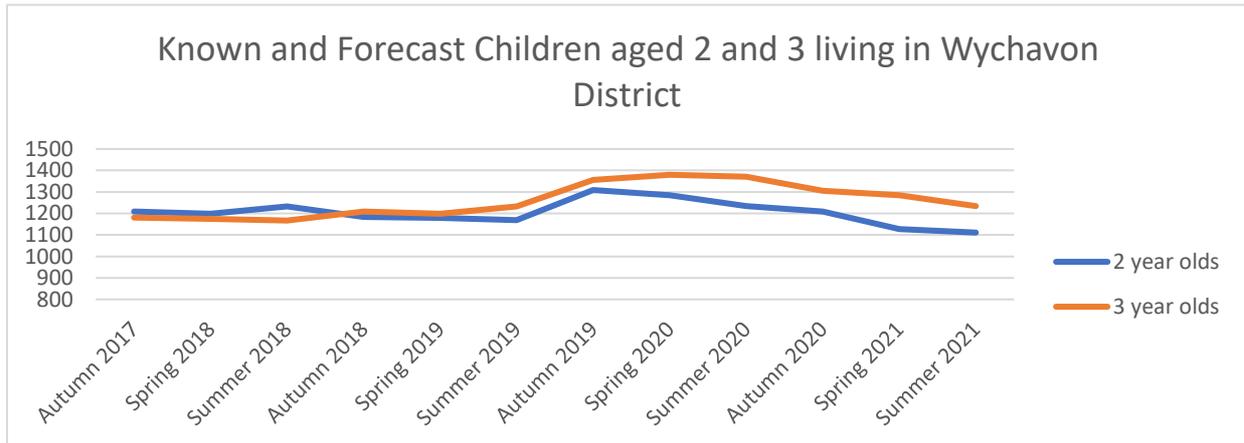
The distribution of places is not ideally matched to the known children and therefore wards are RAG rated highlighting potential issues around local sufficiency.

An academy school in the ward of Warndon was awarded funding under the School Nursery Capital Fund grant to increase the size of it 's pre-school. They have recently applied for planning permission and the places are due to be delivered by Autumn 2021.

Wychavon

The district of Wychavon spans an area of 256 square miles on the east side of Worcestershire with an estimated population of 129,400²⁰. The district is made up predominantly of the urban areas of Droitwich, Evesham, and Pershore and the surrounding villages and rural areas. It is bordered by the counties of Warwickshire and Gloucestershire.

In Summer 2020, there were 2,605 two- and three-year-olds living in the District. The last academic year represented a high increase in the number of pre-school children living in the district which is now anticipated to decrease to 2,345 by Summer 2021.



The percentage eligibility for 2-year-old funded entitlement in Wychavon is 23% with engagement at 52% which is below the rate in the County of 59%.

The level of engagement in 3-year-old funded places is 83% and take-up 101%, as a result of net inward migration to the district. Childcare providers do not operate catchment areas and therefore children can come from other districts of the local authority, and other Local Authority areas too, such as Gloucestershire, and Warwickshire.

²⁰ NOMIS 2019

Wychavon wards

A map for Wychavon showing the 32 wards, is available as appendix 5.

Ward Name	Autumn	Spring	Summer
Badsey	Yellow	Yellow	Red
Bengeworth	Yellow	Yellow	Red
Bowbrook	Green	Green	Green
Bredon	Green	Green	Yellow
Bretforton and Offenham	Red	Red	Red
Broadway and Wickhamford	Green	Green	Green
Dodderhill	Red	Red	Red
Drakes Broughton	Red	Red	Red
Droitwich Central	Green	Green	Green
Droitwich East	Green	Yellow	Yellow
Droitwich South East	Green	Green	Green
Droitwich South West	Red	Red	Red
Droitwich West	Yellow	Yellow	Yellow
Eckington	Yellow	Yellow	Yellow
Elmley Castle and Somerville	Yellow	Yellow	Yellow
Evesham North	Red	Red	Red
Evesham South	Red	Red	Red
Fladbury	Green	Green	Green
Great Hampton	Yellow	Yellow	Yellow
Hartlebury	Yellow	Yellow	Yellow
Harvington and Norton	Green	Green	Yellow
Honeybourne and Pebworth	Green	Yellow	Yellow
Inkberrow	Green	Green	Green
Little Hampton	Green	Green	Green
Lovett and North Claines	Green	Green	Green
Norton and Whittington	Green	Green	Green
Ombersley	Green	Green	Green
Pershore	Red	Red	Red
Pinvin	Green	Green	Green
South Bredon Hill	Green	Green	Green
The Littletons	Green	Green	Green
Upton Snodsbury	Red	Red	Red

This district continues to show the most pressure for early education places of all districts in the Local Authority area.

There are a number of wards in Wychavon that show demand for more funded places than will be available. Wychavon shares a border with Warwickshire, and as our data shows, some of this demand will be as a result of children from out of area seeking a place at a Worcestershire settings. It is assumed that some eligible children will claim a funded early education place in another local authority areas.

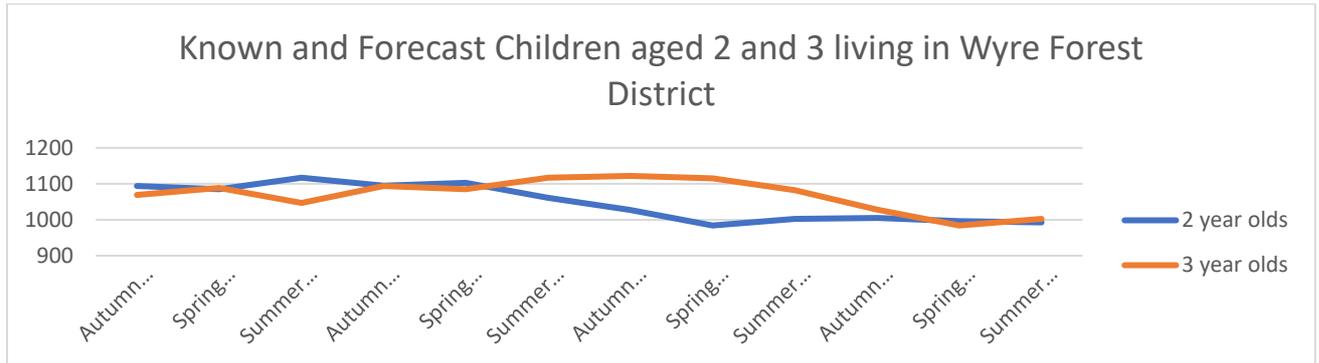
A school in The Littletons has recently expanded its Governor-Led provision, holiday scheme and wraparound care provision.

The number of known children in the area is not increasing over the next 12 months and so this will also ease the pressure on places.

Work will continue to monitor and track local demand, as well as work with providers of all types to investigate new opportunities to increase the number of places, particularly in Droitwich, Evesham and Pershore wards.

Wyre Forest

The district of Wyre Forest spans an area of 75 square miles in the North of Worcestershire and is made up predominantly of the urban area of Kidderminster and surrounding areas, with an estimated population of 101,300 ²¹. The area is bordered by the districts of Malvern Hills, Wychavon and Bromsgrove, and by the Counties of Staffordshire and Shropshire. There are currently 2,084 children aged 2 and 3 living in the District. This is expected to fall slightly to 1,995 by Summer 2021.



The percentage eligible to a funded 2-year-old places is 32%, the highest in the County and engagement is 64%.

The level of engagement with the universal offer by 3-year-olds is 88%. Engagement in the extended 30 hour offer is 66% of the children calculated to be eligible.

²¹ NOMIS 2019

Wyre Forest Wards

A map for Wyre Forest showing the 12 wards, is available in as appendix 6.

Ward Name	Autumn	Spring	Summer
Aggborough & Spennells	Green	Green	Green
Areley Kings & Riverside	Yellow	Yellow	Yellow
Bewdley & Rock	Green	Green	Green
Blakebrook & Habberley South	Yellow	Yellow	Red
Broadwaters	Green	Green	Green
Foley Park & Hoobrook	Red	Red	Red
Franche & Habberley North	Green	Green	Green
Lickhill	Yellow	Yellow	Yellow
Mitton	Green	Green	Yellow
Offmore & Comberton	Green	Green	Green
Wribbenhall & Arley	Red	Red	Red
Wyre Forest Rural	Green	Green	Green

There are 2 of the 12 wards in this district that are forecast to potentially have less places than needed by children living in the ward. However, there are 6 wards where the opposite is predicted.

Two schools in Broadwaters have recently expanded their nursery buildings due to grant funding from the DfE funding under the School Nursery Capital Fund which will expand the total provision from Autumn 2020 and support sufficiency in the ward and surrounding areas

Conclusion

The scope of this Childcare Sufficiency Report is to map and assess the available information on supply of early education places for children, along with the demand for those places, to form an assessment of the sufficiency of places within Worcestershire. It also examines any barriers to the supply of, and demand for, that provision to support the Local Authority in its market management duty.

It also examines the availability of provision for childcare for older children in OFSTED registered provision, to support working parents outside of school times.

At the present time, Worcestershire as a whole has sufficient childcare and high-quality early education places for funded children in each of its 6 districts, although this is not evenly available across all wards.

However, ensuring the flexibility to match families' needs for childcare due to working times, and the additional care for younger children can still cause barriers for some working families. Worcestershire will continue to explore all opportunities to ensure that provision is local, flexible, affordable and inclusive.

Take-up rates have fallen during the Summer term when compared to last year and this is felt to be an impact from the timing of the pandemic. Promotion of the universal offer to those children and their families that would be eligible from 1st April (Start of the Summer term), could not happen in March due to the escalating infection rates. Then, from 23rd March eligibility to a place at an early years setting was not possible except for children of key workers or vulnerable children. This will also have impacted on registering 2-year-old children, as well as raising awareness to those families that were eligible to the funded offer. Raising awareness of these entitlements, and parental confidence in settings will be a focus for activity going forward.

While early years provision does not have catchment areas and families are free to access any setting they wish in the County, even in neighbouring counties, it is considered that local provision will reduce the barriers to accessibility as travel is easier with shorter distances. The wards identified with a potential insufficiency of places across all three terms will be the focus of the Early Years team in their business support to providers. There is a focus on 19 wards, varying from 8 in Wychavon to 1 in Redditch. Sufficiency data and information on likely local demand changes in the number of local children (including those aged 0-and 1-year old) will inform support to providers.

This will support a growing understanding of the impact of the pandemic on business models that are experiencing reduced income as a result of lower parental fees for additional hours and decreased demand from parents for places. The funding of early years provision has continued to be paid to providers during lockdown in the Summer term 2020 and there is a compensation payment being made to providers in the Autumn term where demand is lower than the average demand of Autumn 2019 and Autumn 2018. However, this income stream is also likely to fall for some settings in the Spring of 2021, subject to a further guidance from the Department for Education. It is likely that some businesses will need to reduce their potential financial losses by shrinking the number of places in the short term, a situation that will become clearer through on-going closer working relationships with providers.

There have been a few settings across Worcestershire that have closed since the national lockdown on 23rd March 2020 but equally some new settings have opened too, particularly within schools which have set up Governor-Led nurseries to support families during the summer term following some temporary closures. This provided positive transition for pre-reception age children. However, the space is no longer available in the school building as the school children have returned to school and the nurseries places have reverted to the previous setting. These short-term responsive measures of the early education market demonstrate a successful and adaptive market that is able to respond to demand directing supply, and a measure of the support for the early education universal offer for pre-school age children.

The demand for take-up was also lower in the Summer term 2020 than previous Summers and the key to keeping provision is to increase demand from parents. Unlike schools, attendance is not compulsory, and work will be done to increase parental confidence. Settings will be invited to work with the Local Authority to ensure that high quality environments are created to support child development, where parents request both their funded entitlement and paid for places. It is recognised that the economic impacts of the pandemic, will reduce demand in the short term from parents and that a medium- or longer-term plan is also needed. In addition, the number of working parents may change as the impact of the pandemic are felt and this will affect the number of 2-year-olds entitled to funded places as well as children aged 3 and 4 that are entitled to the extended offer. To be able to adapt to these changing needs, a large, dynamic market is needed with nursery classes in schools, pre-school playgroups as well as private day nurseries and childminders, accessible across the County, with flexible sessions and charges.

Childminders were able to continue to work from their own home and many managed to remain open. They continue to add places to Worcestershire's provision for both early education places and childcare for children aged 5 to 14 years old, forming a significant part of the childcare market in Worcestershire which we will continue to monitor, support and train.

The out of school childcare market is also susceptible to the same changes in supply and demand. Many providers are unknown to the Local Authority as they comprise activity clubs, hobbies, and may not always be for sufficient length to support working parents, i.e. finish prior to 6pm, or unreliable due to illness of activity leader. More robust options are provided both on and off school premises by either schools or private providers. The costs vary and can be prohibitive if childcare is only needed for a short while. These barriers will be investigated by developing closer links with out of school providers identified by the Local Authority through their registration with Ofsted. Demand for such services will also be monitored to ensure that supply can meet the needs of working parents.

Business planning is the focus of a sustainability survey of all providers which is adding to our knowledge of the current issues for providers and will further support the subsequent action plan from this report.

Worcestershire Children First, as a wholly owned subsidiary of Worcestershire County Council will strive to ensure continued access to sufficient high-quality childcare for all, meeting the changing needs of families across the County and offer young children the best start in life.

Mainstream School Sufficiency Report 2020

Summer 2020

Worcestershire Children First

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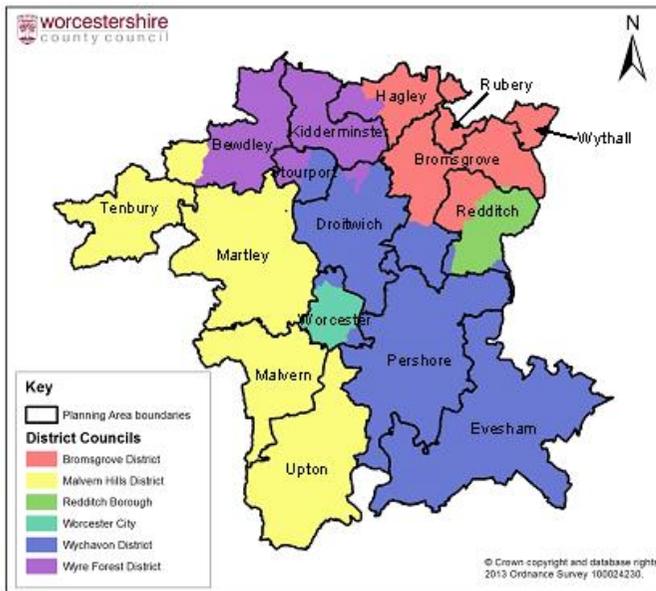
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Introduction

Each local authority in England has a legal duty to ensure there is a place available for every child wishing to attend a publicly funded school, therefore, effective pupil place planning is a fundamental element of the Council’s role as strategic commissioner of good school places. Pupil place planning is a dynamic process in which factors such as school organisation, evolving local demographics, and changing geographical factors are considered within the context of demand for education provision. The core process of this role is undertaken as part of an annual review of the anticipated demand for school places across Worcestershire, which is then considered in conjunction with the Published Admissions Number (PAN) and overall capacity of schools. The monitoring, management, and commissioning of new mainstream school places is a constant process which is undertaken by the Worcestershire Children First (WCF) Sufficiency and Place Planning Team who work with schools and partners across the County to meet the sufficiency duty of Worcestershire County Council (WCC). School place planning plays a crucial role in developing the Local Authority’s strategy for capital programmes, allowing strategic decisions about investment to be made based on robust evidence. WCC currently seeks to maintain a 5% surplus of mainstream school places in each Education Planning Area (EPA) to allow families an ability to reflect preference in the school their child attends.

WCF reviews the sufficiency of places at a school and county level, as well as in smaller regional areas deemed Education Planning Areas (EPA). Worcestershire operates 16 EPAs that are made up of schools located in close proximity, and which pupils living in the area could reasonably attend. The use of Education Planning Areas allows WCF to more accurately assess the current and future pupil demand for school place provision. Figure 1 below shows how these Education Planning Areas relate to district council boundaries.

Figure 1 – Education Planning Areas as compared to District Council Boundaries in Worcestershire



Worcestershire is unique in the breadth of education structures offered to families in the County. In areas which operate a two-tier model, children enter Primary school at reception and transfer to a Secondary school at the start of Year 7. In areas which operate a three-tier model, children enter First school at Reception, transfer to a Middle school at the start of Year 5 or 6, depending on the age range of the Middle school, and then transfer to High school at the start of Year 8 or 9, depending on the age range of the High school. In addition to this, a number of Secondary and High schools in the County also offer Sixth form provision. A number of schools in three-tier areas operate on a Primary / Secondary basis. This includes Catholic school provision and some other schools that have sought to change their age range.

The table below summarises the predominant model in operation in each Education Planning Area:

Figure 2 – Tier areas in Worcestershire

Two-tier model Primary Years R-6 (Ages 5 – 11) Secondary Years 7-13 (Ages 11 – 18)	Three-tier model A First Years R-4 (Ages 5 – 9) Middle Years 5-8 (Ages 9 – 13) High Years 9-13 (Ages 13 – 18)	Three-tier model B First Years R-4 (Ages 5 – 9) Middle Years 5-7 (Ages 9 – 12) High Years 8-13 (Ages 12 – 18)	Three-tier model C First Years R-5 (Ages 5 – 10) Middle Years 6-8 (Ages 10 – 13) High Years 9-13 (Ages 13 – 18)
<ul style="list-style-type: none"> • Bewdley • Hagley • Kidderminster • Malvern • Martley • Rubery • Stourport • Tenbury • Upton • Worcester • Wythall 	<ul style="list-style-type: none"> • Bromsgrove • Redditch 	<ul style="list-style-type: none"> • Droitwich • Pershore 	<ul style="list-style-type: none"> • Evesham

The forecast for each EPA considers demographic growth in each area, new housing developments, average transfer rates and migration patterns. Historically, expected new housing was not factored into these forecasts and instead considered separately, however due to the volume of new housing within the county, a more holistic approach is required and therefore has been factored in. Pupil generation from new housing is not as predictable as demographic growth and therefore greater care is taken when considering these forecasts.

For further information on forecasting please visit www.worcestershire.gov.uk/info/20062/schools/133/school_forecast_data

Overview

Mainstream provision across Worcestershire is, on the whole, currently sufficient: 84% of schools are rated as 'Good' or 'Outstanding' by Ofsted, which is stable compared to last year. 98.5% of Primary school children received an offer from one of their three preferences for September 2020, a rise from the previous year for Primary, and higher than the England average of 97.7%. There was also a small increase in the percentage of children applying for a Secondary school place receiving an offer from one of their three preferences: 96.1% for September 2020 compared to 94.8% for September 2019.

The number of children taught in mainstream schools in Worcestershire has increased over the last five years with numbers now expected to stabilise. September 2016 saw the highest intake of Reception children the County has ever experienced. This cohort is due to move into Middle schools in 2021 and Secondary Schools from 2023. For most areas this will represent a single year of need, whilst in others signifies a longer-term trend.

Over the last 5 years, WCC EPA forecasts for the demand for mainstream Reception school places for the following two years have on average been accurate to 98%. The accuracy of the forecasts improves further when forecasting for Middle and Secondary school places; which can be expected as pupils are usually already in attendance at feeder schools. It takes approximately two years to consult, design, and build any capacity changes to mainstream schools, therefore any decisions made to change the size or structure of a school is based on an average 98% accuracy of actual requirements for places. When forecasting three and four years into the future, this accuracy reduces slightly to on average within 97% and 95% respectively for Primary Schools, and 99-98% for Middle and Secondary Schools. This means we are able to plan to within a 95% confidence of the place requirements of all our mainstream schools over the next four years.

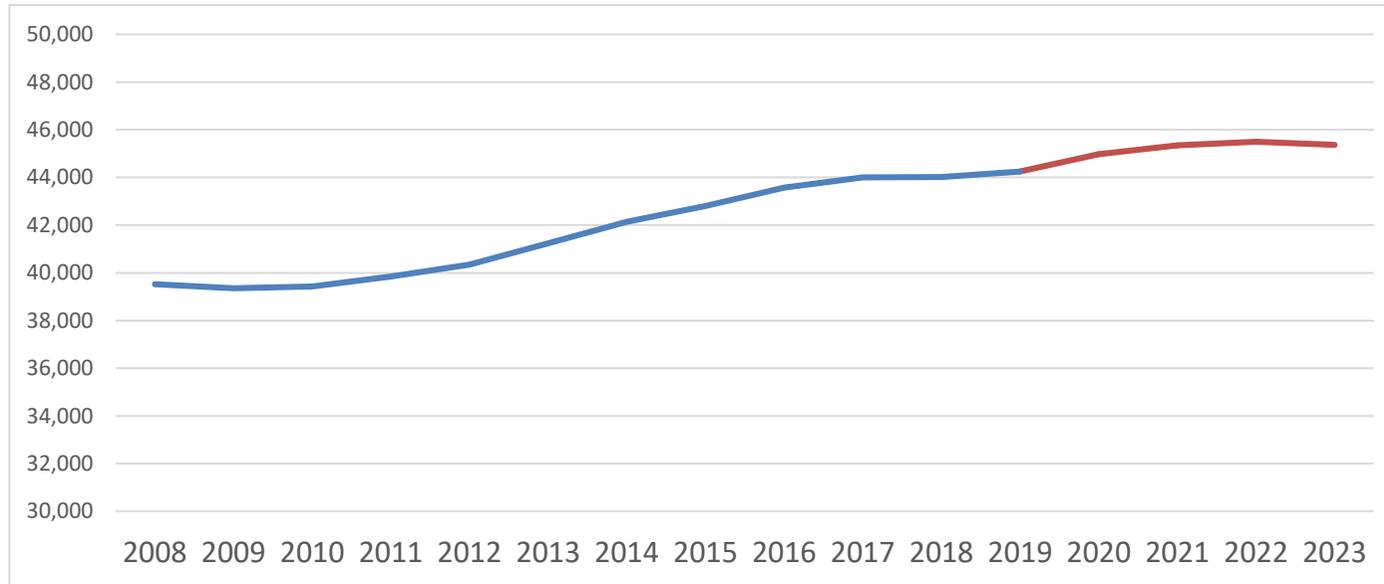
For each EPA, it is a good benchmark to remain within this 95% accuracy or 0.5FE (15 places) for each intake point, whichever is greater. For reception intake, this was achieved in every year over the last five years in 11 out of 16 planning areas when forecasting two years ahead, and achieved in a further four EPAs for four out of the five areas. The final planning area, Rubery, is restrained by the capacity of schools and therefore has not been able to meet demand for places, mainly from out of area pupils. Forecasts for Middle school intake for all three-tier planning areas were accurate within this margin of error over the last five years. This was also achieved for 12 out of 16 planning areas for forecasting High school intake, and a further three areas in four out of five years. The final planning area, Wythall, much like Rubery, has high out of area applications which means the schools are unable to meet actual demand, but are able to meet demand from in-area applicants.

Primary Year Groups

Over the last decade, the number of Primary age children (Reception to Year 6) in Worcestershire has altered significantly. Over this time, WCC, and now WCF, has worked with schools to increase the capacity at a number of Primary and First Schools across Worcestershire to ensure we are able to meet the demand for places in key pressure areas. Whilst growth has been felt across the County, the urban areas of Worcestershire, namely Bromsgrove, Evesham, Kidderminster, Redditch and Worcester City, have experienced a much higher rate than rural areas. Worcestershire has a unique mix of urban and rural areas, however an increasing number of families are moving into urban areas, a trend seen nationally. The challenge of ensuring there is enough provision within our towns and city, where land and space are becoming increasingly sparse, as well as ensuring small village schools are able to remain sustainable, will be a greater challenge moving forwards, particularly over the next 5-10 years as a number of large housing developments are expected to further increase the numbers of families living within and around urban areas.

The last 2 years saw the effects of lower birth rates on our Primary and First schools, which is expected to continue over the next few years. However, at the same time, Worcestershire is seeing a significant level of new housing either being built or planned as the popularity of the County grows. As a result, the number of children in Primary year groups in Worcestershire is likely to continue to increase, from 44,250 in Autumn 2019 to an estimated 45,350 in 2023. Therefore, additional expansions will be required in certain areas, both in response to urban growth and large-scale housing developments, to ensure sufficiency of places in Key Stage 1 and 2.

Figure 3 – Historic and forecast total number of Primary age pupils (R-Y6) in mainstream schools in Worcestershire 2008-2023



Higher Primary numbers from the last several years have now begun to reach Secondary transfer age, and those schools in three-tier systems are already experiencing higher numbers transferring through to Middle. In many areas there has been capacity to absorb the first waves of higher pupil cohorts, but additional capacity is required in some areas to increase places in the long term.

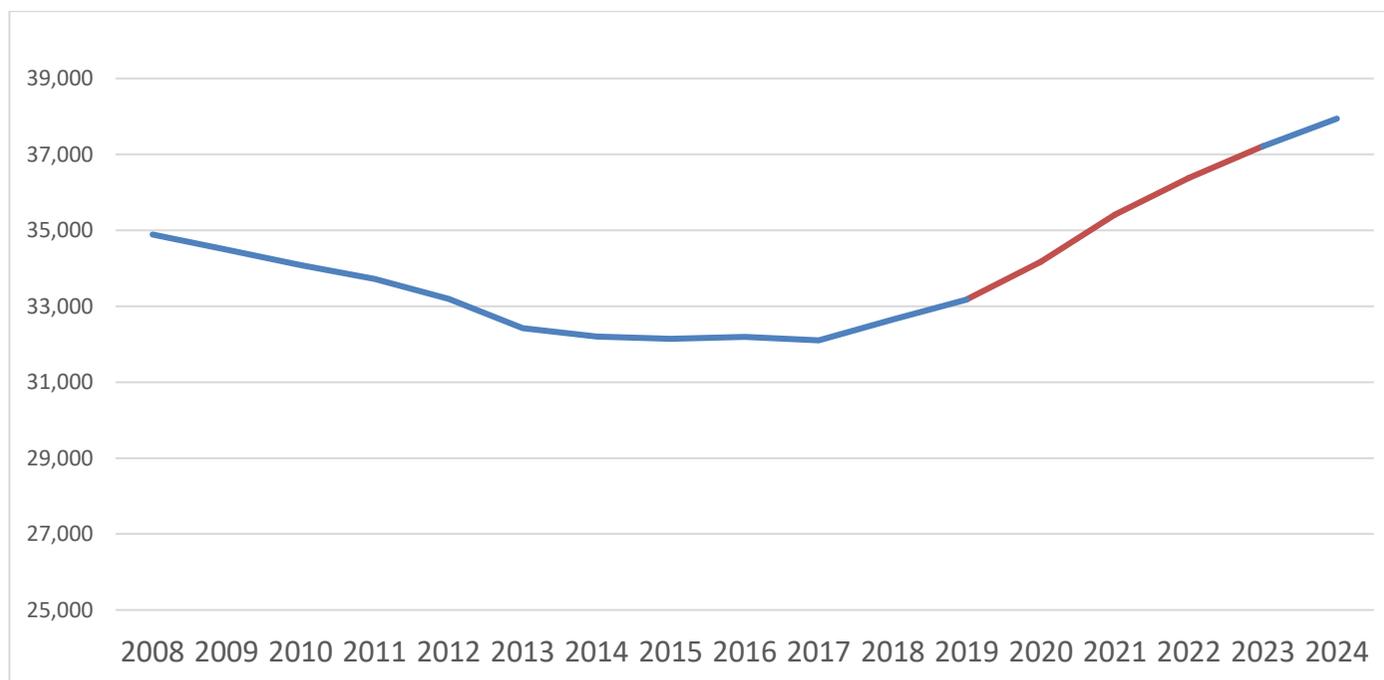
Secondary Year Groups

In 2017 and 2018, we saw the number of pupils in Secondary schools begin to increase after several years of lower numbers. This is anticipated to continue, which also coincides with an anticipated increase due to housing growth. Over the last several years, WCC and WCF have been working with Secondary and High schools in Worcestershire to ensure they are able to sufficiently support higher numbers. Further expansions are planned over the coming years to support further growth.

Migration between Counties is generally modest but still a factor that must be considered, particularly for Secondary and High School. In general, outward migration impacts on Birmingham, Dudley, Sandwell and Solihull councils to the north and on Gloucestershire and Warwickshire councils to the east and

south. Inward migration into Worcestershire schools is not currently considered a major factor on overall forecasts, however there are several schools that support a majority of pupils from out of county. In most cases, this is not a concern as school admissions policies tend to give priority to pupils living within the school catchment area. However, with an increasing number of schools transferring to Academy, this is a subject that will be monitored closely.

Figure 4 – Historic and forecast total number of Secondary age pupils (Y7-Y13) in mainstream schools in Worcestershire 2008-2023



Forecast pupil numbers shown below are based on children currently living in Worcestershire as well as additional demand generated from large new housing developments anticipated over this period. Further growth is anticipated in the pupil population of Worcestershire over this time.

Figure 5 – Global Historic and Forecast Number on Roll across Worcestershire Mainstream Schools as at October Census 2013-2023

	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	SF1	SF2	TOTAL
Oct-13	6007	6082	5856	5870	5756	5505	5266	5445	5610	5667	5853	5996	2564	2060	73537
Oct-14	6049	6091	6114	5866	5887	5714	5528	5301	5442	5580	5685	5812	2635	1968	73672
Oct-15	6237	6140	6120	6157	5889	5869	5740	5586	5334	5441	5582	5617	2612	2033	74357

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Oct-16	6325	6313	6159	6122	6167	5846	5877	5767	5577	5329	5462	5523	2491	1993	74951
Oct-17	6536	6385	6337	6179	6129	6134	5868	5934	5746	5532	5319	5355	2318	1988	75760
Oct-18	6351	6538	6387	6329	6162	6104	6135	5917	5856	5705	5506	5227	2037	1855	76109
Oct-19	6214	6159	6388	6571	6429	6332	6159	6139	6175	5810	5734	5556	2005	1763	77434

County Forecasts – No PAN Capping

	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	SF1	SF2	TOTAL
Oct-20	6400	6325	3247	6465	6663	458	6419	6277	6178	6201	5852	5706	2250	1709	79150
Oct-21	6238	6524	6425	6335	6568	6701	6556	6550	6326	6215	6253	5834	2314	1920	80761
Oct-22	6252	6344	6608	6497	6422	6591	6784	6672	6582	6347	6251	6212	2359	1960	81881
Oct-23	6281	6345	6414	6667	6570	6432	6660	6888	6690	6587	6368	6196	2505	1985	82587

A significant challenge for WCF over the next several years will be in managing the impact of changes in school age ranges. Since 2015, permission has been given by the Regional Schools Commissioner for nine changes, affecting mainly the Redditch, Pershore, and Evesham three-tier systems. WCF is working with local schools impacted by the approved changes to find appropriate ways forward and to ensure families are able to access school places in a stable and viable education pyramid. At the current time we do not expect very significant changes in forecast numbers as a result of these changes, simply a redistribution of the projected pupils across the various schools.

Bewdley

The Bewdley Education Planning Area covers the area to the North West of the County around the Town of Bewdley. The majority of the area sits within the Wyre Forest District Council, but also covers a small area of the Malvern Hills District Council. The planning area is served by five Primary Schools (Years R-6) and one Secondary School with Sixth Form (Years 7-13). These schools provide a total of 155 reception places and 168 Year 7 places for 2020, as well as sixth form provision. Over the last 5 years, the Bewdley Education Planning Area has supported an average of 1,851 pupils annually across all year groups. Over the following 4 years, this is not anticipated to alter dramatically.

Global Number on Roll at Bewdley Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-14	122	129	126	144	130	135	133	180	147	158	164	165	71	74	1878
Oct-15	132	127	131	131	148	131	137	157	180	149	168	162	95	57	1905
Oct-16	115	134	127	130	132	147	128	148	158	180	153	164	71	63	1850
Oct-17	129	117	133	135	128	131	149	161	154	162	183	151	60	62	1855
Oct-18	113	131	117	133	136	127	127	180	159	157	167	178	46	47	1818
Oct-19	120	116	130	127	136	137	132	168	181	168	168	166	47	32	1828

District Forecasts – No PAN Capping

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-20	135	123	116	135	128	136	137	160	169	185	175	165	65	36	1865
Oct-21	121	139	123	121	137	129	137	167	162	174	193	173	65	50	1888
Oct-22	139	124	139	128	122	137	129	166	169	166	181	191	67	50	1907
Oct-23	103	142	124	144	129	122	137	157	167	172	172	178	74	51	1874

There is no serious pressure on places within the Bewdley Education Planning Area, although there have been some changes in provision over the last year. Bewdley Primary School has increased places per year group from 45 to 60 for September 2019, and St Anne's C.E. Primary will reduce from 45 to 30 from Sept 2021, reducing overall places in this planning area to 140 and allowing the school to integrate the Nursery on site into the school offer.

Bromsgrove

The Bromsgrove Education Planning Area is made up predominantly of the Town of Bromsgrove and the surrounding rural areas. The majority of the area sits within the Bromsgrove District Council but also covers a small area of Wychavon. The planning area is served by sixteen First Schools (Years R-4), five Middle Schools (Years 5-8) and two High Schools with Sixth Forms (Years 9-13). These schools offer a total of 740 Reception places, 680 Year 5 places, and 635 Year 9 places for 2020, as well as Sixth Form provision. Over the last 5 years, the Bromsgrove Education Planning Area supported an average of 8,138 pupils across all year groups. Over the next 4 years, this is anticipated to increase year-on-year to an anticipated 8,640 pupils in 2023.

Global Number on Roll at Bromsgrove Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-14	692	634	673	681	641	622	635	570	518	541	551	548	279	206	7791
Oct-15	678	703	645	672	677	622	630	615	567	519	542	545	297	214	7926
Oct-16	729	680	705	649	673	654	626	600	614	566	517	534	267	258	8072
Oct-17	700	734	683	701	655	658	650	606	597	615	569	512	236	239	8155
Oct-18	682	703	734	694	705	643	656	629	589	587	608	558	190	213	8191
Oct-19	716	691	714	733	700	680	653	658	629	586	569	597	243	180	8349

District Forecasts – No PAN Capping

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-20	709	722	697	716	736	680	683	635	653	626	581	561	272	213	8485
Oct-21	681	715	728	698	719	715	684	664	630	650	622	573	256	239	8574
Oct-22	660	687	721	730	701	699	719	665	659	627	645	613	261	224	8611
Oct-23	661	666	693	723	733	682	702	699	659	656	622	636	279	229	8640

Additional provision is forecast to be required at Middle schools in the area from 2021, however there is some existing capacity in schools which will allow them to manage increases in demand in the short term. In particular, pressure will build at Alvechurch CE Middle School and Aston Fields Middle School as feeder schools for both experience higher numbers. Additional provision will likely be required long term, particularly as new housing in the area is developed. At High school level, additional places are required from 2023.

Droitwich

The Droitwich Education Planning Area is made up predominantly of the Town of Droitwich and the surrounding rural Villages. The majority of the area sits within Wychavon District Council, but also covers a small area of Wyre Forest. The planning area is served by seven First Schools (Years R-4), three Primary Schools (Years R-6), two Middle Schools (Years 5-7), and one High School and Sixth Form. These schools offer a total of 374 Reception places, 330 Year 5 places, and 305 Year 8 places for 2020, as well as sixth form provision. Over the last 5 years, the Droitwich Education Planning Area supported an average of 3,899 pupils annually across all year groups. Over the following 4 years, this is anticipated to increase year-on-year as a result of housing to an anticipated 4,450 pupils in 2023.

Global Number on Roll at Droitwich Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-14	319	347	345	344	362	295	321	289	213	258	240	273	163	97	3866
Oct-15	364	325	348	337	336	338	296	271	277	219	259	236	123	118	3847
Oct-16	369	359	330	350	338	324	338	265	255	279	227	258	109	105	3906
Oct-17	366	367	355	324	346	324	313	292	250	256	272	222	119	97	3903
Oct-18	301	365	379	362	325	327	327	261	271	253	264	269	99	103	3906
Oct-19	351	308	372	373	364	314	333	287	259	270	252	266	97	88	3934

District Forecasts – No PAN Capping

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-20	376	364	323	381	383	358	326	297	285	273	284	261	121	92	4125
Oct-21	374	386	377	330	388	373	367	288	292	296	284	290	118	110	4273
Oct-22	416	380	395	379	333	374	377	320	279	299	303	286	128	103	4370
Oct-23	399	421	388	396	381	321	377	329	308	285	305	303	126	111	4450

There are two major development sites in Droitwich, at Yew Tree Village and Copcut Lane, that are currently being built out. As a result, we have seen a noticeable increase in the number of pre-school age children living in the area, an increase which we can expect over the next several years as new housing continues to be developed. From September 2020 Chawson First School will cap their PAN at 60. The school have capacity for 90 pupils per year group and will increase their PAN back to their maximum once these children reach school age and require places at their catchment school. Additional provision will also be required, which will be explored. In response to the South Worcestershire Development Plan Review, it is possible that a new 2FE First school will be required to respond to housing in the next stage of the plan (up to 2041). Over time this housing will impact on the requirement for more provision in Droitwich Middle and High schools.

Evesham

The Evesham Education Planning Area is made up predominantly of the Town of Evesham and the surrounding rural Villages. The entirety of the area sits within Wychavon District Council. The planning area is served by nineteen First Schools (Years R-5), four Primary School (Years R-6), three Middle Schools (Years 6-8), one all through Middle and High School (Years 6-13) and one High School with Sixth Form (Years 9-13). These schools offer a total of 666 Reception places, 592 Year 6 places, and 565 Year 9 places, as well as Sixth Form provision. Over the last 5 years, the Evesham education planning area supported an average of 6,764 pupils annually across all year groups. Over the following 4 years, this is anticipated to increase year-on-year to an anticipated 7,491 pupils in 2023.

Global Number on Roll at Evesham Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-14	538	574	548	546	552	539	510	466	446	454	477	450	238	212	6550
Oct-15	582	551	576	544	547	549	539	464	468	457	452	480	220	202	6631
Oct-16	586	603	559	583	546	554	556	479	459	466	467	445	256	172	6731
Oct-17	574	594	607	557	576	541	546	492	478	459	470	464	219	219	6796
Oct-18	583	569	595	598	574	565	534	490	486	478	463	461	211	205	6812
Oct-19	530	589	570	601	605	584	575	479	489	483	473	455	228	190	6851

District Forecasts – No PAN Capping

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-20	638	545	599	577	612	612	591	521	484	497	492	475	228	203	7076
Oct-21	654	655	555	606	588	619	619	536	526	492	507	494	237	203	7291
Oct-22	590	669	664	560	616	593	625	559	539	533	500	507	246	210	7409
Oct-23	581	604	677	668	568	619	597	563	561	545	540	499	252	216	7491

Demand for Reception places within Evesham Town remains high, particularly as new housing is built within the town and an increasing number of families living in rural areas show a preference for schools within the town. The expansion of an existing school or creation of a new school will be considered within the next several years to ensure the needs of families are sufficiently met. However, at present, 20% of children from the town choose to attend rural First schools, supporting small village schools and relieving pressure on demand for places in the Town.

Currently, there are sufficient places in the Middle and High Schools across the Education Planning Area, however some schools have elected to admit bulge year groups in response to parental preference.

Hagley

The Hagley Education Planning Area covers the area to the North East of the County around the Village of Hagley. The majority of the area sits within the Bromsgrove District Council but also covers a small area of the Wyre Forest. The planning area is served by five Primary Schools (Years R-6), and two Secondary Schools (Years 7-13). These schools offer a total of 188 Reception places and 380 Year 7 places for 2020, as well as Sixth Form provision. Over the last 5 years, the Hagley Education Planning Area supported an average of 3,532 pupils annually across all year groups. Over the following 4 years, this is anticipated to increase year-on-year to 4,038 in 2023.

Global Number on Roll at Hagley Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-14	171	166	169	169	168	183	168	336	338	340	337	335	297	257	3434
Oct-15	168	178	165	172	169	168	182	338	338	335	334	335	304	252	3438
Oct-16	181	176	180	170	174	171	173	376	339	339	329	335	300	238	3481
Oct-17	178	186	188	177	173	175	175	380	378	335	341	329	278	234	3527
Oct-18	170	179	190	189	182	172	178	380	383	376	329	333	287	250	3598
Oct-19	168	175	182	195	195	185	177	380	379	378	372	328	242	258	3614

District Forecasts – Capped to PAN

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-20	175	173	179	184	198	196	188	375	381	376	374	370	278	204	3651
Oct-21	234	180	177	181	188	200	200	399	376	379	372	371	313	234	3803
Oct-22	237	241	184	179	184	189	203	423	400	373	374	370	314	264	3936
Oct-23	230	244	246	186	182	185	192	430	424	398	369	372	313	265	4038

The number of pre-school children in this education planning area has increased over the last five years, but schools are able to continue to be able to meet the needs of families in this area. The number of children in Primary schools has been stable and intake into the Secondary school is also forecast to be stable. The Secondary school supports a significant number of pupils from out of county but is easily able to meet the needs of Worcestershire pupils.

Kidderminster

The Kidderminster Education Planning Area is made up predominantly of the Town of Kidderminster and the surrounding rural areas. The entirety of the area sits within the Wyre Forest District Council. The planning area is served by sixteen Primary Schools (Years R-6), one all-through Primary and Secondary School (Years R-13), and three Secondary Schools (Years 7-13). In total these schools offer 775 Reception places and 629 Year 7 places for 2020, as well as sixth form provision. Over the last 5 years, the Kidderminster Education Planning Area has supported an average of 7,728 pupils annually across all year groups and has increased year-on-year. This trend is anticipated to continue over the following 4 years, with an expected 8,368 pupils in 2023.

Global Number on Roll at Kidderminster Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-14	719	662	687	678	613	599	593	520	484	465	515	547	243	190	7515
Oct-15	680	731	664	686	690	618	603	510	517	480	462	505	228	180	7554
Oct-16	721	690	722	663	696	686	620	541	519	521	476	447	200	166	7668
Oct-17	725	715	689	717	658	695	686	521	540	513	507	464	134	140	7704
Oct-18	709	728	719	693	712	652	690	569	518	538	509	484	159	109	7789
Oct-19	707	712	727	709	704	699	649	611	583	515	533	496	152	130	7927

District Forecasts – No PAN Capping

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-20	702	715	714	728	717	703	702	563	618	584	512	520	177	118	8072
Oct-21	660	716	724	722	743	723	713	614	576	625	587	507	188	142	8241
Oct-22	671	672	723	729	734	746	731	622	625	581	625	577	182	148	8366
Oct-23	625	680	676	726	739	736	751	635	631	628	580	612	206	142	8368

There is currently an oversupply of places in this Education Planning Area, with a 9% surplus in Reception year groups. At present Franche Community Primary attracts a high percentage of children from across Kidderminster town. A reduction in PAN at this school would cause a push back of children to St John's and Sutton Park, supporting the viability of these schools.

It is anticipated that demand for Secondary school places will be higher over the next 4 years, particularly as anticipated new housing in the area begins to be built. This demand is forecast to surpass current provision in 2023 when additional provision will be provided.

Malvern

The Malvern Education Planning Area is made up of the Town of Malvern and surrounding rural areas. The entirety of the area sits within the District Council of Malvern Hills. The planning area is served by sixteen Primary Schools (Years R-6) and two Secondary Schools (Years 7-13). These schools offer a total of 496 Reception places and 408 Year 7 places for 2020, as well as Sixth Form provision. Over the last 5 years, the Malvern Education Planning Area supported an average of 4,872 pupils annually across all year groups. With lower birthrates forecast there will be an expected 4,528 pupils in 2023.

Global Number on Roll at Malvern Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-14	412	434	397	391	400	392	409	328	339	298	379	359	301	218	5057
Oct-15	425	411	433	408	388	398	401	343	328	338	305	379	241	247	5045
Oct-16	427	437	407	434	396	384	393	355	339	318	345	299	156	218	4908
Oct-17	398	418	426	401	421	397	384	336	354	331	316	333	148	132	4795
Oct-18	421	401	410	419	398	421	395	328	336	353	331	299	175	147	4834
Oct-19	369	410	395	410	411	389	419	333	331	329	349	324	148	165	4782

District Forecasts – No PAN Capping

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-20	321	368	404	395	402	408	389	358	333	326	331	340	168	133	4677
Oct-21	409	320	363	404	388	399	408	333	358	327	327	322	177	152	4687
Oct-22	340	408	315	363	396	385	400	349	332	352	329	319	167	159	4615
Oct-23	329	339	403	315	356	394	385	342	349	327	354	321	166	151	4528

In January 2019 a development for 800 dwellings in the north of the town was approved. Expansion at Somers Park on the satellite site of Malvern Vale was arranged early to prepare for new families moving into this development. As a result, in September 2019, there was a 25% surplus of Reception school places across this planning area until new housing is built. The majority of this surplus is focused on the Malvern Town schools. Grove and Northleigh are currently planning to reduce the number of places on offer per year group. This would reduce the number of places across the town by 45.

Over the last several years, there has been a change in parental preference between the two Secondary Schools in the Malvern Education Planning Area and therefore actual applications have been different to anticipated based on 5-year historical trends. There is still sufficient capacity at Secondary level to ensure all children in the area are able to access a place at a catchment school.

Martley

The Martley Education Planning Area is made up of the area to the north of Malvern, and supports much of the rural areas and Villages around Martley. The entirety of the area sits within the Malvern Hills District. The planning area is served by nine Primary Schools (Years R-6), and one Secondary School (Years 7-11). These schools offer a total of 159 Reception places and 175 Year 7 places for 2020. Over the last 5 years, the Martley Education Planning Area supported an average of 1,827 pupils annually across all year groups. This is anticipated to remain stable over the next 4 years.

Global Number on Roll at Martley Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	TOTAL
Oct-14	136	158	138	149	145	161	145	144	134	144	145	145	1744
Oct-15	144	140	162	135	155	142	168	145	145	139	144	141	1760
Oct-16	154	151	143	164	141	156	145	145	145	141	145	139	1769
Oct-17	176	156	150	149	168	141	163	139	146	143	142	145	1818
Oct-18	135	178	165	159	154	169	146	165	144	150	142	145	1852
Oct-19	165	145	184	169	166	163	180	154	173	149	150	138	1936

District Forecasts – No PAN Capping

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	TOTAL
Oct-20	149	171	149	188	175	168	170	176	157	175	150	148	1976
Oct-21	107	154	175	152	195	177	175	166	179	159	177	148	1966
Oct-22	118	111	158	179	158	197	185	171	169	182	160	174	1963
Oct-23	136	122	114	162	186	160	206	180	174	171	183	158	1953

Demand for places at the Secondary school serving this area, The Chantry, has increased over the last 4 years compared to population of feeder schools. This is mainly as a result of increased popularity of the school from out of area and children at feeder schools in this area will continue to be able to transfer through and access a place here.

A major urban expansion on the west side of Worcester is likely to increase demand for places in the Martley Education Planning Area, particularly for The Chantry High School which shares a catchment area with Christopher Whitehead Language College over part of the anticipated development. The development is not expected to be fully built out until the early 2030s, but the impact of new housing on the Martley Education Planning area during this time will be monitored closely.

Pershore

The Pershore Education Planning Area is made up of the Town of Pershore and surrounding rural Villages. The entirety of the area sits within Wychavon District Council. The planning area is served by nine First Schools (Years R-4), four Primary School (Years R-6), three Middle Schools (Years 5-7), and one High School (Years 7-13). In total these schools offer a total of 302 Reception places, 277 Year 5 places, and 282 Year 8 places for 2020, as well as Sixth Form provision. Over the last 5 years, the Pershore Education Planning Area has supported an average of 3,147 pupils annually across all year groups. Over the following 4 years, this is anticipated to increase slightly year on year to an anticipated 3,474 pupils in 2023.

Global Number on Roll at Pershore Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-14	267	254	247	277	253	271	245	228	193	229	200	241	134	118	3157
Oct-15	266	264	253	247	275	235	269	223	228	196	226	198	137	113	3130
Oct-16	275	267	272	263	246	258	241	247	240	221	195	222	98	105	3150
Oct-17	266	277	271	274	255	247	261	222	247	243	227	192	63	93	3138
Oct-18	234	264	278	264	275	248	244	227	232	249	240	224	83	61	3123
Oct-19	265	238	256	286	268	284	256	220	236	230	246	234	101	74	3194

District Forecasts – No PAN Capping

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-20	263	271	244	264	290	267	292	236	233	241	235	247	107	94	3284
Oct-21	296	270	278	253	269	289	276	270	250	239	247	237	113	100	3386
Oct-22	272	299	274	284	255	265	295	252	282	253	241	246	107	103	3428
Oct-23	294	275	303	279	285	251	270	269	262	284	255	239	111	97	3474

In 2019, Pershore High School, along with three First schools in the area gained approval to change their age range into a two-tier admissions system (where children move from Primary school to Secondary school at year 7). As a result, the pattern of provision in this area has changed which may impact on our forecasts. However, from known children numbers we are likely to require additional Reception places over the next few years, particularly within Pershore Town.

Demand for High school places is anticipated to increase over the following few years, particularly as a result of additional housing in the area. Pershore High School will therefore increase the number of places available to pupils in year 8-11 by 1FE from Sept 2020.

Redditch

The Redditch Education Planning Area is made up of the Town of Redditch and the immediate surrounding areas. The majority of the area encompasses the Redditch District Council, but also covers a small area of the Bromsgrove and Wychavon Districts. The planning area is served by eighteen First Schools (Years R-4), two Primary Schools (Years R-6), six middle schools (Years 5-8), one Middle and High School (Years 5-11), three High Schools (Years 9-13) and one Secondary School (Years 7-13). In total these schools offer a total of 1108 Reception places, 958 Year 5 places and 1011 Year 9 places for 2020, as well as Sixth Form provision. Over the last 5 years, the Redditch Education Planning Area has supported an average of 11,745 pupils annually across all year groups. Over the following 4 years, this is anticipated to stabilise to an anticipated 11,946 pupils in 2023.

Global Number on Roll at Redditch Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-14	1013	983	998	997	924	945	912	734	744	786	807	785	504	342	11474
Oct-15	1022	1016	977	982	991	935	932	871	741	739	793	802	408	328	11537
Oct-16	1110	1019	1014	964	975	1016	944	892	850	726	730	782	431	296	11749
Oct-17	975	1101	1012	1017	955	978	1022	881	858	856	716	710	353	268	11702
Oct-18	1011	962	1090	1000	1016	956	979	950	870	824	837	703	325	281	11804
Oct-19	987	999	965	1082	999	1010	963	880	939	864	824	818	342	259	11931

District Forecasts – No PAN Capping

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-20	1022	980	995	956	1077	1006	1012	900	866	927	857	809	401	246	12055
Oct-21	895	1015	976	986	952	1084	1008	946	886	855	919	842	397	288	12050
Oct-22	916	889	1011	967	981	958	1087	942	931	875	848	903	413	285	12007
Oct-23	936	910	885	1002	963	988	960	1016	928	919	868	833	443	297	11946

Proposals are currently underway to relocate and expand Holyoakes Field First School to meet growth from a development in the Brockhill area. Conversely, on the east side of Redditch, the First school intakes are forecast to drop, resulting in a surplus of 200 places. A number of First schools in this area are therefore undertaking PAN reductions over the next several years to manage this fall.

Additional Middle school places are required to meet an expected bulge year in 2021 to manage the higher cohort at Ipsley RSA Academy and Church Hill Middle feeder schools. At High school level, there has been a growing percentage of children in the Redditch pyramid leaving to attend an alternative school from Year 7. In 2019 this represented 10% of all children that had attended a Redditch school in year 6.

Rubery

The Rubery Education Planning Area is made up of the area directly north of Bromsgrove and supports much of the rural areas and villages in the very North East of Worcestershire. The entirety of the area sits within the Bromsgrove District Council. The planning area is served by three Primary Schools (Years R-6), and one Secondary Schools. In total these schools offer 150 Reception places and 178 Year 7 places for 2020, along with Sixth Form provision. Over the last 5 years, the Rubery Education Planning Area supported an average of 1,762 pupils annually across all year groups. This is anticipated to increase year-on-year over the following 4 years to 1,982 in 2023 if additional places are provided to meet the additional demand.

Global Number on Roll at Rubery Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-14	152	153	151	154	128	144	139	129	142	133	140	153	48	58	1824
Oct-15	152	153	147	153	154	120	138	145	132	140	137	137	48	35	1791
Oct-16	151	153	156	143	154	153	119	137	144	126	131	130	34	42	1773
Oct-17	142	151	150	154	142	144	151	130	130	130	125	129	39	30	1747
Oct-18	150	153	154	141	152	132	140	154	125	126	128	122	33	30	1740
Oct-19	151	150	155	153	149	140	134	128	151	124	120	126	48	30	1759

District Forecasts – No PAN Capping

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-20	204	154	150	152	154	141	138	136	126	145	121	117	38	40	1816
Oct-21	208	208	154	147	153	146	138	140	133	121	142	118	35	32	1875
Oct-22	200	212	208	151	148	145	143	140	137	128	118	138	36	29	1934
Oct-23	201	204	212	204	152	140	143	145	138	132	125	115	42	30	1982

The Rubery Education Planning Area accepts a large proportion of pupils from outside of Worcestershire, and as a result, all Reception places were filled for 2018. The provision provided by the Primary Schools has historically easily been sufficient to support demand from families living within the area. However, in catchment numbers have increased significantly and from 2020 demand for places at Lickey Hill Primary will far exceed current spaces.

An application for a new Primary school in this planning area has been submitted in Governments Wave 14 Free School bidding round. If this application is not approved then an expansion of Lickey Hills Primary School will be considered.

Stourport

The Stourport Education Planning Area is made up of the Town of Stourport and the rural areas immediately surrounding it. The area is split between the district councils of Wychavon and Wyre Forest. The planning area is served by seven Primary Schools (Years R-6), and one Secondary School. These schools offer a total of 275 Reception places and 254 Year 7 places for 2020, along with Sixth Form provision. Over the last 5 years, the Stourport Education Planning Area has supported an average of 2,833 pupils across all year groups. This is anticipated to remain stable over the following 4 years.

Global Number on Roll at Stourport Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-14	245	205	262	261	224	239	213	205	214	206	223	207	113	73	2890
Oct-15	248	244	208	257	263	234	238	197	200	212	205	216	86	87	2895
Oct-16	244	243	245	209	259	254	233	212	198	200	208	196	80	73	2854
Oct-17	246	245	239	242	215	253	244	210	194	191	202	199	55	59	2794
Oct-18	235	247	248	244	252	220	259	241	211	194	181	195	57	48	2832
Oct-19	226	233	241	245	246	246	212	238	231	190	182	178	79	44	2791

District Forecasts – No PAN Capping

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-20	266	225	233	240	250	245	243	196	231	224	185	176	63	63	2840
Oct-21	224	265	224	232	245	249	242	225	191	225	219	179	62	50	2830
Oct-22	201	223	264	224	236	244	246	224	218	185	219	211	63	49	2808
Oct-23	247	200	223	263	228	235	241	227	218	212	180	211	74	50	2811

Intake in 2019 was as expected, therefore there has been little change in the forecasts for this area and no additional provision is required in the area at present.

Tenbury

The Tenbury Education Planning Area covers the area in the very North West of Worcestershire and is made up predominantly of the Town of Tenbury Wells and the surrounding rural areas and Villages. The area sits entirely within the District Council of Malvern Hills. The planning area is served by two Primary Schools (Years R-6), and one Secondary School (Years 7-11). In total these schools offer a total of 45 Reception places and 95 Year 7 places for 2020. Over the last 5 years, the Tenbury Education Planning Area has supported an average of 639 pupils across all year groups, which is expected to increase slightly year on year to 715 in 2023.

Global Number on Roll at Tenbury Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	TOTAL
Oct-14	29	41	27	38	37	40	39	55	59	73	69	97	604
Oct-15	42	32	41	30	36	38	39	78	57	58	75	70	596
Oct-16	38	46	32	43	32	40	41	67	77	63	57	73	609
Oct-17	49	39	45	33	45	33	38	78	67	84	70	58	639
Oct-18	34	47	39	45	32	44	37	85	79	68	85	69	664
Oct-19	40	34	45	41	38	34	41	93	84	81	72	83	686

District Forecasts – No PAN Capping

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	TOTAL
Oct-20	37	41	34	47	40	40	34	85	93	88	84	72	695
Oct-21	36	38	41	35	46	42	40	71	85	98	91	84	707
Oct-22	36	37	37	43	34	48	42	83	72	89	101	90	714
Oct-23	36	38	37	39	42	36	48	87	83	75	93	101	715

There is no serious pressure on places within the Tenbury Education Planning Area.

The Secondary school serving the area, Tenbury Ormiston Academy, draws a number of children from out of area and is therefore forecast to be full or almost full in most year group over the next several years, but is easily able to meet the needs of in area children.

Upton

The Upton Education Planning Area is located in the South West of Worcestershire and is predominantly made up of the Town of Upton-upon-Severn and Kempsey and the surrounding rural Towns and Villages. The area sits entirely within the District Council of Malvern Hills. The planning area is served by seven Primary Schools (Years R-6), and one Secondary School (Years 7-13). These schools offer a total of 163 Reception places and 180 Year 7 places for 2020, as well as Sixth Form provision. Over the last 5 years, the Upton Education Planning Area has supported an average of 1,998 pupils across all year groups. This is anticipated to increase year on year over the following 4 years to 2,448 in 2023.

Global Number on Roll at Upton Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-14	129	124	133	135	120	139	132	167	162	160	146	147	111	83	1888
Oct-15	112	138	127	135	137	124	140	172	167	162	163	142	107	90	1916
Oct-16	127	122	141	127	140	137	129	172	169	172	157	160	101	95	1949
Oct-17	139	126	129	147	137	141	149	176	170	171	170	153	115	90	2013
Oct-18	123	141	133	132	152	135	146	181	172	169	168	169	110	99	2030
Oct-19	153	132	143	142	143	153	138	178	180	174	166	168	115	99	2084

District Forecasts – No PAN Capping

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-20	183	160	137	147	149	144	159	175	176	182	172	163	120	100	2166
Oct-21	192	192	166	141	155	150	149	201	173	178	180	169	116	104	2265
Oct-22	183	201	199	171	148	156	156	189	199	174	176	177	120	101	2348
Oct-23	194	192	208	204	179	149	162	197	187	201	172	173	126	105	2448

The number of children living in the Upton Education Planning Area has increased significantly over the last few years following the build out of several housing developments. In particular, pre-school children within the Kempsey Primary and Welland Primary catchment areas have increased notably. As a result, Kempsey Primary was expanded from 40 to 60 places per year group over two stages for 2019 and 2020 and Welland Primary is being supported to expand from 20 to 30 places from September 2021.

Due to the distribution of schools across this area, children do not migrate far from their catchment school and therefore catchment increases must be accommodated within the local school. For most schools in this area, this is not possible due to site constraints and further expansion options for schools in this area are severely limited.

Worcester

The Worcester Education Planning Area is located at the center of Worcestershire and is predominantly made up of the City of Worcester. The area encompasses the entirety of the city council of Worcester and also a small part of Wychavon. The area is served by twenty-four Primary Schools (Years R-6), and five Secondary Schools. In total these schools offer a total of 1305 Reception places and 1214 Year 7 places for 2020, as well as Sixth Form provision. Over the last 5 years, the Worcester Education Planning Area has supported an average of 13,586 pupils across all year groups. This has increased year-on-year over the last 5 years and is anticipated to continue on a similar trend as the city grows rapidly as a result of new housing. There will be an expected 13,722 pupils in this area in 2023.

Global Number on Roll at Worcester Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-14	1167	1142	1115	1088	1087	1072	1041	1052	1024	1018	1018	994	61	46	12925
Oct-15	1181	1174	1148	1126	1096	1090	1071	1054	1051	1015	1021	1007	129	31	13194
Oct-16	1179	1175	1174	1155	1120	1095	1076	1114	1059	1035	1012	998	151	101	13444
Oct-17	1163	1177	1181	1170	1153	1139	1098	1111	1108	1037	1016	997	173	135	13658
Oct-18	1089	1173	1173	1184	1180	1165	1131	1158	1114	1093	1013	999	165	146	13783
Oct-19	1146	1099	1179	1171	1178	1176	1158	1150	1148	1089	1076	1003	118	158	13849

District Forecasts – No PAN Capping

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-20	1054	1150	1102	1182	1172	1184	1170	1194	1148	1129	1077	1060	148	94	13864
Oct-21	977	1057	1153	1105	1183	1178	1178	1207	1192	1130	1117	1060	156	118	13812
Oct-22	1038	981	1060	1156	1105	1189	1172	1215	1205	1173	1117	1100	156	125	13793
Oct-23	1029	1042	983	1063	1157	1111	1183	1209	1213	1186	1160	1100	162	125	13722

In recent years WCC have worked closely with schools in the area to increase the number of Reception places to support the higher number of children born in the city. Birth rates have since stabilised; however, pressure will remain in certain areas, particularly as several large housing developments begin. Two new 2FE Primary Schools will be built on the two largest sites to support pupils arising from the new housing developments south and west of the City. The additional places of North Worcester Primary Academy are forecast to use up surplus places in the Claines area by 2023. Housing development in the south east of the city for 430 dwellings over 5 years can be expected to generate 15-20 an additional children per cohort.

As higher cohort numbers move through to Secondary schools, demand will increase for Year 7 places up to an additional 5FE of places by 2024.

Wythall

The Wythall Education Planning Area is located in the North East of Worcestershire and is made up of the Towns of Hollywood and Wythall and their surrounding rural areas. The area sits entirely within the District Council of Bromsgrove. The area is served by two Primary Schools (Years R-6), and one Secondary School. In total these schools offer 135 Reception places and 180 Year 7 places for 2020, as well as Sixth Form provision. Over the last 5 years, the Wythall Education Planning Area has supported an average of 1,862 pupils across all year groups. This is anticipated to increase year-on-year over the following 4 years to 2,253 in 2023.

Global Number on Roll at Wythall Schools as at October Census

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-14	126	134	104	105	105	93	105	183	177	178	171	171	49	59	1760
Oct-15	129	126	134	107	105	104	94	184	181	171	176	168	68	39	1786
Oct-16	130	130	130	132	107	105	106	184	181	179	170	173	64	56	1847
Oct-17	125	135	129	131	135	107	106	182	185	179	180	169	45	57	1865
Oct-18	128	127	133	128	136	134	106	180	184	185	179	174	61	39	1894
Oct-19	120	128	130	134	127	138	139	182	182	180	182	176	45	56	1919

District Forecasts – PAN Capping enforced

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	SF1	SF2	TOTAL
Oct-20	142	121	129	131	135	127	140	246	182	179	179	179	58	39	1986
Oct-21	140	143	122	129	132	135	129	247	246	179	178	176	59	50	2067
Oct-22	159	142	144	123	131	132	137	228	247	242	178	175	58	51	2147
Oct-23	178	161	143	145	124	131	134	243	228	243	241	175	58	50	2253

Every year, a number of pupils from outside of Worcestershire will seek a place within the Wythall Education Planning Area. Provision across year groups has historically been able to easily support demand from families living within Worcestershire, however there was a bulge birth year in 2016 which will mean that demand from inside the area will likely fill the available Reception places in these schools. The schools will likely continue to fill, however demand from outside of the area will be far exceeding available spare places. For this reason, these forecasts have been capped to school capacity.

However, the birth rates in 2018 and 2019 have been higher than previously. Another high birth year in 2020 would trigger a requirement to review existing provision to ensure we can continue to meet the needs of families in the area.

Sufficiency of Education Provision for Children with Special Educational Needs and Disabilities in Worcestershire

2020

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1. Introduction

Worcestershire County Council has a statutory duty under section 14 of the Education Act 1996, to ensure there is a sufficiency of school places available to meet the needs of all children and young people living within our authority. This includes having regard to the need to secure provision for children with special educational needs and disabilities (SEND). In addition, s315 of the Education Act 1996 requires that arrangements for children with SEND be kept under review.

'Special educational needs' is a legal definition and refers to children with learning difficulty or disabilities that make it harder for them to learn than most children the same age. An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is ordinarily available through special educational needs (SEN) support and sets out the additional support required to meet those needs.

Worcestershire's Children and Young People's plan¹ outlines a belief in equity and excellence for all, and an aim to achieve the best outcomes for children and young people. This can be met with a focus for special educational needs to be assessed and met in a timely and purposeful manner.

In pursuit of this, the SEND local offer is a source of extensive local information to enable families to access help and support at the earliest possible opportunity. Training and support are offered to staff in early years settings, schools and colleges to enable them to develop an inclusive environment for a child with SEND, enable the child to sustain their place and remain within their local community. In cases where this cannot happen, then appropriate support is assessed and an EHC plan issued. This will name the school or setting that can meet the needs of the child. This plan, detailing the additional support, is particularly important for children with physical and complex needs.

In order to achieve these goals, future demand for places for children with SEND must be monitored to ensure the correct provision is in place at the correct time.

This report sets out to review historic demand for children with SEND to enable future demand to be assessed and a forecast for the next 4 years proposed (to 2024/2025).

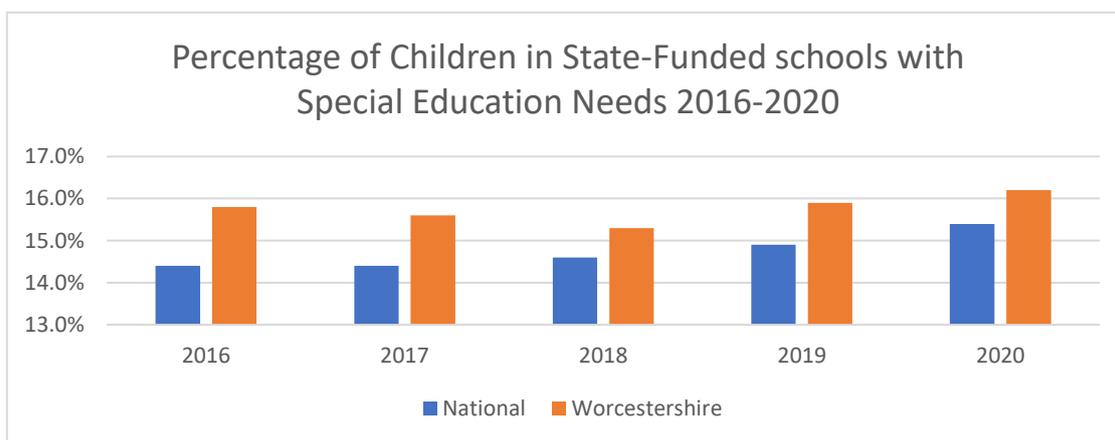
1 <http://www.worcestershire.gov.uk/cypp>

2. National Trends

2.1 Background

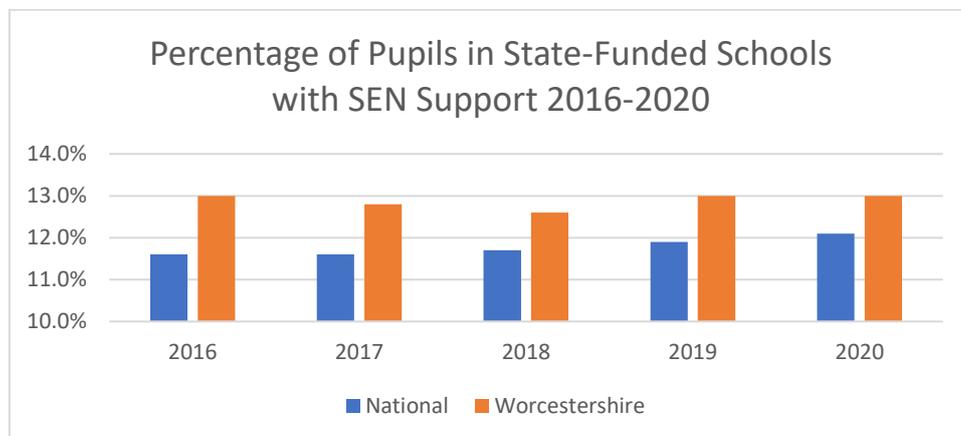
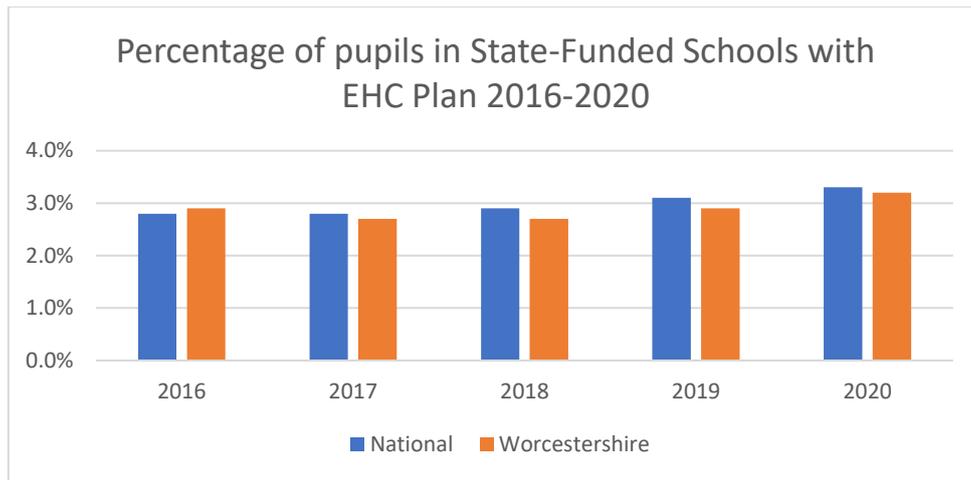
The school census undertaken annually in January, records the special educational needs of pupils currently attending State-Funded schools. This is a national statutory requirement on schools and enables Worcestershire County Council (WCC) to benchmark the needs of our school age children against national trends and changes.

The school census records young children in school nurseries (but not private nurseries), children from age 4 to age 16 in all types of schools including academies, free schools, alternative provision, special schools (but not independent schools) and pupils in sixth forms linked to schools. While this will include some nursery age children and some children over 16 years old, it will not include all those with EHC plans attending college, elected home educated, independent schools or not holding a school place on census day. Details of special educational needs and disabilities are recorded in the school level annual school census (SLASC) in the same way as the school census although the proportion of children with SEND could vary.



National DfE returns: Worcestershire January school census

A review of the school census data for January 2020 shows that 16.2% of pupils educated in Worcestershire are identified as having special educational needs with 13.0% requiring SEN support and 3.2% with an EHC plan. The higher rate in Worcestershire compared to the national figures is mainly among those children receiving SEN support in mainstream schools. The current level of pupils with an EHC plan in Worcestershire is similar to the latest known national rate (3.1% of mainstream pupil population).



The largest difference in distribution of children receiving SEN Support in Worcestershire compared to England appears to be the higher percentage of pupils in Worcestershire receiving support for Speech, Language & Communication Needs (SLCN) within Primary schools. (see below for a definition). Evidence has shown that early intervention for children with SLCN needs has a significant impact on social, emotional and mental development².

The number of pupils educated in Worcestershire as at the January school census has grown in recent years by 3,681 from 77,680 in January 2016 to 83,483 in January 2020 (+4.7%), and the level of children with SEND has remained around 15% overall each year, though growing slightly. This is as a result of developing methods of early diagnosis of need and an emphasis on early intervention. It is therefore assumed that over the next several years the percentages of children benefiting from SEND support in schools will increase to 16% in relation to the school population.

2.2 Type of needs

The 'SEND Code of practice 2015: 0 to 25 years old' explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014. It identifies 'four broad areas of special

² [Bercow Review of Services for Children & Young People with SLCN](#)

educational need and support' to allow the schools to gain an overview of pupils' range of needs. These areas are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Though pupils may have a combination of needs, the school census can only record a primary need and a secondary need.

The SEN Code of Practice emphasises that 'the purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need.' (section 6.27)

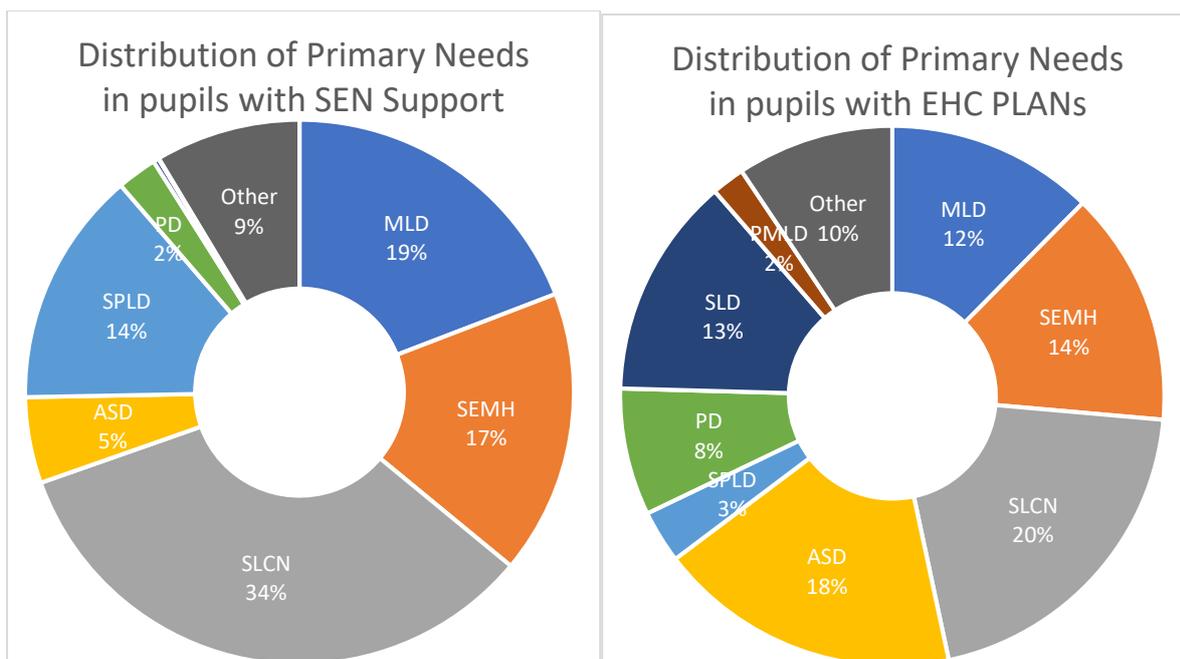
Although Government wishes to move away from assumptions about pupils' needs based upon their difficulty or disability, it is still necessary to record specific categories of need to allow Government and Local Authorities to predict levels of future resource requirements. This is collected through the statutory school census.

The categories used in the school census to define primary need are:

Code	Type of Need
ASD	Autistic spectrum disorder
HI	Hearing impairment
MLD	Moderate learning difficulties
MSI	Multi-sensory impairment
NSA	No specialist Assessment
OTH	Other difficulty or disability
PD	Physical difficulty
PMLD	Profound and multiple learning difficulty
SEMH ³	Social, Emotional and Mental Health
SLCN	Speech, Language & Communication Needs
SLD	Severe learning difficulty
SPLD	Specific learning difficulty
VI	Visual impairment

Table 1: Categories of SEN

³ Since the spring 2015 census, the category defined as 'Behaviour, emotional and social difficulties' (BESD) has been replaced with the category 'Social, emotional and mental health (SEMH)' in order to more appropriately reflect the causes of 'challenging behaviour' and growing awareness about young people's mental health.



Source: school census Jan 2020

This split is typical of the population as a whole and identifies categories of SEND that are more often supported without the need for an EHC plan. As can be seen on these charts, there are many more pupils needing support below the level of an EHC plan with the needs of Specific Learning Difficulties, Moderate Learning Difficulties and Speech, Language and Communication Needs. These types of learning difficulties are more amenable to be managed within a mainstream setting. Conversely there is a much higher percentage of pupils with Severe Learning Difficulty and ASD who have EHC plans as they pose more constraints on teaching within a mainstream setting.

National data released by the DfE in January 2020 identifies Speech, Language & Communication Needs as the most common need for pupils receiving SEN support without an EHC plan at 24% and Moderate Learning Difficulties as a close second at 21%. Whereas children with the primary need categorised as Autistic Spectrum Disorder is the most common need for pupils with EHC plans at 30%, this primary need represented just 7% of pupils requiring SEN support in mainstream schools. The difference between distribution of EHC plans by primary need between Worcestershire and England suggests that ASD is under-represented particularly in younger children whilst Speech, Language & Communication is being over-represented.

There is some debate regarding the effectiveness of this categorisation including the clarity of the definitions for each categorisation of need; the lack of grading for degenerative illnesses; the lack of autism diagnosis in young children; and the level of hands on support and difficulty in managing individual children.

A child's Primary Need may not be the only special educational need of the child. There is evidence gathered by the Council for disabled Children (CDC) whose research has found that the numbers of "Pupils with complex needs have increased by 50% since 2004" (Feb. 2017)⁴. This report considers children with life limiting conditions that are now better

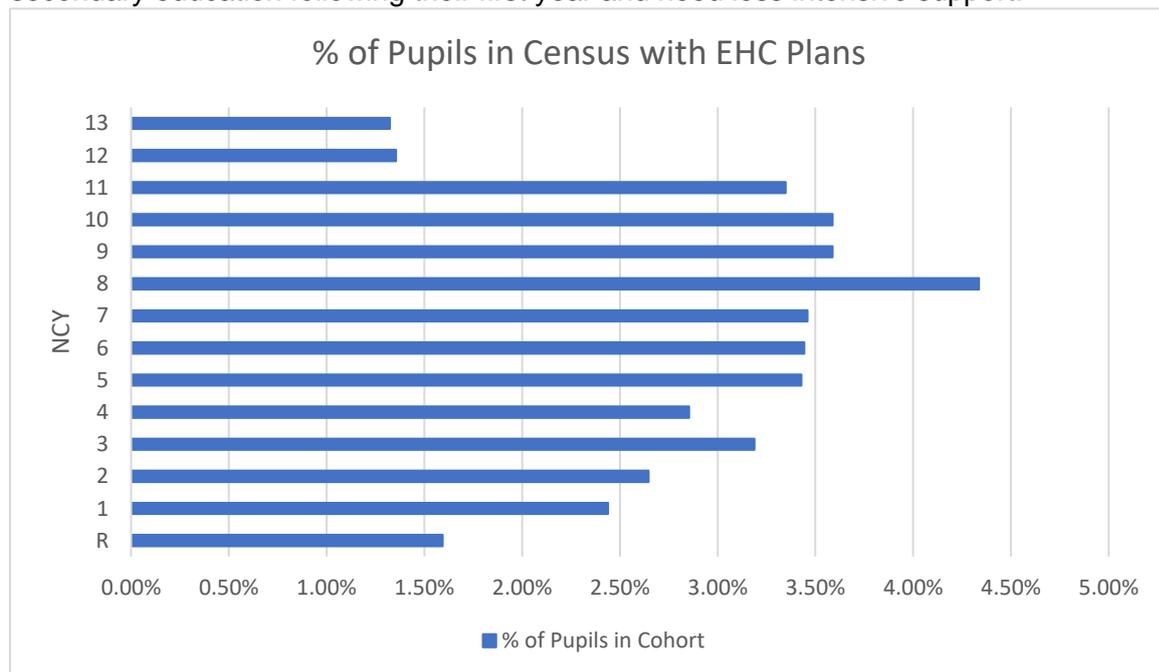
⁴ <https://councilfordisabledchildren.org.uk/sites/default/files/field/attachment/Data%20Report.pdf>

supported by health care advances, improved survival rates of pre-term births as well as the poor recording and tracking of children with multiple needs, as leading to an increase in the understanding of children with complex needs and therefore difficulty with ensuring suitable provision for children’s special educational needs. For instance, Speech, Language & Communication Needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements.

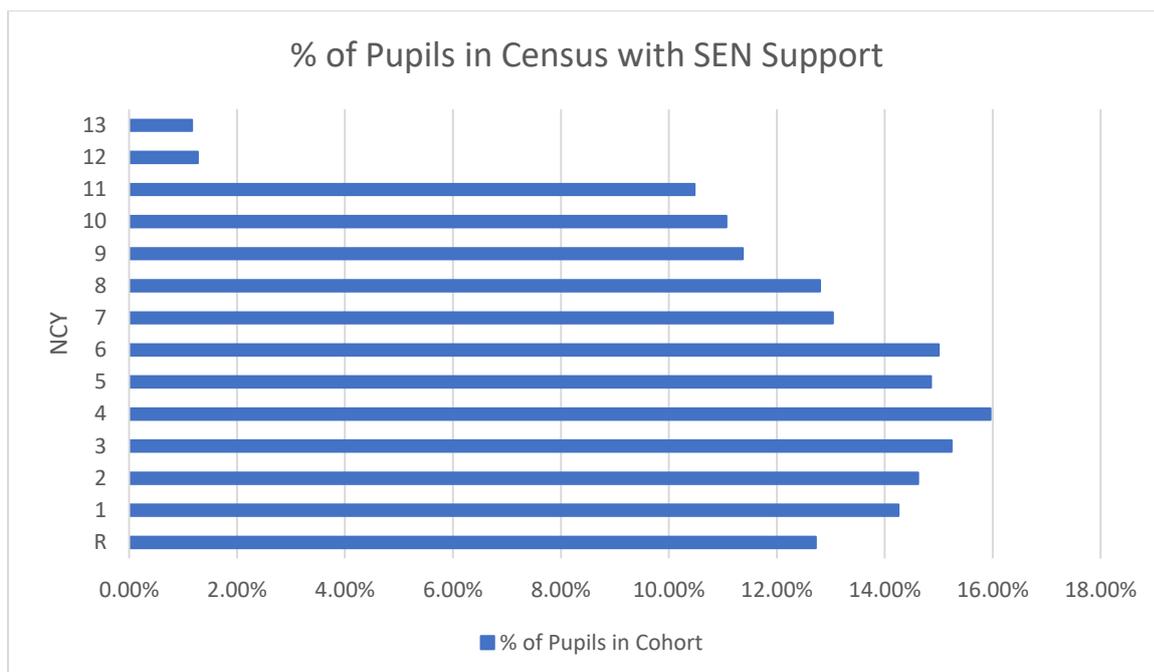
2.3 Need by age group

The needs of children vary by age and often become more acute for older children due to educational or environmental challenges. There are low numbers of known needs in earlier years due to the difficulty in diagnosis or even being aware there may be a need. In older years children tend to be better able to manage with many of the needs they may have through standard education support. The different profile for year groups of pupils with EHC plans and those requiring SEN support allow us to direct resources to the correct schools to reach the children in need of special educational support.

Further analysis of the children in schools in Worcestershire show that Year 8 has the highest percentage of pupils with EHC plans, which is related to the transition to secondary school. The number of EHC plans per year group then falls back slightly after year 8 indicating that children either leave the state-funded school system or settle into their secondary education following their first year and need less intensive support.



Source: school census, Jan 2020



Source: school census, January 2020

The percentage of pupils receiving SEN support by age shows larger numbers in primary schools compared to secondary schools and a very small number in sixth form. The greatest percentage (16%) are in year 4, but only dropping off significantly in Year 7, whereas the number of EHC plans peaks in Year 8.

Note that this data is from the school census and therefore only includes a particular data set of children.

3. Provision for Children with Education, Health and Care Plans

3.1 Trend in EHC plans

The statutory returns (the SEN2 census) reported that there were 4,053 children and young people in Worcestershire, with Education, Health and Care plans in January 2020, to whom the Authority has responsibility⁵. This represented a year-on-year increase of 15%, an annual trend that has been seen over the last several years. The significant increase in the number of EHC plans in Worcestershire since 2016 has in part been a result of rising population numbers, however this does not explain the trend entirely. Over the last several years the number of EHC plans as a percentage of the total pupil population (including independent schools and post-16 establishments) has increased from 2.9% in January 2016 to 4.6% in January 2020. A significant contribution to this has been the rise in the post-16 population with an EHC plan following a change in Government Legislation⁶ where the

⁵ SEND Code of Practice 0 to 25

⁶ Children and Families Act 2014

educational or training outcomes of the EHC plan are not achieved by age 18, the EHC plan can remain in place until the young person reaches 25.

By extracting the number of school age children with an EHC plan compared to the total pupil population of Worcestershire, we still see a rise, but not one as significant – from 2.5% to 3.1%, which is in line with national expectations. The majority of this rise has been met by special schools across the county as seen in table 3.

	Jan-16	Jan-17	Jan-18	Jan-19	Jan-20
All pupils for whom the authority maintains a statement of special educational needs or an EHC Plan	2,532	2,692	3,064	3,502	4,053
Under age 5 (NCY 0, -1 & -2)	61	55	84	83	110
Aged 5 to 10 (NCY 0 - NCY 5)	871	842	908	992	1,214
Aged 11 to 15 (NCY 6 - NCY 10)	1,089	1,078	1,120	1,220	1,339
Aged 16 to 19 (NCY 11 - NCY 14)	468	628	807	966	959
Aged 20 to 25 (NCY 15 - NCY 19)	37	89	145	241	431
Total	2,526	2,692	3,064	3,502	4,053
Annual increase		6.6%	13.8%	14.3%	15.7%

Table 2: EHC plans by age

	Jan-16	Jan-17	Jan-18	Jan-19	Jan-20
All pupils for whom the authority maintains a statement of special educational needs or an EHC Plan	2,526	2,692	3,064	3,502	4,053
Special schools which is LA funded	1,158	1,228	1,332	1,385	1,517
Special school - independent	61	89	120	134	152
Mainstream school which LA funded	837	767	763	860	1,190
Mainstream - independent	232	56	54	80	97
Out of County⁷	No data	47	12	42	110
Post 16 tertiary education	170	390	628	740	740
Apprenticeships etc	5	8	13	17	16
Residential homes⁸	13	0	57	64	58
Home educated	25	37	40	39	65
NEET	18	39	31	106	39
Alternative provision	5	7	5	11	24
Awaiting placement	8	24	9	24	45
TOTAL	2,532	2,692	3,064	3,502	4,053

Table 3: EHC plans by setting

Of the 4,053 children, 37% have a place in one of the nine LA funded special schools, and 30% are supported within a state-funded mainstream school in Worcestershire.

A further 33% of children and young people are supported in alternative settings such as independent schools or residential homes and are therefore not recorded in the school census but for whom WCC has the responsibility for their EHC plans and ensuring suitable

⁷ Children or Young People with EHC plans “educated in other areas” were only included in data since 2017.

⁸ DfE Residential homes data for 2017 not available.

placements. 795 young people (19%) are attending post 16 colleges. This corresponds to the responsibility to continue education opportunities up to the age of 25 for young people with EHC plans and is the age group which saw most growth in 2018-2019. Some of these colleges will be specialist independent institutions with residential facilities based out of county.

249 children (6%) are in independent schools, either special or mainstream. This demand is driven by the suitability of placements and parental choice but may be exacerbated by a shortage of spaces in LA funded special schools, however we can see that the impact on independent schools from the rising numbers over the last several years has not been as great as those seen in other type of provision, particularly state-funded special schools.

Table 4 below compares the proportion of children with EHC plans going to mainstream, independent or special schools in Worcestershire against the whole of England, using DfE statistics.

EHCPs	England				Worcestershire			
	2017	2018	2019	2020	2017	2018	2019	2020
Mainstream schools	121,726	124,886	135,012	148,202	811	808	910	1,207
Maintained special	103,568	111,387	118,999	125,398	1,228	1,332	1,385	1,517
Independent mainstream	3,261	3,228	3,618	3,970	56	54	80	97
Independent special	14,942	15,483	17,532	19,641	89	120	134	152
All Independent	18,203	18,711	21,150	23,611	145	174	214	249
Further Education	32,066	46,854	57,191	64,437	437	641	757	795
Other	11,649	10,698	21,544	28,315	71	109	236	285
% Mainstream	42%	40%	38%	38%	30%	26%	26%	30%
% Independent	6%	6%	6%	6%	5%	6%	6%	6%
% maintained Special	36%	36%	34%	32%	46%	43%	40%	37%
% Further Education	11%	15%	16%	17%	16%	21%	22%	20%
% other (AP, EHE, etc)	4%	3%	6%	7%	3%	4%	7%	7%

Table 4: Analysis of EHCP settings

Source: SEN2 returns, and DfE returns

Whilst the percentage of children with EHC plans going to state-funded special schools in Worcestershire was 46% in 2017 compared to 36% nationally, this percentage has fallen in Worcestershire to 37%, reducing the gap to that seen nationally to 5 percentage points. The percentage of young people in post-16 providers with EHC plans in Worcestershire is also higher than nationally though the gap has shrunk to 3 percentage points over the last 4 years as numbers nationally have risen at a higher rate. The percentage of children with EHC plans going to mainstream schools dropped in 2018 and 2019 but is now climbing. The percentage of children with EHC plans going to independent settings is not significantly above the national average.

We can expect the rise in the percentage of children with EHC plans to continue over the next several years as the trends and changes in the system continue to have a positive impact on identification of support needed by pupils to achieve their full potential. However, this has an impact on the provision that is needed and available.

Following the rise of EHC plans in the last several years, we have seen that the growth in pupils placed in special schools exponentially affected. In Worcestershire, this has been particularly the case, where in 2017/18, 34% of pupils with first time EHC plans were placed in a special school, compared to 21% nationally as special schools were able to respond more effectively to meeting the needs of these children. In 2018/19 this percentage dropped to 28% in Worcestershire and 20% nationally. As a result, although the percentage of total children with EHC plans for Worcestershire is 8th amongst 11 statistically neighbouring authorities, the percentage of these being placed in special schools is 3rd amongst 11.

Moving forwards, the major pressure point that needs to be addressed is the imbalance between placements in mainstream and specialist settings. Although this has improved over the last 2 years, Figures from the 2019 SEN2 census showed that WCC still placed more pupils in specialist settings than most of Worcestershire's statistical neighbours which suggests that a number of pupils currently placed at special schools could be best supported within mainstream schools and taught alongside their peer group with the correct provision in place.

4. Current Provision

To meet the needs of children with SEND, a suite of provision is available, within mainstream and special schools to provide the best education resources to support individual needs.

Each mainstream school has a named specialist to support children at the school SEND. The SENCO (Special educational needs co-ordinator) works in mainstream settings to provide suitable adaptation for children not able to achieve their full potential. Schools can also have teaching assistants to provide 1-to-1 support for a pupils requiring this level of support in a mainstream class.

In addition, many schools also have dedicated SEN units/nurture units which can be specially designed to support pupils with special educational needs alongside a mainstream education. These children will attend specialist timetabled lessons as well as attend mainstream lessons with peers, where appropriate.

There is also a number of teams within the Local Authority who work with mainstream schools to support pupils including the Autism and Complex Communication Needs team, Learning Support Team, Medical Education Team, Sensory Impairment Team, Physical Disability Outreach and the Virtual Schools Team.

Worcestershire Health and Care NHS trust are also commissioned to provide certain services such as speech and language therapy, school nursing, and child and adolescent mental health services to support vulnerable children maintain a place in school. The demand for these services is reviewed separately.

5.1 Autism Bases

Mainstream Autism Bases (MABs) are a key type of provision within mainstream schools and allow pupils with a diagnosis of Autism Spectrum Disorder with more complex needs to continue to attend school in a mainstream environment with the additional support required to meet their full potential. Current Autism Bases across Worcestershire are listed in the table below.

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11
Bromsgrove (Rubery)	Beaconside Primary (8)						Waseley Hills HS (10)					
Bromsgrove (Bromsgrove)	Meadows First →					Parkside Middle (12)			NBHS (9)			
Malvern Hills							Dyson Perrins (12)					
Redditch							Walkwood Middle (8)					
							TGA Redditch (10)					
Worcester City	Oldbury Park Primary (8)											
Wychavon (Persnore)							Abbey Park Middle (10)					
							Persnore HS (13)					
Wyre Forest (Kidderminster)							King Charles I (17)					

Table 5: MABs by phase

The autism bases are positioned in schools around the county although Malvern, Redditch, and Wyre Forest have no primary provision at present and Worcester has no high school provision. A place is accessed via a current EHC plan rather than normal admissions. The expertise tends to support the whole school to become an inclusive community which is seen as an advantage to the pupils. Conversely it can also be seen as a potential disadvantage hindering performance in public examinations.

In addition to the MAB in Tudor Grange Redditch, the school opened a new enhanced autism provision in September 2020, for children who previously would only be able to be supported within out of county or specialist independent provision. This new provision, which is the first of its type in Worcestershire, will have a positive impact on these children and will allow them to remain with their peer group and within their home County.

MABs have been shown to be extremely effective at meeting the needs of children with ASD and supporting them to remain within mainstream schools and therefore all MABs in Worcestershire are at capacity for 2020/21. Those in the north of the county are forecast to have space in 2021 onwards for new admissions but those in the south of the county are forecast to remain at or over capacity. ASD is a complex area and every child's needs are unique which means that some children will still be best placed in special schools, however the provision of bases such as these allow children to remain with their peer group and access the benefits of mainstream schools and allow specialist schools to adapt more specifically to more complex cases.

Therefore, Worcestershire Children First is currently working with existing MAB providers and those schools hopeful of developing one, to increase this provision across the County.

5.2 Language units

The mainstream schools listed below have language units to support pupils at the school who may have an EHC plan and require additional language support. These 51 primary school places and 11 high school places are used by the schools to provide intensive specialised teaching for children with speech, language and communication needs (SLCN). As we have seen earlier in this report, SLCN is much more common before age 11, which with the intensive support provided early on means that there is less need for provision at the high school phase.

District	Language Units	School type	Capacity
Wyre Forest	Burlish Park	Primary	10
Wyre Forest	Sutton Park	Primary	10
Wyre Forest	King Charles	High	11
Bromsgrove	Lickey Hills KS1	Primary	10
Bromsgrove	Lickey Hills KS2	Primary	10
Redditch	Matchborough	First	11

Table 6: Language Units by district

Due to the nature of speech development from birth the discovery and beginning of treatment of an SLC need is often before age 3 and therefore described below in the section on Nursery Provision.

5.3 Alternative provision

Alternative provision (AP) can be offered to support pupils with a short intense intervention in a more nurturing environment. Pupils may be dual registered with the mainstream school or attend full-time. Many AP's undertake out-reach work to support the relationships between pupils and their main school. Funding has recently been granted to Worcestershire for a new 60 place primary AP school to be located in Wyre Forest, with plans to open for September 2022.

District	Alternative Provision	Age Range
Redditch	The Beacon Primary	5-11
Worcester	Perryfields Primary	5-11
Wyre Forest	New Free AP school (Sept 2022)	5-11
Redditch	The Forge Short Stay School	11-16
Worcester	Newbridge Academy	11-16
Worcester	The Aspire Academy	11-16
Wyre Forest	Continu Plus Academy	11-16

Table 7: Alternative Provision

5.4 Special schools

If the needs of a child are more complex than reasonable adaptation can accommodate within mainstream schools, then a place at a special school will often be required to ensure a child's needs can be met.

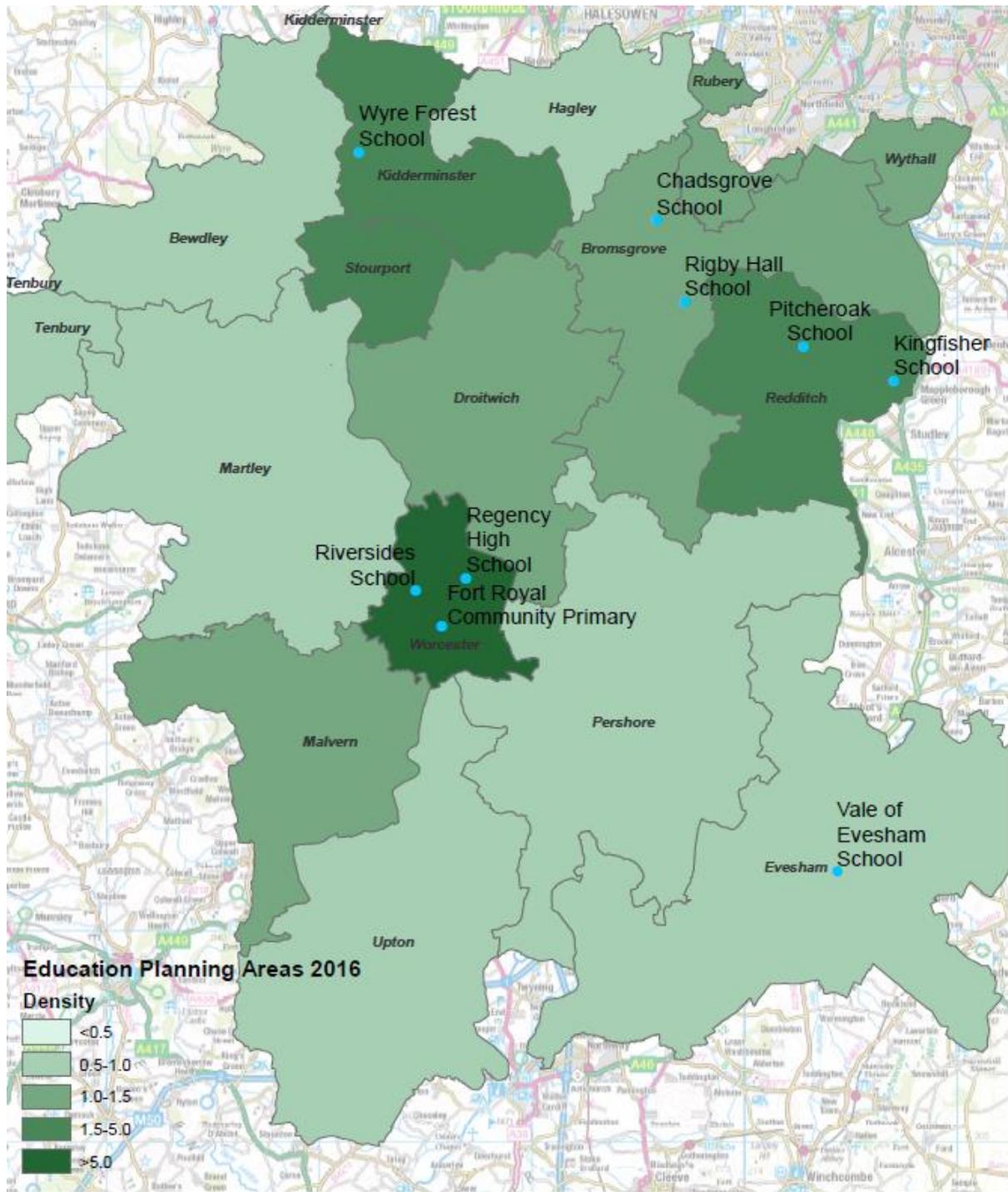
There are 9 LA-funded special schools across Worcestershire, of which 7 provide education for children with a variety of significant needs and 2 with an identified specialism. All but 3 have a nursery, with a further nursery assessment unit at Batchley First School in Redditch.

District	Special School	Age Range	Type
Bromsgrove	Chadsgrove School	2-19	Community
Bromsgrove	Rigby Hall School	2-19	Community
Redditch	Pitcheroak School	2-19	Community
Redditch	The Kingfisher School	7-16	Academy
Worcester City	Fort Royal Community Primary School	2-11	Community
Worcester City	Regency High School	11-19	Academy
Worcester City	Riversides School	7-16	Academy
Wychavon	The Vale of Evesham School	2-19	Academy
Wyre Forest	Wyre Forest School	2-19	Community

Table 8: Special Schools List

District	Supported Provision	Age Range	Type
Redditch	Batchley First Nursery Plus	2-4	Community

There is no set pupil admission number (PAN) at a special school. A place is commissioned when approved by the head, on the basis of the needs of the child and the ability of the school to meet those needs.



WORCESTERSHIRE CHILDREN FIRST	Scale: 1:160,000	
County Hall, Spetchley Road, Worcester WR5 2NP	Special Schools & Children with EHCPs per Sq. Km 2020	© Getmapping Plc and Bluesky International Limited 2018

As can be seen most of the schools are in the north of the county but there are none in Droitwich or Malvern. The higher levels of need are in Worcester, Kidderminster, Stourport and Redditch.

5.5 Independent special schools

Independent special schools can provide places for pupils with very specific needs, meaning that in some instances, children will be placed in schools that are out of the County that are more suitable to meet their specific needs. These children are not reported on the school census as they are not taught in Worcestershire in an LA-funded school, however the EHC plan remains the responsibility of Worcestershire, the child's place of residence.

Data from January 2020 shows that 390 children with EHC plans attend independent special schools. This number has been climbing steadily for the last 4 years. Around 75% of these pupils have placements in one of the following 6 schools: Norton College (Tewkesbury), Gloverspiece, Cambian New Elizabethan (Hartlebury), Bright Futures, Hartmore School (Gloucester) and Sunfield Children's home (Stourbridge).

The number of children with EHC plans placed in both special and mainstream independent schools is proportionately higher than for England as a whole (13% opposed to 7%). However, the rate in Worcestershire has been stable since 2016.

These places are funded as needed based on very specific and individual needs meaning they are difficult to predict or commission in a more structured long-term manner.

5.6 Nursery provision

Most children aged 0 to 5 with SEND will be taught in local Nursery settings as all Ofsted regulated pre-school providers are able to claim additional funding per hour to support the needs of children with SEND through referral to the pre-school forum, known as the graduated response. There is the same responsibility on these providers to make reasonable adjustments to support these children as on schools.

In addition, there is a payment of £615 that can be claimed by a setting to support adaptations, known as the Disability Access Fund (DAF).

Pre-school forum will also receive referrals from Health Visitors, and other health services such as child development clinics, GPs and Speech and Language service to ensure all children who need additional support from this young age are able to access the best start in education.

Those children being taught at school nurseries (including special nurseries or nursery assessment unit) will be included in the school census. Other providers such as child minders and private nurseries return details to the government in the Early Years Census and these children are included in the planning for early years and school places.

Below shows the number of children for whom settings in Worcestershire were claiming an additional payment to support their emerging needs in June 2019 (GR1-4 plus EHC plan⁹)

3 and 4-year-old children in funded nursery place		
	Number	Percentage
No special educational need	8,945	85.7%
Graduated Response 1 (GR1)	284	2.7%
Graduated Response 2 (GR2)	506	4.8%
Graduated Response 3 (GR3)	243	2.3%
Graduated Response 4 (GR4)	313	3.0%
Exceptional Early Years Funding / EHC plan	145	1.4%
Grand Total	10,436	100.0%

Table 9: EY Graduated Response

Source: Synergy System, July 2020

Most children requiring their setting to claim exceptional funding were mainstream, with just 38 of the 145 children attending a Special Nursery. This means that 107 children with the most complex needs (74%) are able to be supported in general mainstream nurseries including private, voluntary and independent, as well as school nurseries.

Five nursery assessment units across the County support in assessing the correct level of provision required by a child for school. Four of these are attached to special schools (Chadsgrove, Fort Royal, Vale of Evesham and Wyre Forest) and a further unit is attached to a first school in Redditch (Batchley). In January 2020, 149 children were being supported in this type of provision with some going on to a special school and some moving into mainstream schools with specific support.

Specialist early years language support is delivered in each district. Two units are being delivered by the NHS, one unit by the nursery assessment unit at Batchley first school and another unit by ICAN at Cranham Primary School. This targeted intervention provides children with specialist provision for typically 6 hours per week to support their speech, language and communication needs.

Districts	Known Children 01.09.2019	SLCN Support Required	Number supported in language classes Sept 2019, and % of known children	
Bromsgrove	1,074	19	19 Charford	1.8%
Malvern Hills	636	11	0 *outreach team	
Redditch	1,124	20	20 Batchley EYLC	1.8%
Worcester	1,154	23	23 Cranham, WEYLC	2.0%
Wychavon	1,356	24	0 *outreach team	
Wyre Forest	1,122	20	26 Birchen Coppice	2.3%

Table 10: Early Years SLCN units

The Pre-School Forum figures suggest that on average 3.5% of known 2-3-year olds will have some Speech & Language difficulties and benefit from early intervention. There are no organised classes in Wychavon or Malvern Hills, but there are NHS Speech & Language

⁹ GR Ratings are explained on [WCC website](#)

Therapists providing services there. It must be remembered that early intervention with speech development can eliminate or much reduce the need for SEND support later.¹⁰

5.7 Post-16 provision

Most post-16 provision is not recorded as part of the school census, unless the sixth form is run by a school. Six of the nine special schools listed above have a sixth form (NCY 12 and 13) and a few young people stay on past this age (NCY14). The majority (44%) of post-16 young people with EHC plans attend further education establishments with 33% in special schools and 11% in mainstream 6th form.

Since the SEN reforms in 2014, 19 to 25-year-olds with EHC plans should have free access to further education in the same way as 16- to 18-year-olds have. This provides a further 6 years beyond sixth form, to achieve agreed outcomes and to help the young person prepare for adulthood: planning that should start in Year 9 (SEND Code of practice 2015). This means that young people need opportunities and places, which is beyond traditional education age, as well as support to transition to adult social care, if appropriate. There is no requirement to securing education or training for young people aged 19 to 25 who do not have EHC plans.

As we have seen, as a result of this change the number of young people aged 20 to 25 with an EHC plan had increased by 100% from 230 in January 2018 to 458 in January 2019, reducing to 431 in January 2020. 65% of young people 20-25 with an EHC plan attend mainstream FE colleges, such as Heart of Worcestershire (HOW), Warwickshire or Kidderminster colleges. Some young people in this age bracket may attend independent specialist post-16 institutions such as National Star College, Gloucestershire; Queen Alexandra College, Birmingham; Glasshouse College, Stourbridge and Derwen College, Shropshire. WCC will continue to develop and improve the working partnership with local colleges to ensure that we continue to meet our statutory obligations to these young people.

¹⁰ [Bercow Review of Services for Children & Young People with SLCN](#)

2.4 Predicted pupil numbers

We have seen so far in this report some of the trends and changes that are affecting the landscape of the number and type of special education needs across and County and the impact on the places that have been needed to meet these needs.

In order to forecast the number of pupils requiring SEND support or a special school place over the next 5 years, we must firstly look at trends in the total school population.

Places in mainstream schools for next 5 years are forecast in a tested statistical model using the October annual school census, known pre-school children, and the historic 5 year average transfer rates for each year group. It also incorporates new housing assumptions for the period being considered. Using this method, by 2025 we can expect 79,564 pupils in mainstream schools in Worcestershire, an increase of almost 3% from academic year 2019/20.

Taking consideration of state-funded nurseries, special schools and alternative provision, and assuming similar increases across these providers as well, then we can estimate that there will be approximately 83,483 pupils across state-funded schools in Worcestershire for year groups R to Y11. From this we can gain a first indication of the number of children with SEND requiring places in schools over the next 5 years.

Based on the trends seen across the County and Nationally over the last few years, we can assume that the percentages of children needing SEN support or an EHC plan will increase to 14% and 3.3% of the school population respectively by 2025.

Number on Roll (R to Y11, plus school sixth forms)						Forecasts							
Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21	Oct-22	Oct-23	Oct-24	Oct-25		
73,672	74,357	74,951	75,760	76,109	77,434	78,875	79,240	79,617	79,725	79,631	79,564		
Annual growth anticipated in mainstream						1.9%	0.5%	0.5%	0.1%	-0.1%	-0.1%		
						Jan-20	Oct-20	Oct-21	Oct-22	Oct-23	Oct-24	Oct-25	
Pupils in mainstream schools, R-Yr11						77,302	78,875	79,240	79,617	79,725	79,631	79,564	
Plus Special schools						1,464	1484	1484	1484	1478	1469	1461	
Special school nurseries						84	86	86	87	87	87	86	
nursery schools, & nursery classes in schools						2,160	2204	2214	2225	2228	2225	2223	
19-25 in mainstream schools						71	72	73	73	73	73	73	
Alternative provision						280	286	287	288	289	288	288	
Dual registered						-207	-211	-212	-213	-213	-213	-213	
Total pupils , in all schools exc independent						81,154	82,796	83,172	83,561	83,665	83,560	83,483	
All SEN support						12.9%	10,602	10,970	11,145	11,322	11,462	11,573	11,688
All EHCPs						3.3%	2,587	2,649	2,678	2,707	2,727	2,741	2,756
% of EHCPs in special schools						1,464	1484	56.6%	56.0%	55.4%	54.8%	54.2%	

Table 11: SEN forecasts to 2025

The actual number of children with EHC plans in special schools represented 56.6% of the school-age children with EHC plans. It is hoped that by 2025 more children with EHC plans will be placed in mainstream settings and that the rate for special schools will drop to 53%. However, although on average a certain number of pupils could be accommodated in a mainstream school or MAB, the combination of existing conditions in settings, skills of available staff and the needs of other children in a given setting could mean that actual numbers of children placed in mainstream settings are less than expected.

Using this forecast of total number of pupils with an EHC plan in relevant provision in 2025 and splitting according to census distribution of districts, and primary need, results in the following distribution across the County

Forecast Pupils with EHC Plans by Need and District 2025

	Cognition & Learning Difficulties	ASD	Speech & Language	Sensory / Physical	SEMH	Grand Total
Bromsgrove	83	98	98	56	43	378
Malvern Hills	80	68	77	12	49	286
Redditch	148	83	97	61	93	482
Worcester	164	101	125	49	103	542
Wychavon	240	83	81	28	67	500
Wyre Forest	170	109	156	40	94	568
Grand Total	885	543	634	245	449	2756

Table 12: SEN forecasts by district

5. Forecast, by special school

Children attending special schools are tracked via the statutory school census completed in January each year by all Local Authority funded schools. The demand trend can then be extrapolated forward to forecast likely future demand. Schools have then reviewed these forecasts for local knowledge. For all special schools the future demand is based upon admissions trends in the previous 5 years. Whilst population in mainstream schools across the county grew annually by between 1% in 2017 and 1.7% in 2019, the special schools grew 3-7% per year. The noticeable expansions were year-to-year increases for Fort Royal Community Primary (14%), Rigby Hall School (21%), Chadsgrove School (14%) and Wyre Forest School (11%).

Over the last several years, demand for places in special schools has been high, driven by parental demand for high quality education and an assumption that children with special education needs can only be supported in special schools. Special schools in Worcestershire have very successfully adapted to high demand and increased the number of pupils at the schools, with 8 out of the 9 schools deemed Good or Outstanding by Ofsted. However, this has put a strain on accommodation. So far schools have managed within existing facilities with managed expansion projects at various schools, however this growth in demand for special school places is not sustainable and broader solutions must be found.

In 2019/20 Worcestershire’s statistical neighbour authorities placed between 37% and 59% of children with EHC plans in special schools. The national average was 44% and Worcestershire’s percentage was 56.6%. The national rate of 44% stabilised since 2019. The emphasis over the next several years is to ensure the correct mainstream provision is in place to support children with SEND back into mainstream schools where this would be in the best interests of the child or young person, and bring Worcestershire back in line with national averages.

Based on the forecasting to 2025 we can anticipate there will be approximately 2,756 children within EHC plans in Worcestershire state-funded schools by 2025, and based on historic, as well as current placement profiles, the number of children requiring a place in a maintained special school would be 1,461 in 2025. An impact of forecasting individual school

demand based on historic growth was that the sum of these forecasts exceeded the number of children forecasted to have an EHC plan and requiring this level of support across the County as school populations plateau and the delivery of provision within mainstream schools increases. Therefore, we have chosen to show both forecast trends for schools below. The first being based on 5-year historic growth, and the second based on a more realistic forecast that takes into account County and National trends. It is important to show both of these forecasts to show the impact of continued focus on improving mainstream provision.

The children with EHC plans being placed in mainstream schools and MABs will be the ones most able to benefit from a more mainstream environment. This leaves the special schools with a mix of children with more complex issues. These may require more space, equipment and more qualified or experienced staff.

6.1 Chadsgrove School (Bromsgrove)

Chadsgrove School is an Ofsted rated 'Outstanding' Special School based in Bromsgrove. The school supports children from age 2-19 with a variety of special education needs and physical disabilities.

Chadsgrove has increased in size over the last 5 years and now has 124 children on roll and a further 8 children in the nursery.

NOR	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-16	7	15	2	1	5	12	7	8	4	11	8	9	11	13	0	113
Jan-17	9	7	17	5	2	8	14	7	8	4	12	8	9	11	8	129
Jan-18	5	7	8	17	6	3	8	15	7	8	5	11	8	9	9	126
Jan-19	7	5	7	7	17	7	2	11	14	7	8	5	11	8	8	124
Jan-20	6	7	5	9	7	17	6	4	11	15	7	7	6	10	7	124

Table 13: Chadsgrove NOR

The school have noted that they have seen an increase in the complexity of support they need to provide as the school is now supporting children with more complex needs than previous, reflective of a national trend discussed earlier in this report. The school have highly skilled staff supporting feeding, medication and educational needs. There is an average of 8 children per class.

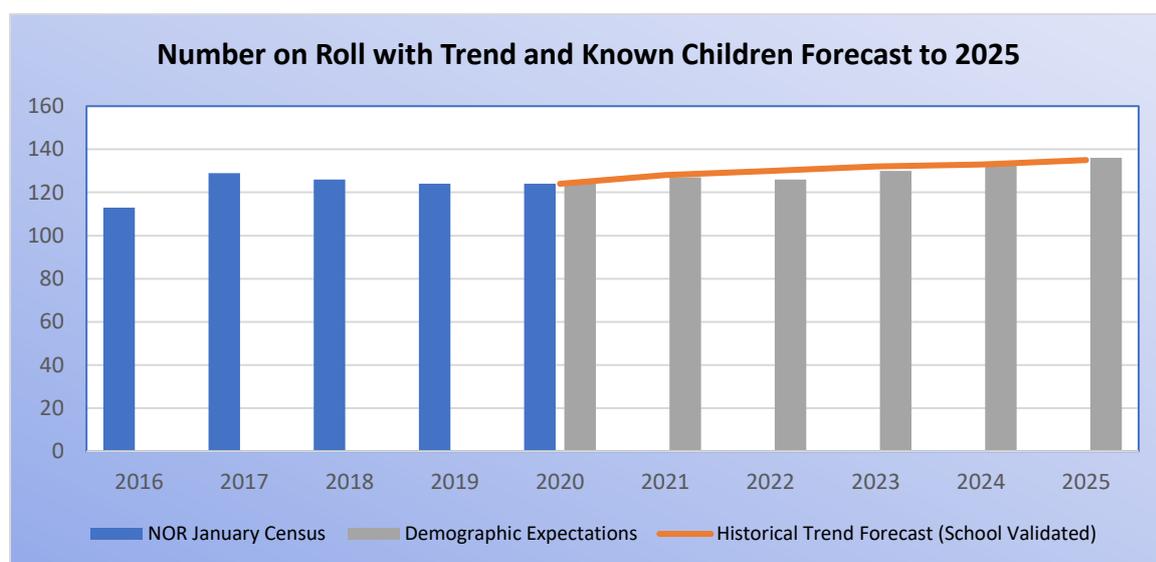
Due to the complex needs and physical disabilities of children attending at the school, most children remain at the school from Reception through to Year 14. Therefore, there is no predicted movement into, or out from, the school between year groups including year 12-14 as this has been demonstrated historically.

Forecast	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-21	8	6	8	5	9	7	17	7	4	11	15	7	7	6	10	127
Jan-22	9	8	6	8	5	9	7	17	7	4	11	15	7	7	6	126
Jan-23	10	9	8	6	8	5	9	7	17	7	4	11	15	7	7	130
Jan-24	10	10	9	8	6	8	5	9	7	17	7	4	11	15	7	133
Jan-25	10	10	10	9	8	8	9	5	8	8	17	7	4	11	14	136

Table 14: Chadsgrove Forecast

The ability of the school to accommodate these children up to 2024/2025 academic year will depend on the re-utilisation or creation of new space. The school is currently awaiting confirmation that 19-25 year olds (Year 14 and above) currently on roll can move off-site and be taught in the vacant Finstall Centre. This will have the advantage of creating space for other year groups and allow the support of a group of 19-25 year olds on a second site, in Worcestershire, but would be subject to the Finstall Centre project proceeding and the school being the successful provider.

A desktop analysis, using BB104 building specifications, to match teaching space at the school with the recommended space for children showing the profile of needs from the school census in January 2020, revealed 167% space utilisation. This supports the view of the school that no further increase in the number on roll will be possible without building work.



Chadsgrove School: Source: school census and forecast data

6.2 Rigby Hall School (Bromsgrove)

Rigby Hall School is an Ofsted rated “Good” Special School based in Bromsgrove. The school supports children from age 4-19 with a variety of special education needs and disabilities.

The accommodation at Rigby Hall School has been expanded twice recently with the addition of 25 places in 2019. While there were 135 children in January 2019 there was an increase to 164 children in September 2019. There is no nursery class.

NOR	R	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Jan-16	2	2	4	5	9	9	6	15	8	11	10	16	9	3	109
Jan-17	6	2	5	9	10	12	13	9	17	10	11	10	14	4	132
Jan-18	5	10	2	6	11	11	12	15	10	17	9	13	9	7	137
Jan-19	8	7	11	3	8	10	11	12	15	11	17	8	10	4	135
Jan-20	8	11	9	14	8	13	11	12	19	16	12	18	8	5	164

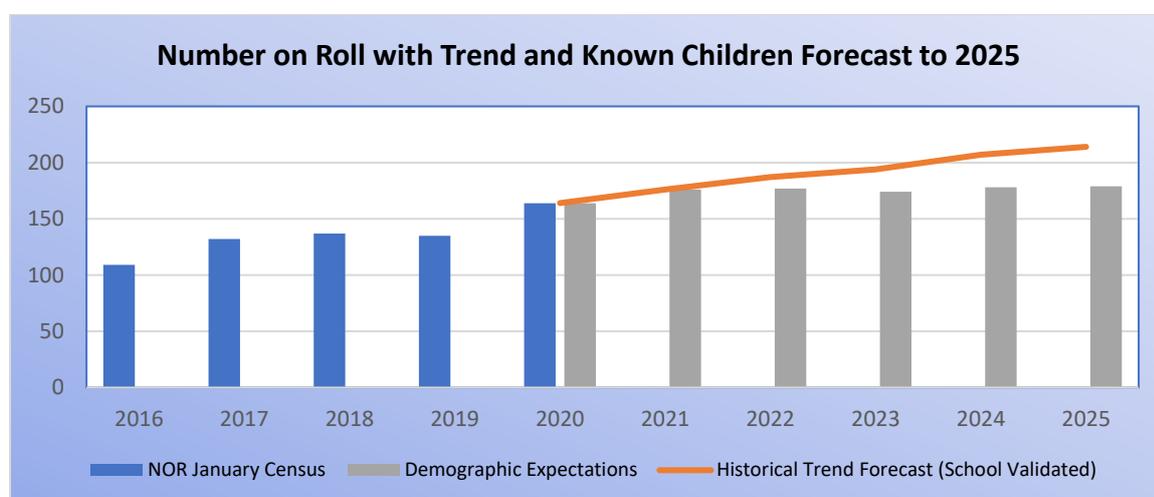
Table 15: Rigby Hall NOR

The numbers show places in each year group, by year. Rigby Hall tends to admit more in-year pupils and therefore years groups show growth as they move up the school, indicating admissions in most years. There are currently no children that stay on past year 13.

The forecast demand for places from historic numbers, as balanced between statistical analysis and known admissions for 2020 is shown below.

Forecast	R	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Jan-21	11	6	12	12	15	10	14	14	12	21	16	11	16	6	176
Jan-22	11	11	8	12	14	15	10	16	14	12	21	14	9	10	177
Jan-23	11	11	13	8	14	14	15	12	16	14	12	19	12	3	174
Jan-24	11	11	13	13	10	14	14	17	12	16	14	10	17	6	178
Jan-25	11	11	13	13	15	10	14	16	17	12	16	12	8	11	179

Table 16: Rigby Hall Forecast



The combined places forecast in Bromsgrove district suggest that 80% of the pupils with EHC plans in 2025 would attend one of these two special schools. As we have seen, this is far above the expectation of actual need and far beyond national ratios, suggesting that a 5 year historic trend estimate would highly overestimate demand.

6.2 Pitcheroak School (Redditch)

Pitcheroak School is an Ofsted rated 'Good' Special School based in Redditch. The school supports children from age 4-19 specialising in Cognition & Learning Difficulties together with Autistic Spectrum Disorder.

The school has expanded over the last 5 years to admit a further 17 children on roll.

NOR	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-16	7	8	5	10	11	14	11	9	12	9	15	4	13	10	0	138
Jan-17	3	7	8	7	10	12	15	13	9	13	9	15	4	13	3	141
Jan-18	7	6	9	10	7	11	12	17	13	10	13	10	12	3	3	143
Jan-19	5	9	7	10	10	11	10	13	17	13	11	13	10	10	1	150
Jan-20	6	9	10	8	11	10	12	12	12	18	14	11	8	7	7	155

Table 17: Pitcheroak NOR

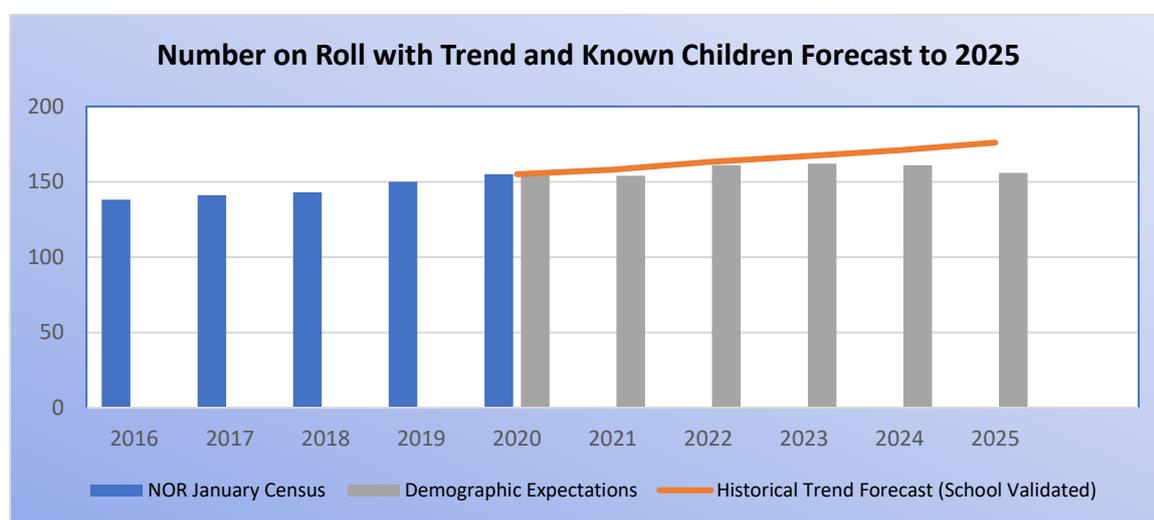
Having reviewed this information, the forecasted demand is as follows. There is no nursery class at the school.

Forecast	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-21	9	7	10	10	8	11	11	12	12	12	18	14	10	8	2	154
Jan-22	9	9	7	10	10	8	11	11	12	12	12	18	14	10	8	161
Jan-23	9	9	9	7	10	10	8	11	11	12	12	12	18	14	10	162
Jan-24	9	9	9	9	7	10	10	8	11	11	12	12	12	18	14	161
Jan-25	9	9	9	9	9	7	10	10	8	11	11	12	12	12	18	156

Table 18: Pitcheroak Forecast

The needs of children are becoming more complex and additional space is needed to fully support the children, both in terms of class size and in the need for quiet break-out spaces.

The school has had an expansion feasibility study so is hoping to increase capacity and will have a new triple mobile unit in 2020 to support them in the short-term.



6.3 The Kingfisher School (Redditch)

The Kingfisher School is an Ofsted rated 'Good' school supporting children from Year 3 to Year 11 (ages 7 to 16 years old), predominately with a primary need of social, emotional and mental health (SEMH). Places are mainly utilised by older children, from Year 7 to Year 11, however there are admissions each year to every year group. In the last 5 years, the number of children at the school has increased from 61 to 91 (49% increase).

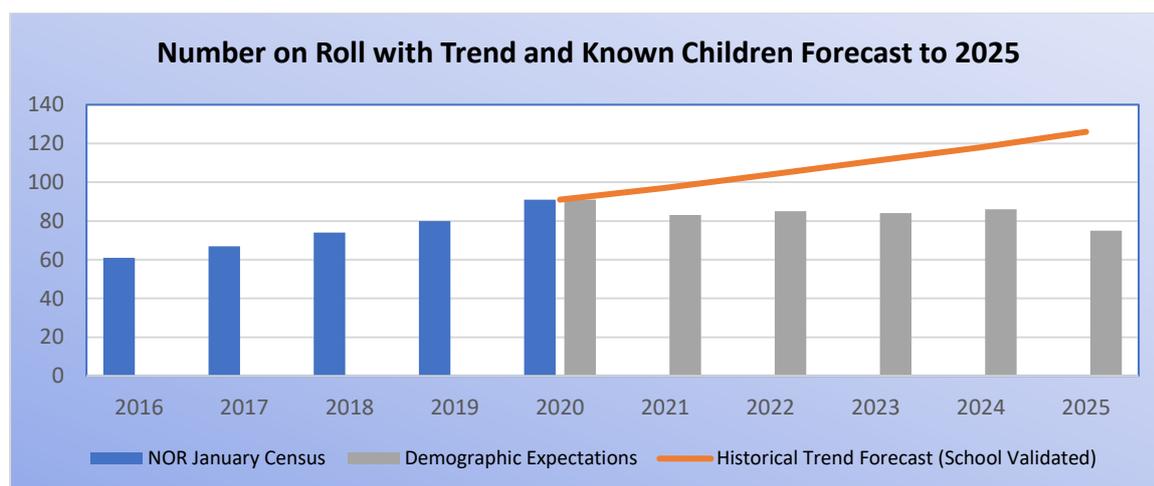
NOR	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-16				1	2	10	6	5	4	12	11	10				61
Jan-17				1	4	2	13	10	9	5	15	8				67
Jan-18				0	5	5	9	15	10	10	6	14				74
Jan-19				0	3	8	6	14	14	14	13	8				80
Jan-20				3	8	5	10	7	15	16	14	13				91

Table 19: Kingfisher NOR

Having reviewed this historic data, the forecast for the next 5 years would be as follows.

Forecast	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-21				3	4	6	5	10	8	16	15	16				83
Jan-22				4	4	5	7	8	12	10	18	17				85
Jan-23				4	5	6	6	8	10	14	13	18				84
Jan-24				5	6	5	7	8	10	13	16	16				86
Jan-25				5	5	6	5	7	8	10	13	16				75

Table 20: Kingfisher Forecast



Kingfisher School data

The ability to meet this demand is dependent on the replacement of a portable building which due to age needs replacing, else the school may be at risk of losing space needed to support 16 places by 2023. The school is an academy meaning it is directly funded by Government to make changes of this type. The school have submitted a CIF bid, the process by which they can apply for this funding, for this replacement.

While there are no more rooms available which can be used for learning space, there is land on the site on which could be built more rooms, however at present we do not anticipate that the school will require to provide any further places as the number of pupils on roll stabilise.

However, a desk top analysis of teaching space at the school compared to that recommended for children with needs as recorded in the school census January 2020 showed space utilisation is at 118% so the school will still require review following the replacement of their portable buildings.

6.4 Fort Royal Community Primary (Worcester)

Fort Royal is an Ofsted rated “Good” special school supporting primary school children with a variety of special education needs and disabilities. Over the last 5 years it has grown in size from 164 children on roll to 215 children on roll (31% increase), as shown in the table below.

NOR	R	1	2	3	4	5	6	Total
Jan-16	28	25	22	19	33	20	17	164
Jan-17	34	25	27	24	20	37	21	188
Jan-18	35	38	28	27	24	22	36	210
Jan-19	40	37	40	29	28	23	21	218
Jan-20	29	32	39	38	28	27	22	215

Table 21: Fort Royal NOR

Having reviewed the statistically predicted trend using local intelligence such as admissions to the school after Reception, the forecast for number of children needing places is as follows:

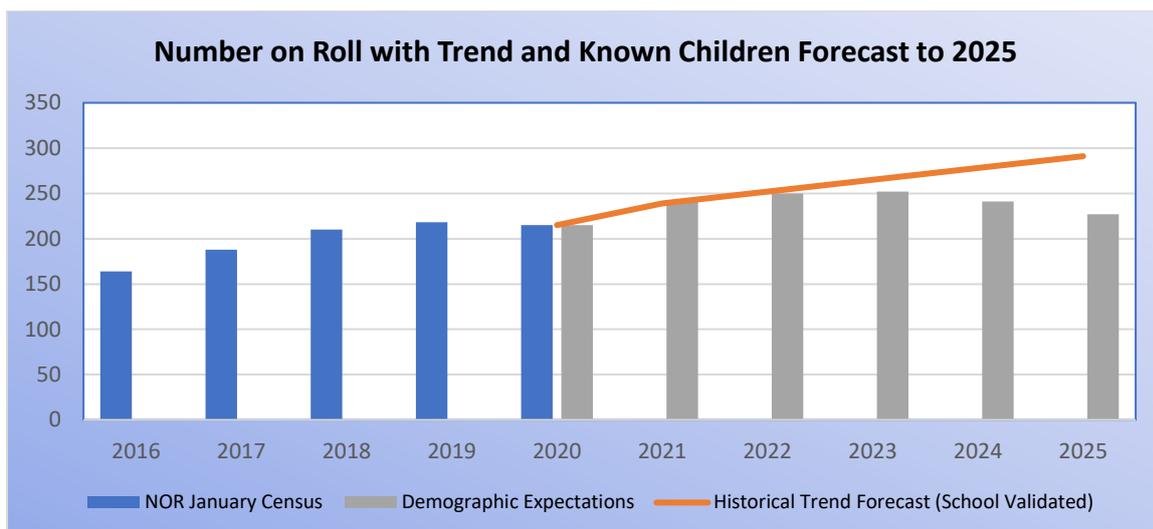
Forecast	R	1	2	3	4	5	6	Total
Jan-21	39	38	34	39	38	28	25	241
Jan-22	34	39	38	34	39	38	28	250
Jan-23	30	34	39	38	34	39	38	252
Jan-24	27	30	34	39	38	34	39	241
Jan-25	25	27	30	34	39	38	34	227

Table 22: Fort Royal Forecast

The 5 year trend predicted demand for an additional 52 places over the next 5 years. However, the school was refurbished and extended around 10 years ago to provide 140 places, with average class sized of 7-8 pupils. This met the criteria of BB104, relating to space needed in special schools to meet the needs of these children. There are now many more children on roll (excluding the nursery) and class sizes have grown to around 10. Therefore, further places can only be provided at the school following an expansion project to ensure children are provided with the opportunities they need for the best start in life, and class sizes are suitable to the support the needs of the children. Desktop analysis of teaching space shows 114% space utilisation, for the children on roll in January 2018 (including children in nursery).

There is a portable double-classroom with planning permission due to expire in 2022. To support the anticipated demand for places will require a solution for additional accommodation.

Fort Royal School has been working closely with WCF and neighbouring primary schools to support children from the Fort Royal nursery to move into mainstream reception classes where this is in the best interest of the pupils. They have had some success moving the most able pupils into or back into mainstream primary schools in later years with this additional support and cross-working. These efforts have reduced some of the pressure on capacity, as can be seen in the stabilised numbers in reception forecasted above.



6.5 Regency High School (Worcester)

Regency High School is an Ofsted rated “Good” special school supporting secondary school children with a variety of special education needs and disabilities. It is fed directly from Fort Royal Community Primary school. Regency High School experienced a large increase of pupils in 2018/19 which represented 15% increase from the previous year. 35 of these were the intake from Fort Royal in addition to 11 Year 7 pupils from elsewhere. In 2020, intake at the school normalised back to 25 pupils.

NOR	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-16								21	22	29	22	25	25	19	11	174
Jan-17								22	25	21	29	22	26	22	9	176
Jan-18								25	24	23	23	29	21	24	9	178
Jan-19								46	25	27	25	23	28	17	9	200
Jan-20								25	46	25	26	25	20	26	12	205

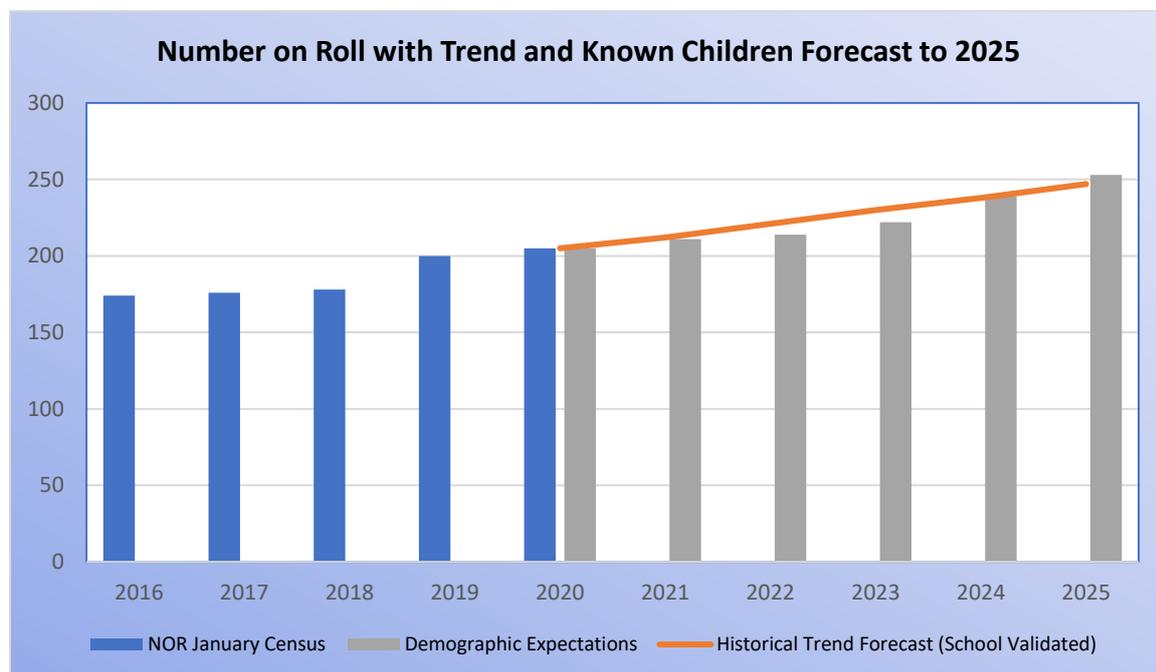
Table 23: Regency High NOR

Using this data, and local intelligence (admissions are almost exclusively from Fort Royal Primary school, also based in Worcestershire), the demand for the following number of places is anticipated in the next 5 years:

Forecast	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-21								32	26	49	25	26	22	18	13	211
Jan-22								25	34	26	50	25	25	20	9	214
Jan-23								28	27	34	27	50	24	23	10	222
Jan-24								38	30	27	35	27	49	22	11	239
Jan-25								39	40	30	28	35	26	44	11	253

Table 24: Regency High Forecast

The forecast is impacted by large intakes from Fort Royal Primary School in 2024 and 2025. This demand for 42 more places cannot be accommodated on a site built for 210 pupils, so the site will be at capacity in December 2021, which is currently considered to be 230.



6.6 Riversides School (Worcester)

Riversides School is an Ofsted rated 'Good' special school for children with social, emotional and mental health needs (SEMH) from ages 7 to 16 (year 3 to year 11). The following numbers on roll have been declared in the January school census:

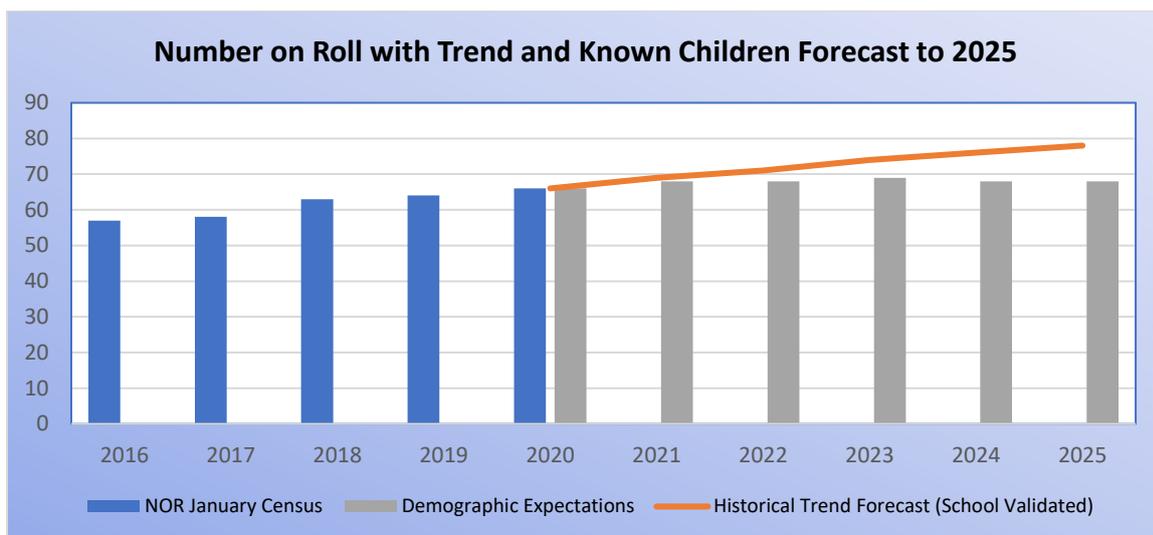
NOR	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-16				2	3	1	10	6	8	9	10	8				57
Jan-17				4	5	3	2	10	7	7	10	10				58
Jan-18				2	5	8	3	4	13	7	10	11				63
Jan-19				1	3	7	11	7	4	14	7	10				64
Jan-20				4	3	5	10	12	5	6	14	7				66

Table 25: Riversides NOR

This shows a growth of 9 places over the last 5 years, with new admissions in every school year. The following admissions are forecast by the school for the next four years.

Forecast	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-21				2	4	6	6	13	14	6	7	10				68
Jan-22				4	4	5	8	7	13	14	6	7				68
Jan-23				2	4	5	8	10	7	13	14	6				69
Jan-24				2	2	4	8	8	10	7	13	14				68
Jan-25				3	3	8	8	8	8	10	7	13				68

Table 26: Riversides Forecast



Riversides operates over two sites, KS2 and KS3 at Barbourne and KS4 at City Walls Road in Worcester City. The City Walls site was only intended to be temporary and solutions are limited to providing a more suitable site.

6.7 Vale of Evesham School (Wychavon)

The Vale of Evesham School is a special school in Evesham supporting children with a variety of special education needs and disabilities. Ofsted ratings for this school were outstanding until recently, whereupon it was listed as inadequate. The school is part of an Academy Trust that manages 4 schools across Worcestershire which is currently being re-brokered. The school has grown by 26 places over the last 5 years and sees minor changes to each year group as they move up through the school.

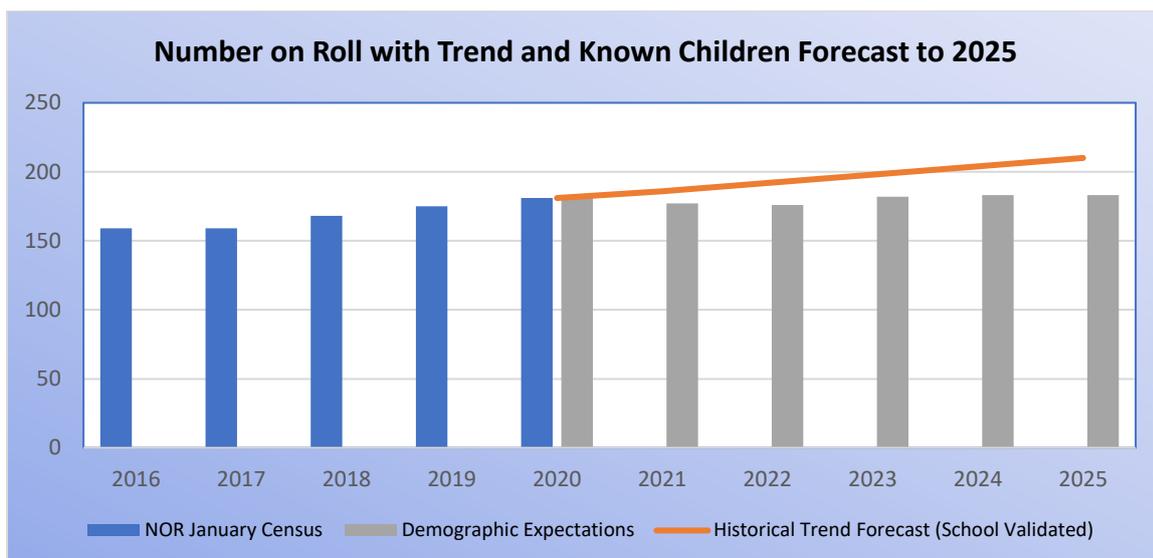
NOR	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-16	9	11	5	8	8	13	11	10	17	18	14	9	10	12	4	159
Jan-17	12	8	12	6	8	9	13	13	13	16	17	14	9	8	1	159
Jan-18	10	12	10	13	6	9	12	15	13	12	16	17	14	9	0	168
Jan-19	16	10	11	9	15	7	10	12	15	13	11	15	16	13	2	175
Jan-20	17	16	12	10	6	19	7	11	12	16	14	11	13	12	5	181

Table 27: Vale of Evesham NOR

There is also a nursery unit with 19 pupils on roll (January 2020), but not all are admitted to the school. Based on known trends the forecast for the next 5 years will be as follows:

Forecast	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-21	14	14	16	10	11	9	15	7	10	12	15	13	11	14	6	177
Jan-22	15	14	14	16	10	11	9	15	7	10	12	15	12	10	6	176
Jan-23	15	16	14	15	16	11	11	10	15	7	10	12	14	11	5	182
Jan-24	14	15	16	14	15	16	11	11	10	15	7	10	11	13	5	183
Jan-25	14	14	15	16	14	15	16	11	11	10	15	7	9	10	6	183

Table 28: Vale of Evesham Forecast



6.8 Wyre Forest School (Wyre Forest)

Wyre Forest School is an Ofsted rated 'Good' special school in Kidderminster supporting children with a variety of special education needs and disabilities aged 4 to 19 years old. Due to the rise in demand over the last 5 years, there has been a growing number of children taught at the school, despite being built for 220 pupils in 2015. In addition to the 269 pupils on roll in January 2020, there are 25 children supported by nursery places in either full or part time places.

NOR	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-16	13	7	15	8	17	15	15	23	20	25	14	18	14	15	0	219
Jan-17	17	14	10	17	7	17	15	24	24	22	25	15	7	12	5	231
Jan-18	18	22	17	12	18	10	18	20	25	23	22	25	13	6	8	257
Jan-19	21	19	22	17	13	18	9	23	20	25	22	21	19	7	2	258
Jan-20	25	21	19	22	17	13	18	9	24	20	25	22	14	16	4	269

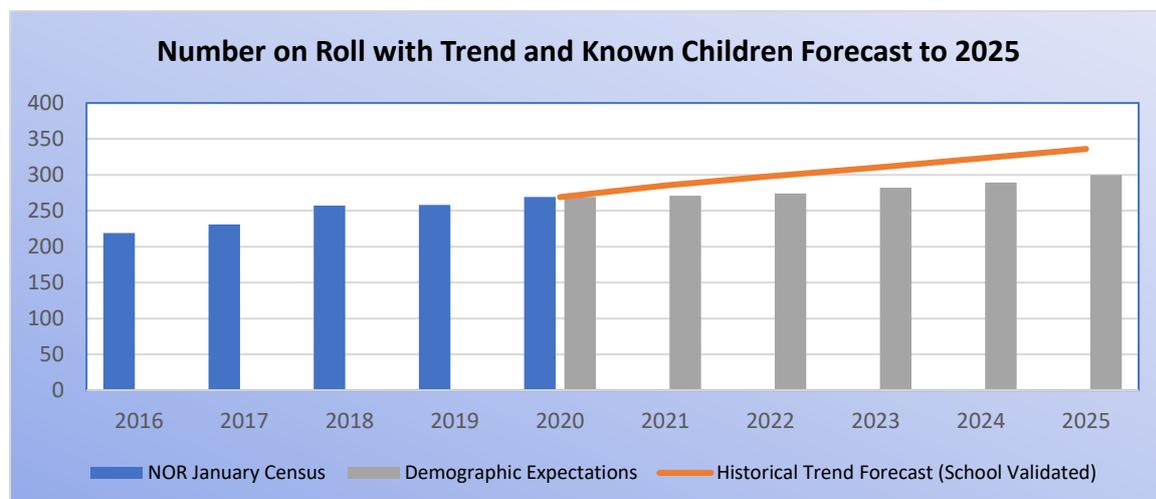
Table 29: Wyre Forest NOR

Having reviewed the historic trends, the forecast of demand for the next 4 years is anticipated to be as follows:

Forecast	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-21	21	22	21	19	22	21	17	18	9	23	20	25	15	11	8	271
Jan-22	22	22	22	22	19	23	21	18	19	9	24	20	17	11	5	274
Jan-23	23	23	22	23	22	20	23	22	19	19	10	24	13	13	5	282
Jan-24	24	24	23	23	23	23	20	24	23	19	20	10	16	10	6	289
Jan-25	24	25	24	24	23	24	23	21	25	23	20	20	7	12	5	300

Table 30: Wyre Forest Forecast

However, this is unrealistic for the space on site to be able to offer a further 29 places and it is likely that other options will need to be explored to meet this demand. One option being considered by the school is to utilise vacant accommodation in Baxter College.



6.9 Combined Special School forecast

The data for January 2020 is based on children on roll as reported from each school census. From this, the next 4 years are forecast using the combination of individual forecasts for each special school.

Across the County there have been additions to accommodation at special schools including the mobile classroom at Pitcheroak in preparation for September 2020 when the number of commissioned places increases by 85. This is shown in the forecast for January 2020.

	Chadsgrove	Rigby Hall	Pitcheroak	Kingfisher	Fort Royal	Regency High	Riversides	Vale of Evesham	Wyre Forest	TOTAL
2020	124	164	155	91	215	205	66	181	269	1470
2021	127	176	154	83	241	211	68	177	271	1508
2022	126	177	161	85	250	214	68	176	274	1531
2023	130	174	162	84	252	222	69	182	282	1557
2024	133	178	161	86	241	239	68	183	289	1578
2025	136	179	156	75	227	253	68	183	300	1577

Table 31: Combined Special School Forecast

Comparing the forecast distribution of children with EHC plans by phase, primary need and district with the forecast rolls for special schools, the table below shows how many children are likely to be placed outside of special schools. They will either go to mainstream schools or out of county (which includes independent special schools inside the county).

EY/Primary/First Phase – EHCPs expected in 2025							Special School		All pupils	Pupils per place
Cognition	ASD	Speech	Sensory Physical	SEMH	Total	Fcst	coverage			
Pershore/Evesham	85	22	17	7	19	150	104	69%	5,398	52
Worcester/Malvern Hills & Droitwich	152	105	128	38	93	516	249	48%	14,645	59
Wyre Forest	99	64	88	23	53	327	167	51%	8,024	48
Bromsgrove	37	45	41	24	18	164	130	79%	7,436	57
Redditch district	56	32	37	23	35	184	51	28%	4,717	92
Secondary/Middle/High/6th Form Phase - EHCPs expected in 2025										
Pershore/Evesham	104	28	22	9	24	188	79	42%	5,979	76
Worcester/Malvern Hills & Droitwich	136	93	115	33	81	458	253	55%	13,268	52
Wyre Forest	78	50	69	18	42	257	133	52%	6,442	48
Bromsgrove	47	54	56	32	25	214	185	86%	9,711	52
Redditch district	91	51	60	38	57	298	237	80%	7,863	33

Table 32: Special Coverage by District

Although Droitwich and the Vale of Evesham special school are within Wychavon district the distances to special schools in Worcester are less than to the Vale of Evesham school. The national average for children with EHC plans going to special schools in 2020 was 46.6% whilst for Worcestershire it was 58.8%. The table above shows that special schools are catering for more than 53% of the expected numbers of secondary school children with EHC plans in Bromsgrove and Redditch, and for more than 53% of primary school children with EHC plans in Pershore/Evesham and Bromsgrove. There also appears to be a marked insufficiency in Redditch First phase, and Pershore/Evesham Middle/High phase.

6. Conclusion

This report assesses the sufficiency of current provision to meet the needs of children with SEND living within Worcestershire. It does not propose solutions or consider costs but seeks to illuminate current and future requirements so that these decisions can be made with the best possible information.

Potentially every child living in Worcestershire with special education needs or disabilities will be impacted by the county's SEND strategy for the first twenty-five years of their life.

Ambitions for these children, as for all children, is a sustainable school placement in their community and to receive a good education. To achieve this, a suite of provision is needed to support each individual's unique special educational needs and disabilities and enable them to reach their potential.

We have seen that the percentage of children identified with special educational needs and disabilities has increased slowly over the last 10 years. This is likely to continue to increase slightly year on year as a percentage of the total population following continual advancement in identification, diagnoses and medicine.

This has meant that our reliance on providers who are able to quickly adapt to meet the needs of pupils with SEND has increased, including state-funded special schools, as well as independent schools which are currently supporting 390 pupils with EHC plans in Worcestershire.

At the same time, research is constantly being undertaken into ways to support children with various needs to remain within mainstream settings, alongside their peers, in their local communities.

The growth in the number of children predicted to have an EHC plan is expected to continue and will require support within state-funded schools. By January 2025 there is an anticipated 2,756 children with EHC plans requiring support within state-funded provision compared to 2,587 in January 2020.

There are three possible scenarios depending on strengths of factors. If mainstream schools, MABs and language units place more children with EHC plans according to national and county trends towards 2025 we would expect 53% of children with EHC plans placed in special schools. This equates to 1,461 pupils, less than the current 1,470. If placements to special schools match the current rate of 56.6%, this equates to 1560 pupils, which would require 73 additional places. The combined special school forecast, working with existing pupils and estimated admissions leads to 1,590 pupils (a rate of 57.7%), requiring 120 addition places.

A number of schools have supported recent increases within additional accommodation which would need to be converted into permanent places to meet the needs of children and young people across the County long term.

Each school reports that children's needs are becoming more complex, which supports the trend seen nationally that special schools are providing places for more complex children. These increased needs put added pressure on the accommodation as more space is required for equipment, or breakout areas and quiet rooms. As mainstream schools develop their expertise on special needs education, they will be able to accept more children with SEN, with MABs and language units also providing mainstream places and allowing special schools to meet the needs of the more complex cases.

In addition to this, there are also a number of children and young people living within the County for whom will require additional support from provision that this report does not assess. This included children in specialist nursery classes, independent schools, specialist institutions, placements outside of County or home educated children, as well as the growth in numbers of children aged 19 to 25 with an EHC plan for whom the Local Authority continues to have an obligation to provide education or training opportunities. All these areas will also show growth in the number of children with EHC plans over the same period.

A major focus over the next several years will be to address the imbalance between the numbers of mainstream and specialist placements of children and young people with EHC plans. Nationally the percentage of children with EHC plans attending mainstream schools is 49.2%, with the further 43.0% in LA funded special schools, and the remainder being in independent providers. If Worcestershire matched this trend and as forecast there are 2,765 pupils with EHC plans in 2025, we would expect 1,188 pupils to be placed in special schools, which would be within current capacity. However, will take many years in order for provision and numbers on roll to adapt to more suitably meeting the needs of children. Many pupils already placed cannot be moved away from peer groups, trusted staff and routines without negative health effects. Moreover, cultural preferences for special school provision by parents, mainstream and nurseries, as well as any temporary lack of capacity in an otherwise suitable mainstream school will continue to direct many pupils with EHC plans to special schools. We have seen this has placed pressure on special school capacity.

As a result, a key focus over the last several years has been on the improvement and expansion of provision to enable more children to access the best education within

mainstream settings. At the same time, there are increasing numbers of children within mainstream schools identified as needing SEN support. From a review of the January census' the number of children requiring SEN support will increase from 10,602 to 10,775, growth of 173 by January 2025, making it even more important to improve and expand on the inclusivity of mainstream provision across the County. Change will be slow, but this work will continue and have a positive impact on children and young people with SEND supported in state funded mainstream and special schools over the next several decades.

We have also seen in this report the major impact that the change in legislation has had on meeting the needs of young people aged 19-25 with SEND. This report does not seek to review the sufficiency of provision for this age group, however a prime opportunity in our understanding of sufficiency across the County is in understanding the provision of places for young people of this age group. WCF will continue to work closely with colleges in the area to develop our understanding of demand and to match supply of appropriate places with the growth in numbers of older children with EHC plans wishing to access higher level courses and qualifications, ensuring their relevance to the lifestyle and adulthood these young people can expect.

The planning process for education places will now use this data, along with current local policies, and budget restrictions, to support children and young people and ensure that places are available for all children with SEND which meets their needs.

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Sufficiency Report on Post-16 School Places in Worcestershire Secondary Schools

2020

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1. Executive Summary

Worcestershire County Council's (WCC) ambition is to ensure all learners receive outstanding teaching, learning and skills in high quality safe learning spaces. WCC promotes the interests of young people, working with local communities to stimulate and support a diversity of 16-19 provision that meets local needs. In doing so, the Council aims to provide access and support to ensure participation in good quality education or training, for young people aged 16-19 and up to 25 years of age for those with learning difficulties/disabilities), to meet the economic need of the area and give young people the opportunity to reach their full potential.

Local authorities have broad duties to encourage, enable and assist young people to participate in education or training by a) securing sufficient suitable education and training provision for all young people who are over compulsory school age but under 19 or aged 19 to 25 and whom an Education, Health and Care (EHC) Plan is maintained. This is a duty under the Education Act 1996, and b) to make available to all young people aged 13-19 and to those between 20 and 25 with special education needs and disabilities (SEND), support that will encourage, enable and assist them to participate in education or training under Section 68 of ESA 2008.

In Worcestershire, post-16 school sufficiency is delivered by the Education and Early Help service within Worcestershire Children First (WCF). WCF is a wholly owned Council Company of Worcestershire County Council and was launched on 1st October 2019 following a directive by the Department for Education to form an Alternative Delivery Model (ADM) for Children's Social Care. The ADM was extended to include Education and Early Help.

2. Background

Local authorities have a critical role in supporting young people to access education and training. Statutory responsibilities on the local authorities, as well as schools and post-16 providers, ensure these responsibilities are undertaken. The Children and Families Act 2014 introduced wide reaching reforms to support children with special education needs and disabilities, extending provision from birth to 25 years of age, and replacing statements and Learning Disability Assessments with Education Health and Care Plans (EHCPs). Statutory guidance published by the DFE in September 2016 under the Education and Skills Act 2008 (ESA 2008)¹ sets out the duties local authorities are required to undertake in relation to the participation of young people in education, employment or training. Worcestershire Children First recently published a paper that sets out to provide an understanding of the support for young people with special education needs and disabilities in post-16 and further education setting entitled [Post 16 Graduated Response within Worcestershire](#).

To ensure compliance of its statutory obligations, the DFE monitor local authorities' performance using data collected and submitted to the National Client Caseload Information Service (NCCIS). The data shows

¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/561546/Participation-of-young-people-in-education-employment-or-training.pdf
www.worcschildrenfirst.org.uk

the number of young people participating in education and training, those who are not participating and those who are NEET or where activity is not known.

The Education and Skills Act 2008 placed two new duties on local authorities with regards to young people aged 16 and 17. These relate to the raising of the participation age (RPA):

- A local authority in England must ensure that its functions are exercised (so far as they are capable of being so) to promote the effective participation in education or training of persons belonging to its area with a view to ensuring that those persons fulfil the duty to participate in education or training.
- A local authority in England must make arrangements to enable it to establish (so far as it is possible to do so) the identities of persons belonging to its area to whom are failing to fulfil the duty to participate in education or training.

As part of the *Raising the Participation Age* initiative and to support the continued development of young people, from September 2012, all schools including Academies and Free Schools have been under a duty to secure access to independent and impartial careers guidance for their pupils in years 9-11 on the full range of post-16 options, including apprenticeships. From September 2013, the careers duty was extended to include Years 8 - 13 with an equivalent requirement applied to students aged 16 - 18 in colleges, through funding agreements. Schools are expected to engage, as appropriate, in partnership with external, expert careers providers but are otherwise free to make arrangements that fit the needs and circumstances of their pupils. In fulfilling their new duty, schools should secure access to independent face-to-face careers guidance where it is the most suitable support for young people to make successful transitions, particularly children from disadvantaged backgrounds or those who have learning difficulties or disabilities. Schools and colleges are expected to provide careers guidance that conforms to the Gatsby Benchmarks of Good Careers Guidance.²

Qualifications available to post-16 students are varied. The new AS and A Levels were introduced in a phased approach from September 2015, with the last tranche of subjects being introduced in May 2018. AS Levels are now treated as standalone qualifications and have been decoupled from A Levels and do not count towards A Level final grades. Schools and colleges offer a choice of subjects to enable students to build an individualised curriculum, subject to take up and viability to deliver within the setting.

The Technical and Further Education Act (2017), takes forward the Government's programme to reform technical and further education. These reforms, proposed in the Sainsbury Report, were made government policy in the post-16 Skills Plan. The Sainsbury Report recommended replacing the 20,000 further education courses with 'T-level' qualifications that will last for two years and incorporate technical skills, English and maths at GCSE level, and a three-month work experience placement.

In addition, in January 2018 the Baker Clause was introduced as an amendment to the Technical and Further Education Act. It means every school must give training providers and colleges access to every pupil in years 8 to 13, so they are able to fully understand the options for pursuing non-academic routes.

² www.gatsby.org.uk/education/focus-areas/good-career-guidance
www.worcschildrenfirst.org.uk

Worcestershire County Council's approach to providing support to encourage, enable and assist young people to participate in education and/or training is delivered through the Business and Skills Team and a plethora of information can be obtained at www.skills4worcestershireshire.co.uk

3. Purpose of the report

This report sets out the response to Worcestershire's duty to ensure a sufficiency of places in school sixth form provision across its area as a vital aspect to ensuring this breadth of opportunity. In addition, it broadly touches on its related responsibility with regards to provision in post-16 colleges and establishments and with training providers. Other duties placed on the Authority such as tracking attainment and participation, training provision and careers advice are outside of this report.

4. Current Post-16 Education Provision in Worcestershire

Post-16 Education Provision in Schools – Demographics

Post-16 numbers in schools have fluctuated over the past 7 years with an overall downward trend. However, since 2017 Secondary school pupil numbers have been increasing. A recent paper on national statistics indicated '*The **Secondary school** population began rising in 2016 and is projected to continue increasing until 2024 before gradually dropping until the end of the projection period. The peak and then fall is primarily due to the lower births seen in 2013 and beyond, which start to reach secondary school age in around 2025*'.³

The number of pupil numbers entering Year 7 in Worcestershire is set to peak in the academic year 2023-2024 with cumulative pupil numbers on roll reaching a high in 2025-26. The inclusion of post-16 pupils follows through *to a peak in 2027-28*. Pupil numbers in this report and current forecasts reflect the number of pupils on roll taken at October each year. As these higher pupil numbers feed into Secondary schools and the demand for places start to increase, this report will set to monitor and advise schools to ensure that schools are able to match that increase with an increase in sixth form provision, as well as ensuring the delivery and timetabling of the national curriculum and a choice of post-16 subjects.

Where there are areas of significant housing growth it will be necessary to ensure that there is also provision for post-16 places to meet the needs of new families moving into Worcestershire. By 2030, housing growth across the county is predicted to create an additional 24,534 homes requiring a forecasted provision of 981 additional post-16 school places⁴. Further details are set out under the heading [Post-16 Future Needs in Worcestershire](#) of this report.

Post-16 Education Provision in Schools - Landscape

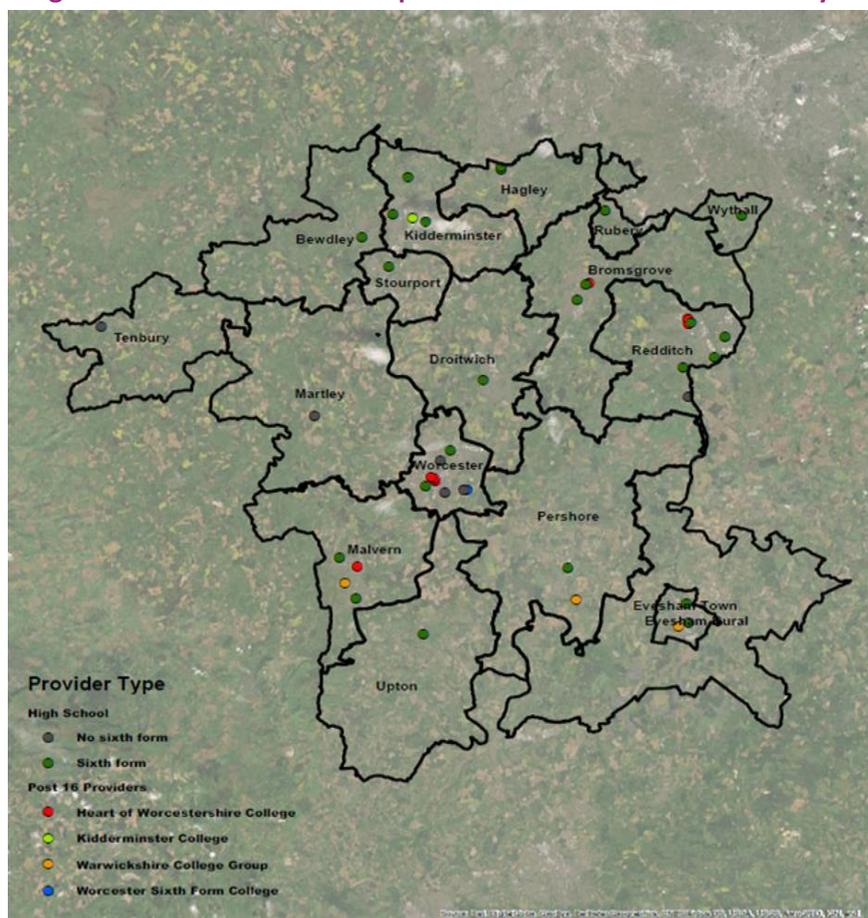
In recent years the location and supply of school sixth form provision in Worcestershire has remained largely unchanged. Schools set their own sixth form admissions criteria, manage their own sixth form admissions and the level and number of courses on offer.

³ <https://www.gov.uk/government/statistics/national-pupil-projections-july-2020>

⁴ Based on 50% stay on rate and current secondary pupil yield from housing development
www.worcschildrenfirst.org.uk

Sixth Form provision is provided in all 6 District Council areas across Worcestershire. These 6 districts are split into 16 Education Planning Areas. Of these, only two Education Planning Areas, Martley and Tenbury do not offer sixth form provision in a school setting.

Diagram 1 - Location of Post-16 provision in Worcestershire as they relate to Education Planning Areas



For September 2020, five high/secondary schools that offer sixth form provision have changed their Published Admission Number (PAN) for admittance into the first year of entry to the high/secondary school in response to local demographic change. The De Montfort School has decreased from 165 to 150, Baxter College has decreased from 196 to 180, Pershore High increased from 252 to 282, Hanley Castle High School from 162 to 180 and Christopher Whitehead Language College from 254 to 284. The impact on sixth form provision at these settings is unlikely to impact until 2025. This is the point at which high/secondary school pupil numbers, as set out in national predictions, are anticipated to be at their peak. However, this does not preclude any increase or decrease in pupil numbers as a result new housing growth and parental preference.

Assessment and Performance of School Sixth Forms

In Worcestershire, there are 31 mainstream publicly funded schools offering secondary education provision of which 25 also deliver post-16 sixth form provision. 20 of these schools (80%) are rated as ‘Good’ or ‘Outstanding’. This is an increase from 76% in 2019. Since 2019, four schools have received

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updated Ofsted ratings: Baxter College is now rated Good and has improved from previously being considered as Inadequate, Hagley Catholic College is rated Good having previously rated Outstanding in October 2011, North Bromsgrove has been rated Requires Improvement having previously rated as Inadequate and The De Montfort School has been rated Inadequate having previously rated Requires Improvement. Three other schools – King Charles I School & Sixth Form Centre Kidderminster, The Bewdley School & Sixth Form Centre and Tudor Grange Academy Worcester all remain Good. Where sixth form provision is offered, schools have a sixth form PAN for admission of external pupils who did not attend the school in year 11. All but four high schools with sixth form provision have academy status. These details are summarised in [Table 1](#).

Table 1 - Ofsted Ratings for Secondary / High Schools with Post-16 Provision in Worcestershire

School_Name	PAN 2020	Sixth Form PAN_2020	Ofsted Rating	Inspection Date	Education_Planning_Area	Maintained_Academy	Academy Conversion
Arrow Vale RSA Academy	224	15	Outstanding	05-Dec-18	Redditch	Academy	01-Sep-12
Baxter College	180	10	Good	14-Jan-20	Kidderminster	Academy	01-Sep-12
Christopher Whitehead Language College	284	12	Good	18-Jun-18	Worcester	Academy	01-Jul-11
Droitwich Spa High School & Sixth Form	305	15	Good	02-May-17	Droitwich	Academy	01-Jul-11
Dyson Perrins C.E. Academy	168	10	Good	01-May-18	Malvern	Academy	01-Aug-11
Hagley Catholic High	190	30	Good	15-Oct-19	Hagley	Academy	01-Oct-14
Hanley Castle High	180	20	Good	27-Jun-17	Upton	Academy	01-Aug-11
Haybridge High School & Sixth Form	190	52	Outstanding	10-Dec-08	Hagley	Academy	01-Jul-11
Holy Trinity	50	30	Good	05-Jul-17	Kidderminster	Academy	01-Sep-14
King Charles I	224	10	Good	28-Jan-20	Kidderminster	Academy	01-Apr-12
North Bromsgrove High School and Sixth Form (PFI)	300	10	Requires Improvement	15-May-19	Bromsgrove	Maintained	
Pershore High	282	8	Good	16-Oct-17	Pershore	Academy	01-Jul-11
Prince Henry's High	315	10	Outstanding	22-May-13	Evesham	Academy	01-Mar-11
South Bromsgrove High	335	20	Outstanding	23-Oct-12	Bromsgrove	Academy	01-Nov-13
St Augustine's Catholic High	235	50	Outstanding	22-Jun-17	Redditch	Academy	01-Jul-14
The Bewdley School	168	8	Good	11-Sep-19	Bewdley	Maintained	
The Chase	240	40	Good	12-Sep-16	Malvern	Academy	01-Nov-11
The De Montfort School	150	30	Inadequate	05-Nov-19	Evesham	Maintained	01-Jan-21
The Stourport High School & Sixth Form Centre	254	15	Requires Improvement	08-Nov-18	Stourport	Academy	01-Aug-11
Trinity High School & Sixth Form Centre	252	20	Good	03-Oct-18	Redditch	Academy	01-Aug-11
Tudor Grange Academy, Redditch	180	20	Requires Improvement	28-Jun-18	Redditch	Academy	01-Apr-14
Tudor Grange Academy, Worcester	210	3	Good	19-Jun-19	Worcester	Academy	01-Sep-09
Waseley Hills High	178	50	Requires Improvement	06-Sep-18	Rubery	Academy	01-Sep-12
Wolverley C.E. Secondary	150	8	Good	08-Sep-16	Kidderminster	Maintained	
Woodrush High	180	10	Outstanding	04-Dec-13	Wythall	Academy	01-Jul-11

Under the post-16 reforms, schools are now required to provide a wider breadth of qualifications to post-16 pupils. Historically, sixth forms have catered for those pupils seeking A Level programmes of study. However, as a result of legislation introduced in September 2013 entitled 'Raising the Participation Age' (RPA) aimed at encouraging young people to stay in education and training until they are 18, together with changes proposed under the Technical and Further Education Act, sixth forms have been required to diversify to provide more vocational programmes of study to respond to a competitive market and provide alternative Level 3 qualifications.

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Level 3⁵ qualifications are:

- A level
- access to higher education diploma
- advanced apprenticeship
- applied general
- AS level
- international Baccalaureate diploma
- level 3 award
- level 3 certificate
- level 3 diploma
- level 3 ESOL
- level 3 national certificate
- level 3 national diploma
- level 3 NVQ
- music grades 6, 7 and 8
- tech level

Tech level is a new qualification equivalent to 3 A level qualifications. Learners can follow several routes including a Digital route, Construction route, Education and Childcare route and, Health and Science route. In 2019, seven publicly funded schools in Worcestershire were shown as delivering this qualification: Arrow Vale RSA Academy in Redditch, Baxter College in Kidderminster, Christopher Whitehead Language College in Worcester, Hagley Catholic High School in Hagley, Prince Henrys High School in Evesham, Stourport High School in Stourport and Trinity High School and Sixth Form in Redditch. Four further settings, Heart of Worcestershire, The Newcastle and Stafford Colleges Group, Warwickshire College Group and Worcester Sixth Form College are listed as delivering the qualification.

Many schools still maintain minimum qualifications for study on entry to sixth form, with many academic qualifications requiring grade 5 or above, with 9 being the highest and 4 the lowest. This restricts the opportunities for many students to maintain at school sixth forms if alternative qualifications are not offered.

[Table 2](#) sets out a range of performance data with regards to Year 11 pupils. In assessing the performance data, there is an indication that transfer rates into school sixth forms are higher in those schools where the percentage of pupils with Grade 5 or above in English and mathematics are greater than 50% and the Attainment 8 score is above 50. There are a couple of anomalies and further analysis is required to understand whether there are any inhibitors to transfer or whether circumstance or pupil preference to seek alternative forms of education, employment or training prevail.

Attainment 8 measures the achievement of pupils across 8 qualifications including mathematics, English, 3 further qualifications that count in the English Baccalaureate (EBacc) measure, usually sciences and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list, such as a language and geography or history. Each individual grade a pupil achieves is assigned a point score, which is used to calculate a pupil's Attainment 8 score (see second step below).

⁵ <https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-level>

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Table 2 - Year 11 Performance Data Summary

School Name	At end of KS4 2019 - all pupils			
	Entering Ebacc	Staying in Education or Entering Employment 2017	Grade 5 or above in English & Maths GCSE	Attainment 8 Score
Arrow Vale RSA Academy	22%	147 / 161 91%	38%	43.4
Baxter College	47%	No recorded data	26%	39
Christopher Whitehead Language College	83%	217 / 228 95%	44%	49.1
Droitwich Spa High School & Sixth Form Centre	35%	235 / 249 94%	52%	52.9
Dyson Perrins CE Academy	21%	82 / 84 98%	22%	41.8
Hagley Catholic High School	58%	163 / 167 98%	71%	57.2
Hanley Castle High School	72%	157 / 160 98%	52%	53.3
Haybridge High School & Sixth Form	71%	166 / 167 99%	58%	53.4
Holy Trinity School	22%	20 / 20 100%	42%	46.9
King Charles I School & Sixth Form Centre	77%	162 / 172 94%	38%	45.7
North Bromsgrove High School	47%	196 / 202 97%	34%	43.1
Pershore High School	23%	212 / 220 96%	44%	49.2
Prince Henry's High School	72%	293 / 307 95%	52%	49.6
South Bromsgrove High School	65%	315 / 326 97%	49%	49.2
St Augustine's Catholic High School & Sixth Form Centre	47%	194 / 199 97%	58%	54.1
The Bewdley School & Sixth Form Centre	56%	51 / 162 93%	51%	48.1
The Chase	29%	200 / 212 94%	52%	52.9
The De Montfort School	18%	125 / 135 93%	28%	40.6
The Stourport High School & VI Form College	69%	187 / 190 98%	38%	44.3
Trinity High School & Sixth Form Centre	18%	228 / 239 95%	25%	40.4
Tudor Grange Academy Redditch	31%	139 / 148 94%	21%	34.1
Tudor Grange Academy Worcester	18%	154 / 166 93%	37%	42.5
Waseley Hills High School	34%	125 / 131 95%	38%	46.6
Wolverley CE Secondary School	80%	86 / 91 95%	28%	44.4
Woodrush High School	76%	162 / 168 96%	44%	48.2

Table 3 - Number of Pupils on Roll in Years 12 and 13 in state-funded mainstream schools

Sixth Form Number on Roll School Name	October 2015		October 2016		October 2017		October 2018		October 2019	
	year 12	year 13								
Arrow Vale RSA Academy	77	69	81	47	59	43	79	48	80	62
Baxter College	82	68	88	49	47	56	55	38	52	51
Christopher Whitehead Language College	58	0	86	47	118	75	100	104	90	98
Droitwich Spa High School & Sixth Form Centre	123	118	109	105	119	97	99	103	97	88
Dyson Perrins CE Academy	87	75	56	70	25	33	36	23	14	33
Hagley Catholic High School	130	91	119	97	106	96	113	99	112	100
Hanley Castle High School	107	90	101	95	115	90	110	99	115	99
Haybridge High School & Sixth Form	174	161	181	141	172	138	174	151	130	158
Holy Trinity School	14	15	23	13	19	13	20	12	31	16
King Charles I School & Sixth Form Centre	71	65	58	63	46	51	58	42	57	44
North Bromsgrove High School	88	59	78	67	59	65	17	47	65	16
Pershore High School	137	113	98	105	63	93	83	61	101	74
Prince Henry's High School	175	154	181	139	179	161	165	171	170	156
South Bromsgrove High School	209	155	189	191	177	174	173	166	178	164
St Augustine's Catholic High School & Sixth Form Centre	149	93	157	107	125	108	125	105	150	96
The Bewdley School & Sixth Form Centre	95	57	71	63	60	62	46	47	47	32
The Chase	154	172	100	148	123	99	139	124	134	132
The De Montfort School	45	48	75	33	40	58	46	34	58	34
The Stourport High School & VI Form College	86	87	80	73	55	59	57	48	79	44
Trinity High School & Sixth Form Centre	113	82	109	90	95	72	104	74	95	87
Tudor Grange Academy Redditch	69	84	84	52	74	45	17	54	17	14
Tudor Grange Academy Worcester	71	31	65	54	55	60	65	42	28	60
Waseley Hills High School	48	35	34	42	39	30	33	30	48	30
Wolverley CE Secondary School	60	36	31	41	22	20	26	17	12	19
Woodrush High School	68	38	64	56	45	57	61	39	45	52
	2490	1996	2318	1988	2037	1855	2001	1778	2005	1759

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Stay on Rates

The number of pupils in a sixth form varies widely between schools. This is shown in [Table 3](#). Wolverley CE Secondary School has the smallest number on pupils on roll in year 12 with 12 pupils whereas the largest school sixth form, South Bromsgrove High School, has the greatest number on roll in year 12 of 178 pupils. For all schools, where there are a greater number of pupils in attendance in a sixth form, there is an increased likelihood of the school delivering a greater number of subjects as scale supports the viability of subject delivery.

A Department for Education report published in March 2017 entitled [Understanding costs of A level provision via the decision making process behind class sizes](#), indicated that the minimum viable A level class size is, on average, 11.7 pupils. There are four schools where the number of pupils in year 12 is less than 30. This represents approximately 25% of the previous number of pupils in year 11 indicating a lower than anticipated number of pupils transitioning from mainstream year groups to sixth-form provision. These are Dyson Perrins CE Academy, Tudor Grange Academy Redditch, Tudor Grange Academy Worcester and Wolverley CE Secondary School. With the exception of Tudor Grange Academy Worcester, these schools have had lower pupil numbers in year 11. With higher cohorts progressing through the secondary system, there is an anticipation that school sixth form pupil numbers will increase.

[Table 4](#) below shows the percentage of sixth form numbers on roll in year 12 calculated as a percentage of the cohort at year 11. This will also include a small number of external pupils who may have entered the school at Year 12. As higher pupil numbers move through the secondary school system, higher pupil base numbers will ultimately increase sixth form pupil numbers in popular sixth forms, leading to an expectation of higher sixth form numbers across the County.

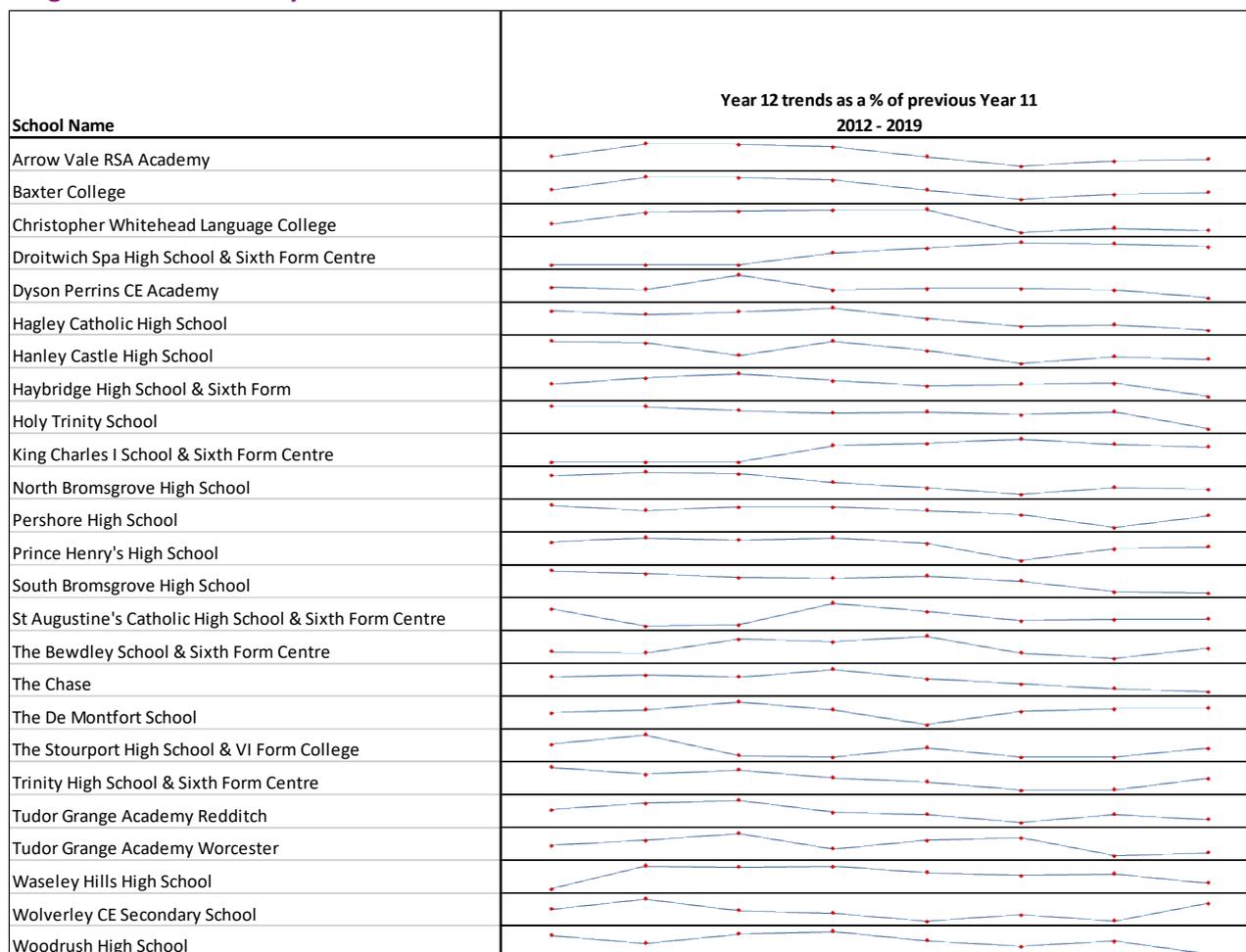
Table 4 - Year 12 Pupils as a Percentage of the Previous Year 11 Cohort

Stay on Rates of Yr12 as a % of the previous Yr11 cohort	2012	2013	2014	2015	2016	2017	2018	2019
School Name	Yr12 pupils as % of previous Yr11							
Arrow Vale RSA Academy	47.3	63.5	62.4	58.8	46.8	34.9	41.6	44.0
Baxter College	36.9	45.6	46.4	47.1	48.1	30.5	34.0	31.9
Christopher Whitehead Language College	0.0	0.0	0.0	28.6	37.7	51.8	47.8	40.9
Droitwich Spa High School & Sixth Form Centre	47.5	45.1	61.5	45.1	46.2	46.1	44.6	36.1
Dyson Perrins CE Academy	74.2	65.8	71.8	85.3	51.4	29.1	34.0	16.5
Hagley Catholic High School	76.4	75.0	68.1	76.5	70.8	63.1	67.3	65.9
Hanley Castle High School	71.7	73.5	75.0	72.8	71.1	71.9	71.9	68.0
Haybridge High School & Sixth Form	116.7	116.2	109.5	105.5	108.4	103.0	108.1	79.8
Holy Trinity School	0.0	0.0	0.0	66.7	74.2	95.0	71.4	62.0
King Charles I School & Sixth Form Centre	40.7	44.0	42.0	35.3	30.9	25.7	31.5	30.0
North Bromsgrove High School	43.8	35.8	40.4	40.2	35.1	28.8	8.8	28.0
Pershore High School	50.8	56.4	53.2	56.8	49.5	28.4	43.2	45.1
Prince Henry's High School	62.0	60.5	59.2	58.9	59.9	57.9	53.4	53.0
South Bromsgrove High School	60.1	50.8	51.5	63.5	58.5	53.8	54.2	54.6
St Augustine's Catholic High School & Sixth Form Centre	62.9	61.7	73.8	71.6	77.3	61.3	56.1	65.5
The Bewdley School & Sixth Form Centre	46.9	49.4	46.4	57.6	43.8	36.6	30.5	26.4
The Chase	55.0	60.4	72.9	59.9	37.0	57.7	61.2	62.6
The De Montfort School	47.0	59.9	32.0	29.4	42.1	29.4	29.7	41.4
The Stourport High School & VI Form College	52.9	44.9	49.8	41.5	37.0	28.1	28.6	40.5
Trinity High School & Sixth Form Centre	51.3	57.9	61.7	48.5	47.0	38.0	46.8	41.3
Tudor Grange Academy Redditch	35.9	43.1	52.8	32.4	43.3	46.5	22.7	27.4
Tudor Grange Academy Worcester	0.0	56.7	52.1	53.8	39.4	32.2	37.6	15.1
Waseley Hills High School	34.7	43.0	33.8	31.4	24.8	30.0	25.6	39.3
Wolverley CE Secondary School	35.4	26.7	37.0	40.0	29.8	23.4	28.9	14.8
Woodrush High School	46.4	33.1	28.7	39.8	38.1	26.0	36.1	25.9

Over the past 7 years the average stay on rate in year 12 has ranged from 37.3% in 2019 to 45% in 2014, although across Worcestershire numbers varies significantly. In October 2019, analysis of the number of pupils in year 12 in a school sixth form in comparison with the number of pupils in year 11 of the previous year and attending the same schools, varied from 14.8% to 79.8% with approximately one third of school sixth forms in Worcestershire maintain over 50% of year 11 pupils in year 12.

The trends for each school sixth form can be seen in [Diagram 2](#).

Diagram 2 - Post-16 Stay on Rate Trends between Year 12 and Year 11 of the Previous Year



There are numerous reasons why transfer rates show a change, these include parental/pupil preference, Ofsted ratings, peer and cohort preferences, examination results, or the ability to offer suitable post-16 provision and course availability. Analysis of year 12 number on roll indicates that there is a correlation between stay-on rates and Ofsted ratings. Of those schools that are rated Outstanding, the number of pupils in year 12 on average is 54% of the previous year 11 and 40.6% for those schools rated Good. However, for schools rated as Requires Improvement the number of pupils in year 12 on average is 34.2% of the previous year 11 and 41.4% for schools rated Inadequate.

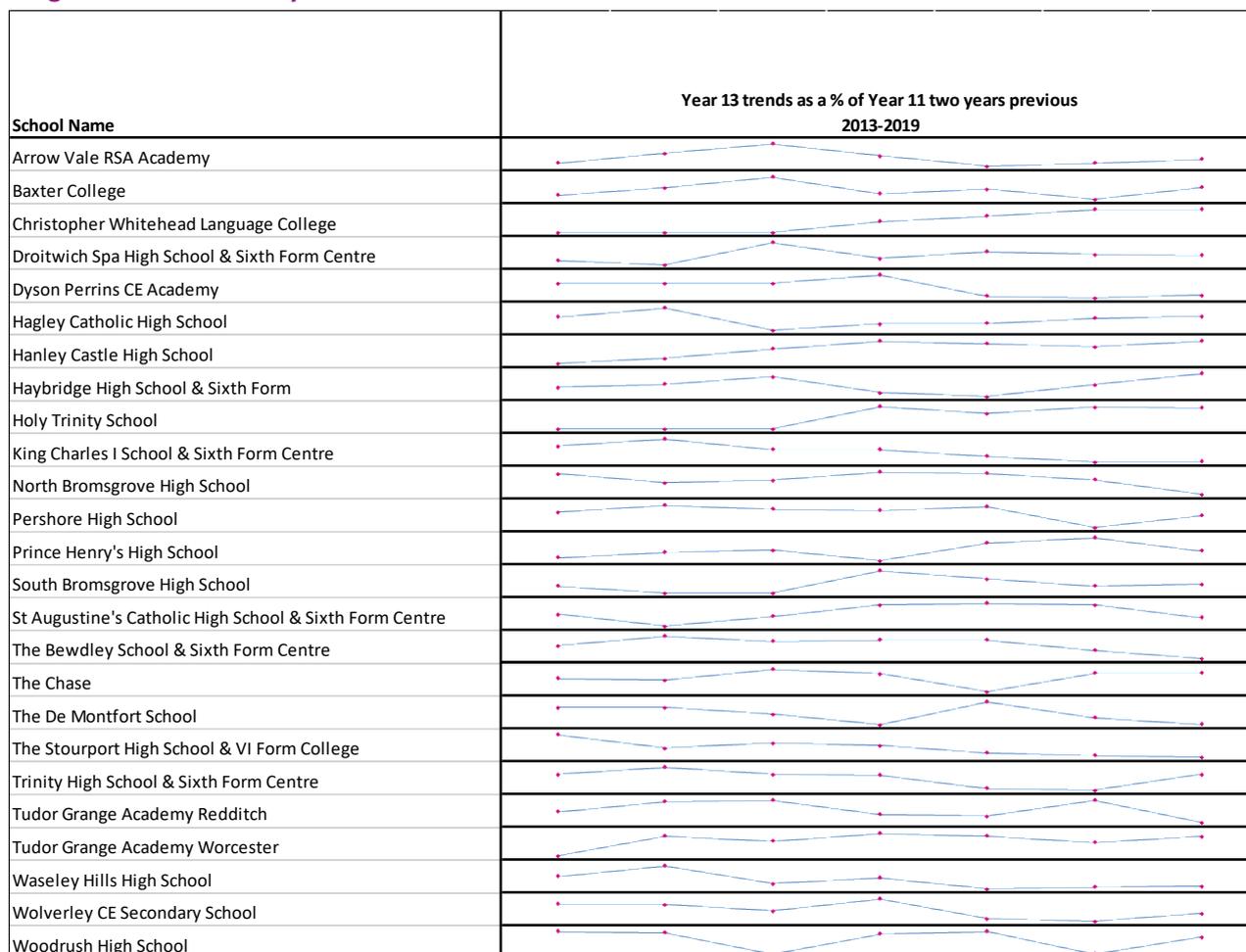
In 2019, the percentage of pupils in year 13 compared with the previous year 12, remains broadly the same as in 2018 with 87.9% of pupils remaining in year 13 compared with 87.3% in 2018 however, between 2014 and 2019 the number of pupils in year 13 declined from 2,036 to 1,759. This is consistent with lower pupil numbers feeding through the system and the increased availability of education, employment opportunities for pupils aged 16-18. [Diagram 3](#) shows sixth form trends at individual schools. [Diagram 4](#) details actual past, present and forecasted pupil numbers between October 2014 and October 2030 providing an overview of pupil numbers in Worcestershire schools. [Table 5](#) shows the number of year 13 pupils on roll as a percentage of year 11 from two years preceding. This figure indicates the retention rate in year 13 for each school sixth form.

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Table 5 - Year 13 Pupils as a Percentage of the Year 11 Cohort from Two Years Preceding

Stay on Rates of Yr13 as a % of the Yr11 cohort 2 years preceding	2013	2014	2015	2016	2017	2018	2019
School Name	% stay on rate Yr13 from Yr11 2 yrs previous	% stay on rate Yr13 from Yr11 2 yrs previous	% stay on rate Yr13 from Yr11 2 yrs previous	% stay on rate Yr13 from Yr11 2 yrs previous	% stay on rate Yr13 from Yr11 2 yrs previous	% stay on rate Yr13 from Yr11 2 yrs previous	% stay on rate Yr13 from Yr11 2 yrs previous
Arrow Vale RSA Academy	28.3	38.5	48.9	35.9	24.9	28.4	32.6
Baxter College	27.4	31.3	37.6	28.2	30.6	24.7	31.5
Christopher Whitehead Language College	0.0	0.0	0.0	23.2	32.9	45.6	46.9
Droitwich Spa High School & Sixth Form Centre	38.0	36.2	44.5	38.5	41.1	39.9	39.6
Dyson Perrins CE Academy	52.3	52.3	52.8	68.6	30.3	26.7	31.1
Hagley Catholic High School	59.4	62.5	54.8	57.1	57.1	58.9	59.5
Hanley Castle High School	53.9	56.5	60.8	64.6	63.4	61.9	64.7
Haybridge High School & Sixth Form	88.7	91.0	95.8	85.5	82.6	90.4	98.1
Holy Trinity School	0.0	0.0	0.0	61.9	41.9	60.0	57.1
King Charles I School & Sixth Form Centre	33.5	38.4	31.4	31.3	27.1	23.5	23.9
North Bromsgrove High School	28.7	19.8	21.9	30.6	29.3	22.9	8.3
Pershore High School	41.8	48.6	44.8	43.6	47.0	27.5	38.5
Prince Henry's High School	48.1	50.0	50.7	46.8	53.3	55.3	50.5
South Bromsgrove High School	50.3	46.8	47.0	58.1	53.9	50.5	51.4
St Augustine's Catholic High School & Sixth Form Centre	45.5	37.3	44.3	51.4	53.2	51.5	43.0
The Bewdley School & Sixth Form Centre	32.8	42.0	37.3	38.2	38.3	28.7	21.2
The Chase	52.3	50.2	63.0	57.6	36.7	58.2	58.1
The De Montfort School	29.6	29.7	26.5	21.6	32.6	25.0	21.9
The Stourport High School & VI Form College	48.6	32.4	38.3	35.3	27.3	24.5	22.1
Trinity High School & Sixth Form Centre	39.2	43.8	39.2	38.6	31.0	29.6	39.2
Tudor Grange Academy Redditch	26.0	32.7	33.6	24.4	23.2	34.0	18.7
Tudor Grange Academy Worcester	0.0	36.2	26.5	40.9	36.4	24.6	34.7
Waseley Hills High School	28.1	33.7	24.6	27.5	21.9	23.1	23.3
Wolverley CE Secondary School	25.2	24.8	22.2	27.3	19.2	18.1	21.1
Woodrush High School	34.1	33.1	22.2	32.7	33.9	22.5	30.8

Diagram 3 - Post-16 Stay on Rate Trends between Year 13 and Year 11 Two Years Previous



Post-16 Education Provision in Colleges

Although this report focuses on the provision of post-16 places in schools across the County, the provision of places by other post-16 providers has an impact on demand for places in schools. The following summary seeks to set out the current post-16 education provision in Worcestershire outside of schools.

In additional to school sixth form provision, the county is supported with 4 college groups including a sixth form college. Admissions policies into the colleges are dependent on the level of entry to the required course. Historically, colleges have offered a greater breadth and depth of courses catering for a wider range of abilities.

Prior to the Technical and Further Education Act, in 2015, the programme of reform of technical and further education introduced a series of area reviews of further education. Worcestershire was included in the second wave of reviews. The Marches and South Worcestershire Review in 2016 provided several recommendations including the continuing merger of South Worcestershire College with Warwickshire Colleges which took place in 2016 and other mergers outside of the Worcestershire boundary.

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The RPA initiative together with the Local Area Review of Post 16 and Training Institutions undertaken in 2016 for The Marches and Worcestershire and the national priority to raise productivity has also driven a response to broaden the scope of post-16 provision. Additionally, Ofsted inspections and the former Department for Business Innovation and Skills (BIS)⁶ have responded with initiatives to respond to the Technical and Further Education Act and have driven a requirement to ensure wider participation in post 16 Education including broadening the scope of apprenticeships.

- **Heart of Worcestershire College** (HOW College) established in August 2014 on the merging of Worcestershire College of Technology (Malvern and Worcester Campuses) and North East Worcestershire College (New College - Bromsgrove and Redditch Campuses). HOW College provides vocational, technical and professional courses, access programmes, apprenticeships, degrees, foundation degrees, HNDs, HNCs, NVQs and business training for students aged over 14 years. The college was rated Good by Ofsted in January 2018 having previously been rated as Requiring Improvement in March 2016. The College currently attracts approximately 3,000 16-19 students per academic year across all campuses. Building development has taken place at HOW College (Worcester) with a £4million 'new build' Duckworth Centre of Engineering on Great Western Avenue, Worcester which opened in October 2019. Additional refurbishment of facilities has also taken place at HOW College Cathedral building. Proposals for a new Construction and Automotive Skills Centre at Kidderminster College are currently in the planning stages.
- **Kidderminster College** merged with NCG (Newcastle College formerly Newcastle College Group) in August 2014. The College offers a number of level 2 and level 3 vocational courses, specialising in BTEC and vocational qualifications. The college has undergone a £2.5 million investment programme to improve college facilities and further work is planned as outlined below. Ofsted has not published a current report on this establishment. The college currently attracts circa 4,500 students enrolled each year in Worcestershire.
- **Warwickshire College Group**. South Worcestershire Colleges formerly Evesham College, Malvern Hills College and Pershore College of Horticulture merged with Warwickshire College Group in August 2016. The sites in Worcestershire predominantly deliver vocational qualifications with specialities in work life experiences at Evesham, where a new state-of-the-art engineering centre was launched in September 2018, together with sites at Malvern Hills being recognised as a centre of Art, and Pershore College as a nationally recognised Centre for Horticulture. Provision is for all ages over 16 years of age. Warwickshire College Group was rated Good by Ofsted in March 2018. There are approximately 4,500 students on roll across the college group.
- **Worcester Sixth Form College** was established in 1983. It is a specialist in education provision for pupils aged 16 – 19 offering a wide choice of A Level subjects, level 2 and level 3 vocational subjects, a range of professional programmes and links with sports and academic academies. Worcester Sixth Form converted to an Academy and merged with Hereford Sixth Form College in April 2019 under the Heart of Mercia Academy Trust

⁶ The education and skills remit of BIS transferred to the Department of Education (DFE) in July 2016 following ministerial changes.

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(Multi-Academy Trust), on conversion Worcester Sixth Form College was rated Good in February 2016. In 2018 there were 1,399 students (16 – 18 years) on roll.

Where college groups exist, the DFE Performance Tables⁷ 16-18 results for 2018-2019 publish statistics on college groups and not individual establishments. Where the sponsor is outside of Worcestershire, the details will be held under the sponsor's home local authority.

5. Post-16 Future Needs in Worcestershire

Secondary school pupil numbers declined in 2013 and remained stable until 2017. The decline impacted sixth form numbers which fell by 18% from 4,624 in October 2012 to 3,779 in October 2018. This is evidenced in Diagram 3 below. However, since October 2018 growth in secondary school pupil numbers continues to gather momentum, this increase is likely to impact school sixth form pupil numbers and post 16 provision across the County from 2020. This growth is set to continue until September 2025, where pupil numbers in secondary schools across Worcestershire are predicted to be at their highest. Pupil numbers are set to continue to rise until 2027 but with less impact in line with the current sixth form transfer rate of 39.9%; from 2027 pupil numbers are predicted to decline.

The demographic growth does not account for growth from new housing and it is likely that further expansions in mainstream provision will be required to mitigate the impact from housing growth. The Five-Year Housing Land Supply figures from the six district councils indicate that from 2020 – 2030 24,534 new dwellings will be delivered across Worcestershire.

Bromsgrove District Council set out in the Bromsgrove District Plan 2011-2030 to deliver a housing target of 7,000 within the plan period. In April 2020, the Council reported that 202 dwellings were completed between April 2018-March 2019 and 294 dwellings were completed between April 2019-March 2020. Of the required 7,000 dwellings, 2,635 had been delivered by March 2020 with a balance of 4,365 to be completed by 2030. Bromsgrove District Council commenced consultation in September 2018 to undertake a review of the Development Plan however, following publication of the Ministry of Housing, Communities and Local Government consultation on Planning for the Future⁸ and the likely reforms, work on the plan has stopped and the District Council will not be publishing any consultation material until more certainty exists on the plan making system.

Redditch Borough Council Infrastructure Deliver Plan Report identifies the need for 6,400 dwellings to be delivered during the plan period 2011 – 2030. In April 2020, the Council reported 279 completions between April 2019 – March 2020, providing a total number of 2,074 completions between 2011 and 2020. The balance of 4,326 to be delivered by 2030. The Redditch Borough Council Area has a number of constraints and any future housing need is likely to be sourced from within neighbouring district council areas.

⁷ <https://www.compare-school-performance.service.gov.uk/download-data?currentstep=datatypes®iontype=la&la=885&downloadYear=2018-2019&datatypes=ks5>

⁸ <https://www.gov.uk/government/consultations/planning-for-the-future>
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The South Worcestershire Councils consisting of Malvern Hills District Council, Worcester City Council and Wychavon District Council are currently reviewing the South Worcestershire Development Plan (SWDP) with adoption anticipated in November 2021. SWDP2 will set out development plans up to 2041. Housing requirements covering the current South Worcestershire Development Plan cover the plan period 2006 - 2030 and sets out to deliver 28,400 dwellings during the plan period. As at December 2019, 16,113 of the 28,400 dwellings had been completed with balance of 12,287 to be completed by 2030.

The Wyre Forest Core Strategy (2006-2026) was adopted in 2010 set out a housing target of 4,000 dwellings during the plan period up to 2026. A replacement Local Plan (2016-36) has recently been submitted to the Planning Inspectorate (April 2020) and the housing requirement as calculated in the most recent monitoring report uses the Standard Method for assessing housing need. This equates to 355.6 per annum.

[Table 6](#) sets out the number of dwellings identified as being required to be delivered per year by each district council between 2020 and 2030 to meet local housing need and, the estimated impact on school sixth form provision assuming an average stay on rate of 50% of year 11, is estimated to yield 98 sixth form pupils on average per year in school sixth form provision across Worcestershire, with further impact on other education, employment and training provision

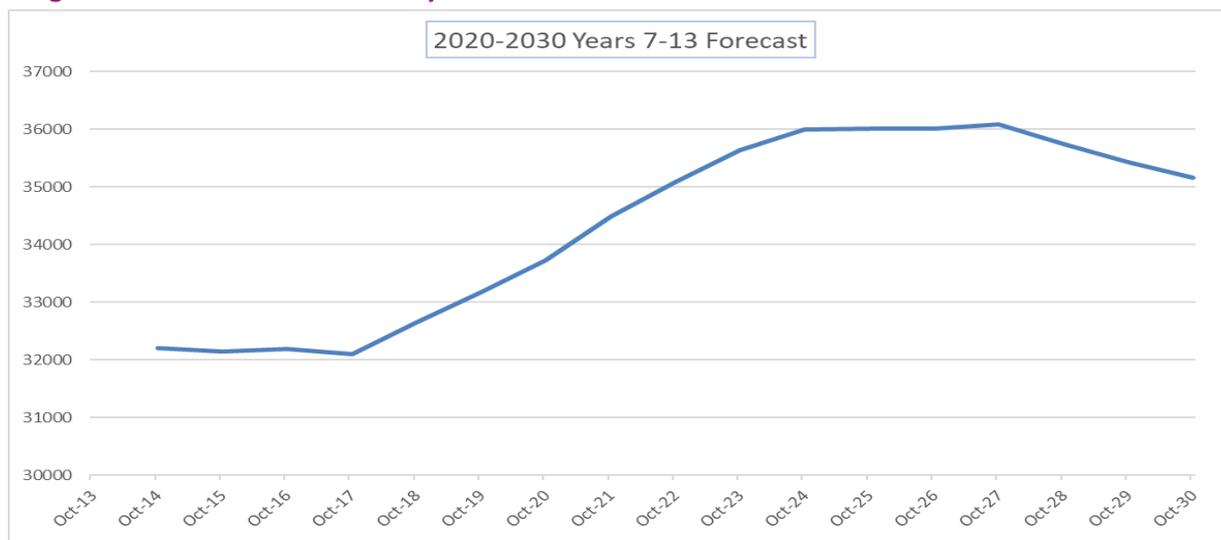
Table 6 - Projected sixth form pupil yield from new housing

District Council	Balance of housing to be delivered per year	Estimated sixth form Pupil yield (year 12 & year 13) per year ⁹
Bromsgrove	436.5	17.46
Malvern Hills (inc. Wider Worcestershire allocation)	654.4	26.18
Redditch	432.6	17.30
Worcester	226.6	9.06
Wychavon (inc. Wider Worcestershire allocation)	348.7	13.95
Wyre Forest	355.6	14.22

⁹ Number of dwellings x pupil yield (0.04) to derive total estimated year 12 and 13 pupils per year during the plan period 2020-2030

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Diagram 4 - Mainstream Secondary School Forecasts 2020-2030

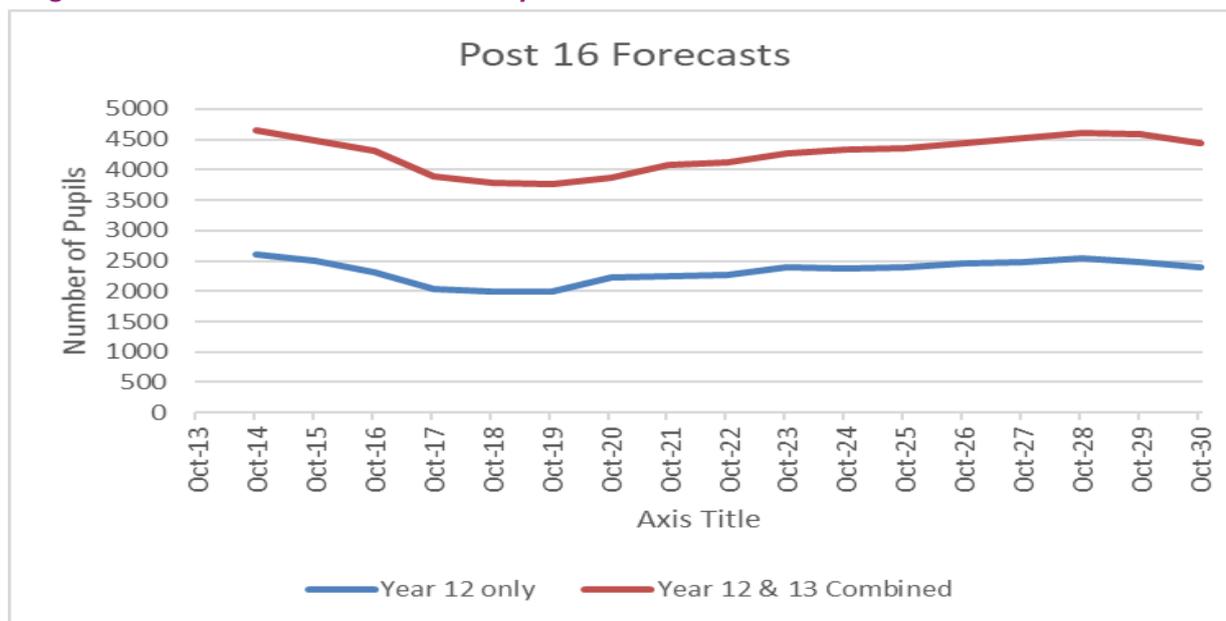


As at the School Census in October 2019, there were 5,556 pupils on roll in year 11 in publicly funded secondary schools in Worcestershire and 2,005 pupils in year 12. This was 4 pupils more than in October 2018 which was the lowest number on roll in year 12 over a seven-year timespan. There were a further 1,763 pupils on roll in year 13 in October 2019. Sixth form pupil numbers were set to be at their lowest in October 2019 across the seven-year time span.

The number of pupils in Year 11 is forecast to be 5,636 in October 2020 rising by 13% to 6,385 by October 2027. It is anticipated that there will be a similar 14.9% percentage increase in Post-16 provision with pupil numbers in year 12 rising from 2,221 to 2,553 in October 2028.

Other factors that may influence a significant change include an increase or decrease in stay on rates as a result of course availability, entrance criteria or published admission number; together with other factors such as additional post-16 options in employment or training and apprenticeships.

Diagram 5 - Post 16 Provision in Secondary School Forecasts 2020-2030



Forecasts indicate that sixth form numbers in secondary school provision are estimated to increase from 3,871 in October 2020 to 4,445 in October 2030, this equates to a 19% increase, with total sixth form pupil numbers peaking in October 2028 with 4,602. This is indicative of higher pupil numbers in the high school system with a retention rate equating to 39.9% on average. There is currently some capacity within the system to accommodate the predicted increase in sixth form pupil numbers from demographic growth. However, as higher pupil numbers come through the system, it is anticipated that any surplus capacity will be utilised to support provision across years 7 – 11 or 9 – 11 depending on two tier or three tier provision.

Most secondary and high schools have a net capacity or funding agreement that allows flexibility for a full year group in both year 12 and year 13 to assist with curriculum and timetabling. The School Capacity Annual Census (SCAP) sought to collect up dated data in June 2018 on Post-16 capacities in schools. The data held by WCC is therefore current and up to date. However, as a result of the forecast increase in secondary pupil numbers, there is unlikely to be a sufficiency of places in the more popular secondary schools particularly where there is anticipated large scale housing growth and ultimately, there may be displacement to other settings particularly when entry requirements are not met, or alternative curriculum options are sought.

Funding new provision

The funding of new post-16 places rests with the ESFA. Where there is a gap in provision, the EFSA will either consider requests from existing providers that are rated Good or Outstanding by Ofsted or will seek new provision from independent learning providers (ILPs) without an ESFA contract for delivery to young people aged 16 to 19 currently holding (or receive in the course of the year), an Ofsted rating graded Outstanding for overall effectiveness. The EFSA apply standard criteria to ensure that gaps are well evidenced prior to securing additional places and will only seek to fund new provision where it adds value and is a high-quality addition to the existing offer for young people.

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Additionally, Worcestershire County Council seeks contributions towards sixth form provision through section 106 planning obligations where there is a demonstrated need to support additional or expanded provision.

6. Conclusion

The number of pupils attending school sixth forms has seen a downward trend in recent years. This corresponds with reduced cohort numbers transitioning through secondary schools and increased education, employment and training opportunities, resulting in low growth in school sixth form pupil numbers. Anticipated increases in pupil numbers in years 7-11 are predicted which is set to eliminate surplus places. The more popular school sixth forms are likely to be impacted the most, currently this equates to one third of the secondary schools that offer sixth form provision.

WCC has up to date Post-16 capacity data to which schools operate. As a result, further analysis can be undertaken to assess the availability of places on offer and to ensure that schools can meet the demands from increased pupil numbers in sixth form accommodation at a time when increased growth in mainstream secondary provision will also be moving through the secondary school system. Where schools have indicated they can support a Published Admission Number over and above their Sixth Form capacity and additionally, have safeguarded accommodation for on average 50% of their mainstream Published Admission number, this is a good indication that they will likely be able to meet demand.

This year, Covid-19 has impacted on many young people and the Government has put in place several initiatives¹⁰ to support young people who have had to rethink the options available to them. Wider initiatives and options, around 'Inspiring Worcestershire Agenda'¹¹, the 'Kickstart' Scheme¹² for young people and the Governments 'Winter Economy Plan' are providing greater opportunities for young people, the indication from the Local Enterprise Partnership (LEP) for the period 2019-20 was of a sustained demand for apprenticeships and learning opportunities. However, the impact of the Covid-19 outbreak on local businesses has been assessed as having an impact on the apprenticeship scheme and has not been without its challenges. The impact of Covid-19 on the workplace and business environment and on the local economy, will require greater reporting for the 2020-21 period.

In addition, Young people in Worcestershire are being supported by Worcestershire Children First Vulnerable Learners Team. Worcestershire Children First continue to work with schools to assess and support young people who may be at risk of becoming NEET.

Post-16 provision across Worcestershire is varied and schools that provide post-16 options through sixth form provision offer an important part to play across the school landscape. This report has explored current post-16 provision and shown that at present, schools are able to meet the demand for places in school sixth forms; however, for schools with small sixth forms, there have been challenges in maintaining a viable breadth of curriculum as numbers have slumped. WCF will continue to work closely with schools

¹⁰ <https://www.gov.uk/government/publications/qualifications-in-covid-19-support-packages>

¹¹ <https://www.wlep.co.uk/current-projects/inspiring-worcestershire/>

¹² https://www.worcestershire.gov.uk/info/20829/here2_help_business_kickstart_scheme

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that currently have low numbers on roll in their sixth forms to ensure sustainability and retention of those settings to provide young people with the choice of attending local sixth form provision. In addition, for those schools where the transfer rate to sixth form provision is viable but is below the anticipated transfer rate, to explore whether there are any barriers to pupils entering school sixth forms and identifying whether there are the resources to deliver the depth and breadth of qualifications to sustain provision.

As pupil numbers increase, post-16 providers will face a number of new challenges. WCF will work alongside schools and other partners to ensure Worcestershire is well placed to provide a range of qualifications to young people in school settings, for those that require them. WCF will continue to monitor pupil numbers in secondary school sixth forms and will work with schools to identify and support Post 16 growth to meet local need where it is required. It will be more important than ever to understand the impact of housing growth on post-16 places and will continue to work with developers and district councils to ensure correct provision is in place.

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Bewdley High School

Good education places for all Worcestershire children

Worcestershire County Council's School Organisation Plan

2019 - 2024

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1. Introduction

Worcestershire's Corporate Plan: Shaping Worcestershire's Future 2017-22 states that "We will continue to play an essential role in managing and coordinating the school system across the county and ensuring education provision remains fit for purpose."

This plan sets out the way that Worcestershire County Council (WCC), as the responsible body for education intends to address its statutory responsibility to ensure a sufficiency of places across all areas of education provision in the period 2019-24 including:

- Early Years (0 – 5 years).
- Mainstream (5 – 16 years).
- Special Educational Needs and Disabilities (SEND) (0 – 25 years).
- Post-16 (16 – 19 years).

It also addresses the changing role of the Council as a strategic commissioner. This five-year strategic plan provides links to the annual updates, which will include the latest forecast information. The plan will be updated during the five-year period to take into account any changes to education policy at a national and local level.

Children entering reception classes in Worcestershire first and primary schools rose by 5% in the period 2013-17, peaking in 2016 (+8%). At this point there were an additional 487 reception pupils or 16.2 FE (forms of entry based on 30 pupils per form of entry) compared with October 2013. In the period of this plan, numbers entering reception are forecast to decline by -7.4% (2017-2021 excluding the impact of new housing). This equals 473 fewer reception pupils or 15.7 FE across the County compared with October 2017.

Numbers entering Year 7, the standard transition point for secondary education, also rose in the last five years, this time by 11.6% but from a low base. As a result there were an additional 616 children in year 7 or 20.5 FE in October 2017 compared with 2013. In the lifetime of this plan numbers are forecast to continue to increase and will peak in 2023 with an additional 11.9%. This equals an additional 702 pupils at Year 7 or 23.4 FE across the County.

Alongside this demographic growth, large scale housing developments are expected up to 2030 and beyond. This will put increased pressure on places across all phases and will be carefully monitored throughout the life of this plan. Forecasts for reception children in Worcestershire, including current housing trajectories, see numbers decline by only -2.8% by 2021. Year 7 numbers including housing rise by 19.5% in the period from 2017-23. This equals 1,154 additional pupils at Year 7 or 38.5 FE across the County, resulting in a total forecast increase in pupils at Year 7 of 1,770 or 59 FE in the period 2013-23.

This will result in the need for the creation of additional capacity in existing schools and the creation of new schools in Worcestershire which will be monitored by the team and reported annually to the Cabinet Member with Responsibility for Education and Skills.

In a constantly changing education landscape this report will also identify how the Council will meet education provision need, commission new places, fund those new places and monitor the success of the plan.

2. Vision and principles

Strategic vision for education in Worcestershire

Worcestershire County Council believes that all children should have the opportunity for the best possible education to allow them to fulfil their full potential. To achieve this, we feel that local solutions offer the best way to meet the needs of all children and therefore, will encourage schools and settings to work together to build partnerships and support each other for the best interests of all our children. The County Council, for its part, will work with all types of providers to ensure there is a sufficiency of good quality education places in Worcestershire.

Core principles

Where the Council identifies the need for additional places, the decision on which provider to commission to deliver those places will be based on the aim to meet the following clear core principles:

- Improve educational outcomes for all children and young people;
- Improve the learning experience of children and young people;
- Support good or outstanding provision;
- Be sustainable in the long term; and
- Be cost effective / value for money.

Links to other council strategic documents

Worcestershire's Corporate Plan "Shaping Worcestershire's Future" has four key priorities to help guide the work of the Council over the next five years.

We are focused on improving outcomes for all children, young people and families in Worcestershire. Our ambition is to see more children and young people achieving their full potential in education and being fully prepared to live happy, healthy, independent and prosperous adult lives. This School Organisation Plan supports our priorities to:

- Provide adequate capacity by creating the right number of good or better school places to enable parental preference; and
- Support successful schools to expand in an appropriate form, to meet housing and demographic growth.

Worcestershire's Children and Young People's 2017-21 provides a framework for all agencies and organisations working with children, young people and families to make the necessary impact to improve lives (www.worcestershire.gov.uk/cypp).

The School Organisation Plan supports the following CYPP priorities:

- Support children to have the best start in life and be ready for learning;
- Provide access to a quality and appropriate education/learning experience for all;
- Prepare young people for adult life; and
- Improve outcomes for our most vulnerable children and young people.

The Education and Skills Strategy is currently in development and due for publication in spring 2019.

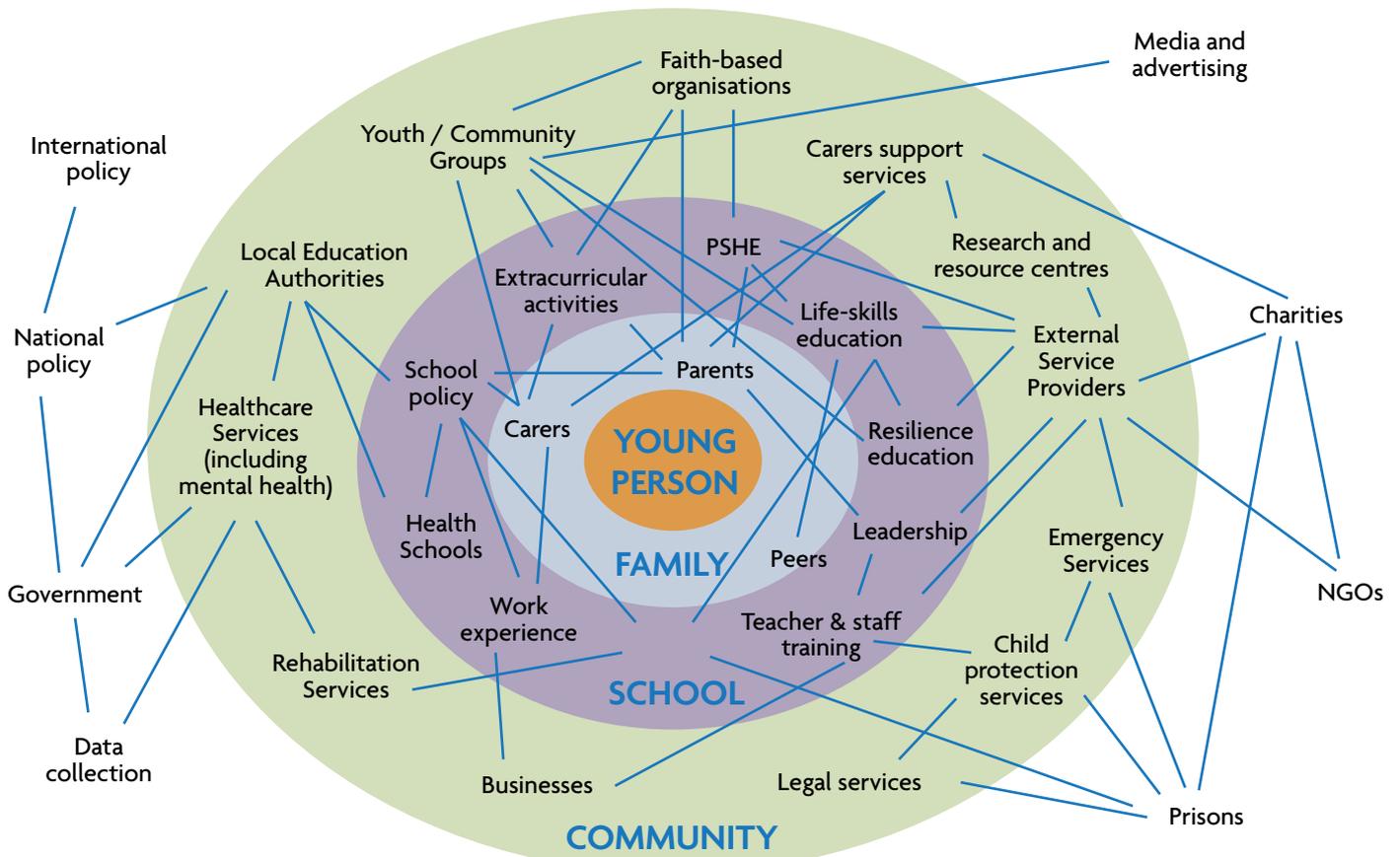
3. Roles and responsibilities

The education system is complicated and complex. The system will vary from authority to authority, and comprises all those organisations and people who have a role to play in ensuring that children can access and participate in a high quality education and achieve good outcomes.

When working with any partners, the Council will place its overarching strategic responsibility to champion children and young people and their outcomes at the heart of the process.

An example of this system is set out below (Great Educational Outcomes for Worcestershire Children – Jo Davidson – August 2017):

A diagrammatical view of an education system



Worcestershire County Council

Worcestershire County Council has a duty (under the Education Act 1996) to ensure there are sufficient school places to accommodate the children and young people who reside in the county and to ensure these places are of good quality with sufficient capacity to promote parental preference and diversity.

The 2011 Education Act requires that, where the need for a new school is identified, the Council should invite proposals to establish a free school, with the final approval given by the Secretary of State for Education.

Worcestershire County Council has a statutory duty to:

- Secure sufficient childcare, as far as is reasonably practical, to support parents to take up or remain in work or training.
- Secure free early years education for all eligible young children in their area.
- Undertake an assessment of the sufficiency of childcare places in its area at least every 3 years, with an annual update, and publish the assessments in the prescribed manner (Childcare Act 2006).
- Secure sufficient schools to provide primary and secondary education in their area through the inputting and analysis of pupil forecasts, and to complete the Annual Surplus Places Survey.
- Ensure sufficient education places are available to meet the needs of the population in the area.
- Undertake an assessment of the sufficiency of school places in its area with annual updates.
- Consider parental representations regarding the provision of schools and respond accordingly, including outlining any proposed action, or where it is considered action is not needed, to explain the reasons for this.
- Ensure the prescribed statutory process is followed when proposing to establish new schools. (As of 1st February 2012 Section 37, Schedule 11 of the Education Act 2011 applies i.e. where a new school needs to be established the Council must seek proposals for the establishment of a new academy).
- Follow the prescribed statutory process when proposing the closure of existing maintained schools.
- Follow the prescribed statutory process when proposing alterations to existing schools.
- Secure educational provision for pupils age 16 – 18 and those 19 to 25 years with special educational needs as in Section 14 of the Education Act 1996.
- Keep their arrangements for Special Educational Needs and Disabilities (SEND) provision under review as in Section 315 of the Education Act 1996.

The co-ordination and management of all education place planning is located in the Children, Families and Communities (CFC) directorate of the County Council.

Under the County Council's Scheme of Delegation, decisions relating to PAN changes and the consultation process, at maintained schools, have been delegated to the Director for Children's Services or the Cabinet Member with responsibility for Education and Skills. The Cabinet Member may also decide to escalate the decision to the County Council's Cabinet.

Approval to the allocation of relevant capital resources is given by Council as part of its budget setting.

Provision planning and accommodation

Provision Planning and Accommodation is the team within the Council that leads on school organisation matters. Its principle outputs include:

- Annual sufficiency forecasts and forward planning for:
 - » Childcare;
 - » Mainstream;
 - » SEND; and
 - » Post-16.
- Submission of the annual School Capacity Collection (SCAP), which is a statutory return to the DfE that is used as the basis for calculating Basic Need Grant.
- Maintaining capacity information.
- Managing S106/CIL contribution requirements including negotiating contributions with developers and district councils and the collection and allocation of funding for education capital works.
- Project Management of:
 - » School reviews and school organisation changes;
 - » Development of schemes to be funded through the Education Capital Programme;
 - » Managing Education Capital Programme; and
 - » Academy Conversions.

Babcock Prime

Babcock Prime provides a number of services that support the delivery of services to early years settings, schools, academies, multi-academy trusts and post-16 providers assisting Worcestershire County Council to fulfil the duty to secure sufficient places.

Babcock Prime is a commissioned service that administers the statutory [Admissions Process](#) on behalf of and in partnership with the Council. Further information on the work of admissions can be found by clicking on the link above.

Information on the Council's [policy on Delayed and Accelerated Transfer](#) – Placement of pupils out of their chronological age group including summer born children starting school, can be found by clicking the link.

Settings

All types of providers are key to a successful school organisation system. They provide the places that allow children and young people of all ages to attend an education setting in their local area. Without this continued support from all providers and settings across Worcestershire the Council could not continue to meet its statutory duty.

The operational lead for place planning in providers and settings across Worcestershire should:

- Monitor forecasts produced by the place planning team to allow them to successfully plan for future demand;
- Undertake appropriate curriculum analysis and school development plans to allow them to identify any potential surplus accommodation that could be used to support needs of children in their area;
- Engage in collaborative working with the Council and other settings in their area to meet future demands on settings from demographic or housing growth, which makes best use of resources and supports all children and young people and settings in their local area;
- Maintain the fabric of their setting; and
- Follow any appropriate statutory guidance when instigating any organisational changes to their setting.

Place Partnership

Place Partnership is a commissioned service that provides a number of services to the Council in managing its capital assets. These services include asset and estate management, project management, building surveying services and facilities management. Place Partnership organises the asset management suitability surveys on behalf of the Council that allows us to prioritise our Condition Programme for maintained schools and to develop our capital programme and provides information on up to date costings from Building Cost Information Service (BCIS).

Place Partnership is also the data holder on behalf of the Council in respect of surveys and plans at the point of transfer.

Jacobs architects

Jacobs is the County Council's supplier of Construction Related Professional Design Services. They have offices throughout the UK and a Worcester office set up specifically to deliver services for Worcestershire County Council. This team has extensive experience in school design and offers a full multi-disciplinary design service incorporating architecture, engineering, cost control, project management and a full range of specialist survey and design services. The team undertakes condition surveys for the Council and has extensive knowledge of the Worcestershire school estate. It also offers strategic design advice in relation to national School Premises Regulations, ESFA recommended accommodation provision, and standards.

Where funding for a project comes from the Council's capital programme and a school is maintained, then Jacobs will be the Council's design team.

Contact: Andrew Stamper or Dermot Galvin - by telephone on 01905 368100

First Floor, Malvern Court, Whittington Hall, Whittington, Worcester WR5 2RA



Leigh & Bransford Primary School - Extension

Regional Schools Commissioner (RSC)

The **Regional Schools Commissioner (RSC) for the West Midlands** has a strategic role in school organisation as it relates to academies. This is particularly true where an academy seeks to make a prescribed alteration. These can include:

- Significant expansion for more than 30 pupils (10% or 20 pupils, for special academies);
- Age range changes;
- Sixth form provision; and
- Changes affecting provision reserved for pupils with SEND.

For a full list and more information please read the DfE guidance on **Making Significant Changes to an Existing Academy**.

The RSC also recommends the approval of proposals for new free schools to the Secretary of State for Education and can instruct academies to expand due to basic need pressure.

The Council and the RSC work closely together to ensure that any approvals to changes at academies are in the best interest of all children and will not result in over or under supply of school places.

Where a change of age range is proposed by academies, the council will use its data to inform the RSC of the implications of any proposal, and the likely impact on other schools within the pyramid.



Blackwell First School

4. Context of Worcestershire education provision

The education provision planning landscape in 2018 is a complex one. The Council still retains direct responsibility and decision making for a majority of its schools however, the majority of our pupils are educated in academies, from which we commission places. In the childcare and post-16 sectors, the vast majority of our places are provided by institutions independent of Worcestershire County Council.

The Council retains its strategic responsibility to ensure sufficient high quality places, across all phases appropriate to the age, aptitude and ability of all learners. We will continue to build on existing partnerships, such as Diocesan Bodies, private and voluntary providers, academies, multi-academy trusts and free schools, whilst developing new relationships, with a core aim of producing the best outcomes for all children and young people in Worcestershire.

Numbers and Types of education provision

The tables below show the pattern of provision in Worcestershire:

Table 1 - Numbers and types of early years provision registered for nursery education funding September 2018

Type of Childcare Provider	Apr-14	Apr-15	Apr-16	Oct-18
Maintained Nursery Class	52	49	52	59
Governor Led Nursery				38
Independent Nursery Class	9	9	4	3
Childminder	98	147	161	211
Day Nursery	134	135	130	130
Pre-School Playgroups	151	152	148	102
County Total	444	492	495	543

Table 2 - Number and types of mainstream schools, academies and free schools by phase September 2018

School Phase and Age Ranges	LA Maintained Schools	Academies	Free Schools	Totals by Phase
Nursery Schools	1	0	0	
Nursery total	1	0	0	1
First Schools	53	18	0	
Primary Schools	63	42	1	
First/Primary total	116	60	1	177
Middle Schools – Deemed primary	3	1	0	
Middle Schools – Deemed secondary	6	8	0	
Middle total	9	9	0	18
Secondary Schools -10-18 years	1	0	0	
Secondary Schools -11-16 years	1	5	0	
Secondary Schools -11-18 years	2	13	0	
Secondary Schools -12-18 years	0	2	0	
Secondary Schools -13-18 years	1	5	0	
Secondary total	5	25	0	30
Special Schools - primary	1	0	0	
Special Schools - secondary	0	1	0	
Special Schools – all-through	4	3	0	
Special Schools total	5	4	0	9
Combined First and Middle	0	1	0	
Alternative Provision Schools	3	1	2	
All-through School	0	0	1	
Other total	3	2	3	8
Total Number of Schools in Worcestershire	139	100	4	243

Table 3 – Number and types of schools by providers November 2018

	Nursery	First/Primary	Middle	Secondary	Special	All-through & Alternative	Total
Maintained *	1	116	11	4	4	4	139
Stand-alone academies	0	7	2	15	1	3	28
Diocese of Worcester MAT (DoWMAT) *	0	10	2	0	0	0	11
The Rivers CofE Multi Academy Trust	0	10	0	0	0	0	10
Severn Academies Educational Trust	0	5	0	2	0	0	7
Advance Trust	0	0	0	0	3	1	4
Avonreach Academy Trust	0	3	0	1	0	0	4
Our Lady of Lourdes Multi-Academy Co.	0	2	1	1	0	0	4
Hanley and Upton Education Trust	0	2	0	1	0	0	3
St Nicholas Owen Catholic Multi Academy Co.	0	2	0	1	0	0	3
Victoria Academies Trust	0	3	0	0	0	0	3
Bengeworth CE Academy Trust	0	2	0	0	0	0	2
Black Pear Trust	0	2	0	0	0	0	2
Central RSA Academies Trust	0	0	1	1	0	0	2
Holy Family Catholic MAC	0	2	0	0	0	0	2
Mercian Education Trust	0	2	0	0	0	0	2
RSA Academies	0	1	1	0	0	0	2
The Spire CofE Learning Trust	0	1	1	0	0	0	2
Tudor Grange Academies Trust	0	0	0	2	0	0	2
The Villages Multi Academy Trust	0	2	0	0	0	0	2
Redditch West School Trust	0	2	0	0	0	0	2
Alvechurch C of E Multi-Academy Trust	0	0	1	0	0	0	1
Bishop Anthony Trust	0	1	0	0	0	0	1
Gloucester Learning Alliance	0	1	0	0	0	0	1
Oasis Community Learning	0	1	0	0	0	0	1
Ormiston Trust	0	0	0	1	0	0	1
The Griffin Schools Trust	0	1	0	0	0	0	1
The Hill Trust	0	0	1	0	0	0	1

* One maintained school is combined middle/high and one DOWMAT school is combined first/middle but split for the purposes of this table.

Table 4 - Number and types of specialist education provision February 2018

Type of provision	Number
Special schools	9
Special School Nursery / Nursery Plus	5
Early Years specialist language classes	4
Mainstream school with nurture group funded by LA	16
Mainstream schools with language bases for children with language disorders	5
Mainstream schools with mainstream autism bases for children with ASD	14

Table 5 - Number and types of post-16 providers September 2018

Type of provision	Number
Further Education Colleges	4
Active training providers offering apprenticeships	208

School size

The size of a school is usually defined by its published Pupil Admission Number (PAN), which sets out the maximum number of pupils a school will admit at the point of entry to the school. This is sometimes represented by the number of Forms of Entry (FE) in each year group. Alternatively, the physical capacity of the school could be used, which refers to the maximum number of pupils that can be accommodated within current school facilities.

Another measure of school size is the current number on roll at the school. The numbers on roll (NOR) is the number of individual pupils a school has on roll (either full time or part time) at any one time. School Census' are undertaken termly in October, January and May to record the number of pupils on roll at a given time; these are referred to as school census days. Please see table 6 for a summary of the range of school sizes by number on roll in October 2017.

Table 6 - Type of school by number on roll (NOR) October 2017

Type of school	Smallest NOR	Largest NOR
First	38	442
Primary	43	777
Middle	179	662
Secondary (including sixth form)	329	1342
Special School	63	251

The Council has no policy on the optimum size of schools in the county. In provision planning terms we often use Forms of Entry (FE) as the basis of planning. Each FE is assumed to be 30 pupils. Accepted practice within the Council is that any new first/primary school would ideally be at least 2FE, middle school 3FE and a secondary school 6FE. This provides the best position for long term viability. However, it is recognised that in some circumstances this may not be achievable. In these situations the Council will work with any potential provider to ensure that potential smaller schools are viable, produce high quality appropriate education and deliver a varied curriculum for all their pupils.

The maximum size of a secondary school is best decided on individual circumstances and in consultation with partners. The Council is committed to ensuring that every school in Worcestershire is able to offer the best possible education for all its children and young people, irrespective of size.

Table 7 – Type of school by forms of entry (FE)

	Nursery	First/Primary	Middle	Secondary	Special	All-through & Alternative	Total
Up to 0.5FE	0	31	0	0	0	0	31
Up to 1FE	0	74	0	0	0	0	74
Up to 2FE	0	59	0	0	0	1	60
Up to 3FE	0	13	3	1	0	0	17
Up to 4FE	0	1	3	1	0	0	5
Up to 5FE	0	0	10	1	0	0	11
Up to 6FE	0	0	4	7	0	0	11
Up to 7FE	0	0	0	6	0	0	6
Up to 8FE	0	0	0	5	0	0	5
Up to 9FE	0	0	0	4	0	0	4
Up to 10FE	0	0	0	2	0	0	2
Up to 11FE	0	0	0	2	0	0	2
Up to 12FE	0	0	0	1	0	0	1
N/A	1	0	0	0	9	6	16

Small schools policy

Worcestershire has many small schools, particularly in villages or rural areas, which are monitored annually by the Council. Should there be the need to review a small school the [Worcestershire's policy on conducting an officer review of small schools](#), lays out the criteria and process for such a review.

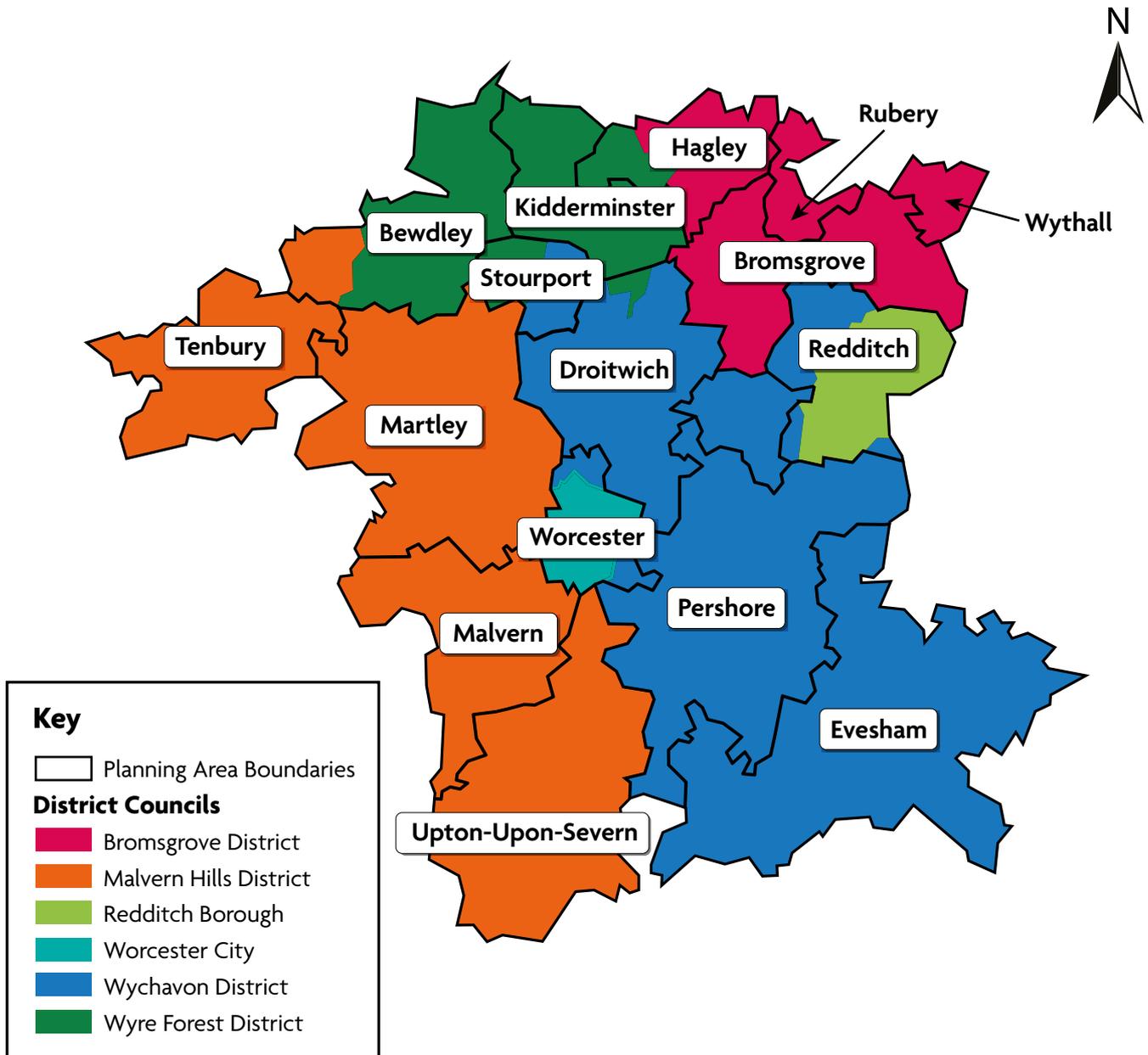
Education planning areas

Effective pupil place planning is a fundamental element of the local authority's role as strategic commissioner of good school places. Most local authorities divide their geographical regions into smaller areas for pupil place planning purposes and pupil planning areas should align with these smaller areas. Schools located in close proximity where pupils could reasonably attend, should be grouped together in one planning area. The educational planning areas (EPA) within Worcestershire are used by the Council for the purposes of assessing current and future pupil demand for school place provision.

Pupil place planning is a dynamic process in which factors such as school re-organisation, evolving local demographics or changing geographical factors can mean existing structures are no longer fit for purpose. Changes to EPAs are therefore sometimes necessary.

The Council operates 16 Education Planning Areas, based around the main population centres.

Figure 1- Education planning areas in relation to district council boundaries



Tier structure

There are both two-tier and three-tier education systems in operation in Worcestershire. In areas which operate a two-tier model, children enter primary school at reception before transferring to a secondary school at the start of year 7. In areas which operate a three-tier model, children enter first school at reception, transfer to a middle school at the start of year 5 or 6 depending on the age range of the middle school, and then transfer again to high school at the start of year 8 or 9 depending on the age range of the high school. Some schools have sixth forms and some do not. The table below summarises the predominant model in operation in each EPA as of June 2018:

Table 8 - Tier areas in Worcestershire

Two-tier model	Three-tier model A	Three-tier model B	Three-tier model C
Primary Years R-6 (Age 5 – 11)	First Years R-4 (Ages 5 – 9)	First Years R-4 (Ages 5 – 9)	First Years R-5 (Ages 5 – 10)
Secondary Years 7 – 13 (Ages 11 – 18)	Middle Years 5-8 (Ages 9 – 13)	Middle Years 5-7 (Ages 9 – 12)	Middle Years 6-8 (Ages 10 – 13)
	High Years 9-13 (Ages 13 – 18)	High Years 8-13 (Ages 12 – 18)	High Years 9-13 (Ages 13 – 18)
Bewdley	Bromsgrove	Droitwich	Evesham
Hagley	Redditch	Pershore	
Kidderminster			
Malvern			
Martley			
Rubery			
Stourport			
Tenbury			
Upton			
Worcester			
Wythall			

A small number of schools in the three-tier areas operate on a primary / secondary basis. This includes catholic school provision and some other schools that have sought to change their age range away from the three-tier model.

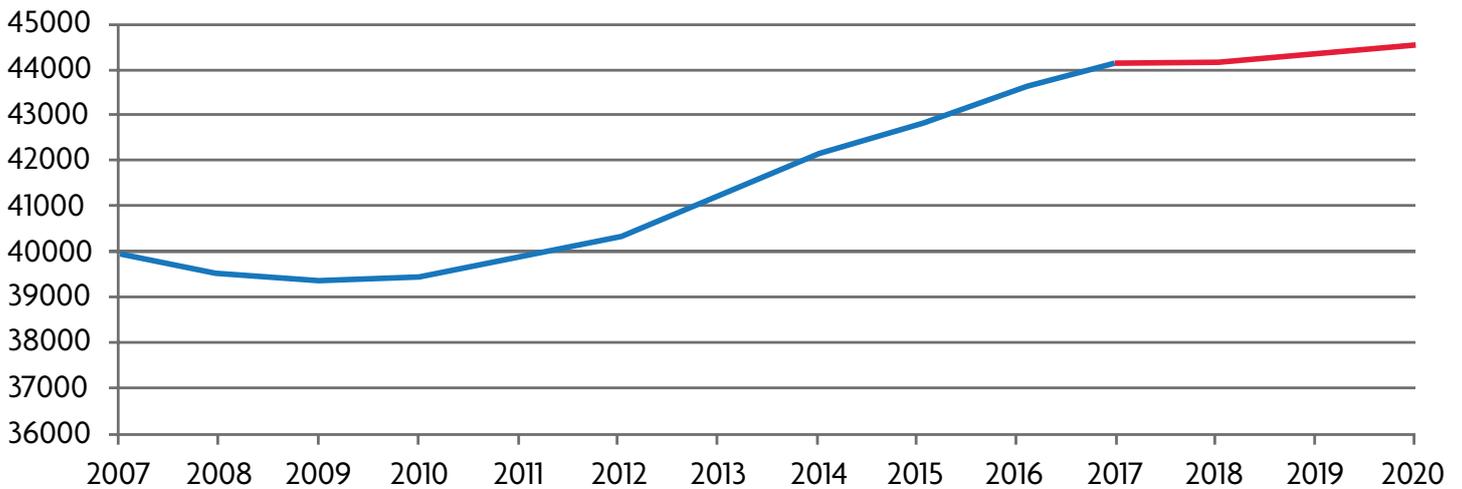
5. Demand for education provision

Demographic growth

The landscape of education provision in Worcestershire is changing. The number of primary age children (reception to year 6) in Worcestershire has altered significantly over the last several years and provision has had to adapt to ensure we are able to meet the demand for primary school places across the county. After several years of growth, we are now expecting the birth rate of children in Worcestershire to stabilise and the number of children in primary school derived from demographic growth is set to maintain at between 44,000 and 45,000 for the foreseeable future.

Graph 1 - Numbers on roll in reception to year 6 2007-2020

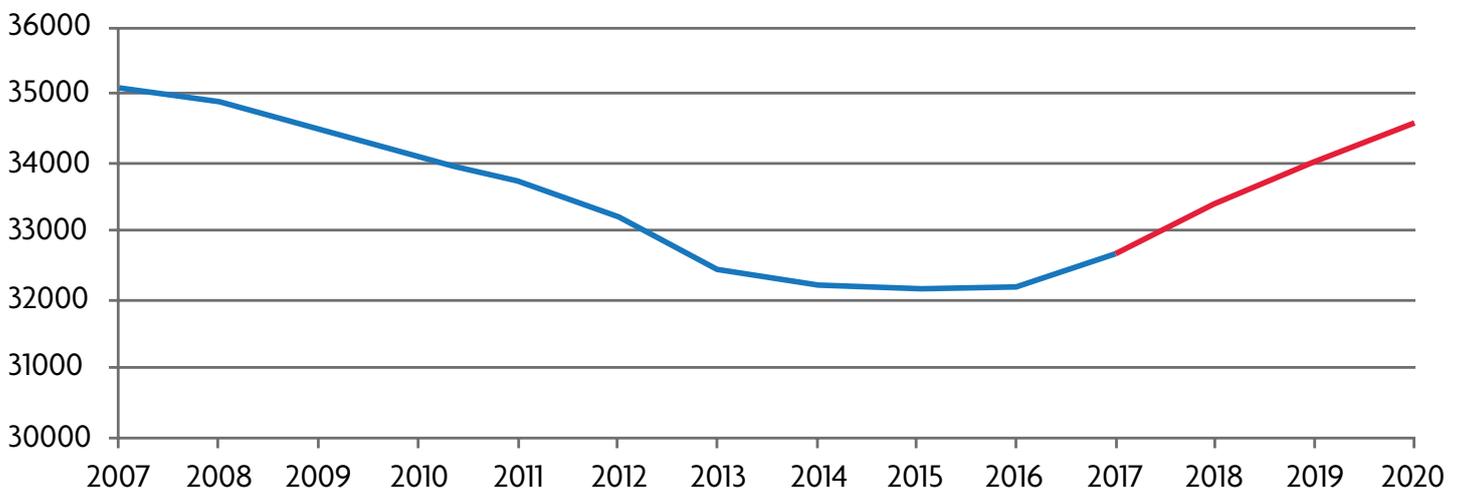
Total Number On Roll - Primary



Higher numbers of children entering primary and first schools in the county began to affect the total number of children on roll in key stage 1 and 2 from 2011. As a result, we started to see the number of secondary age children (year 7 to 11) in Worcestershire begin to rise sharply in 2017.

Graph 2 - Numbers on roll in year 7-13 2007-2020

Total Number On Roll - Secondary



Worcestershire has a mix of urban and rural areas. An increasing number of families are moving into urban areas, a trend

seen nationally, which is supported by housing growth. The challenge of ensuring there is a sufficiency of places within our urban areas, where land and space are becoming increasingly sparse, as well as ensuring small village schools are able to remain sustainable as a result of falling catchment area pupil numbers, will be a greater challenge moving forwards. This will be the case particularly over the next 5-10 years as a number of large housing developments are expected to greatly increase the numbers of families with school age children in towns and cities. At the same time, smaller developments, will see the potential for villages to increase by large percentages.

Forecast pupil numbers shown overleaf are based on children currently living in Worcestershire, new housing will generate additional demand above that which is shown above. Additional provision at primary and secondary level will therefore be required directly as a result of new housing. The Council will need to build on existing relationships with schools, developers, and neighbouring councils to tackle these challenges and ensure all children are able to access good education provision.

The housing development plan for the south of the county was adopted in spring 2016 and includes significant housing forecasts in and adjacent to the Worcester EPA. Plans for the north of the county are not yet fully adopted and will be affected by a planned Green Belt review in the early 2020's. However we are expecting a significant number of new housing in the north of the county, particularly as a result of unfulfilled housing need from Birmingham. Large new housing developments are expected to expand the Bromsgrove, Redditch, Malvern and Worcester urban areas in particular.

Migration

Migration is generally modest with some movement across county boundaries. In general, outward migration impacts on Birmingham, Dudley, Sandwell and Solihull councils to the north and on Gloucestershire and Warwickshire councils to the east.

Inward migration into Worcestershire schools is not currently considered a major factor and is not a cause for concern as, in the majority of cases, school admissions policies give priority to pupils living within the school catchment areas. Some schools are very dependent on migration from authorities outside Worcestershire particularly in the north of the county with pupils coming from Birmingham and Dudley to serve the Hollywood area, from Shropshire to serve the Tenbury area, and schools serving the Upton area with pupils coming from Gloucestershire. Isolated cases of seasonal working are a factor but there is no statistical evidence that this is putting pressure on provision.

Within post-16 education, Worcestershire has historically had a net migration out of the county and increased provision within the county is seeking to maintain higher student numbers. At the moment it is too early to identify the reasons for this. Further outcomes will be monitored as part of the post-16 sufficiency report.

None of these patterns are currently forecast to cause any major pressures on the overall provision across the County.

6. Growth as a result of new housing

The National Planning Policy Framework (NPPF)

Paragraph 95 of the NPPF 2018 lays out education's role in the planning framework. It states:

It is important that a sufficient choice of school places is available to meet the needs of existing and new communities. Local Planning authorities should take a proactive, positive and collaborative approach to meeting this requirement, and to development that will widen choice in education. They should:

- a) Give great weight to the need to create, expand or alter schools through the preparation of plans and decisions on applications; and
- b) Work with school providers, delivery partners and statutory bodies to identify and resolve key planning issues before applications are submitted.

The Provision Planning and Accommodation Team will support this by working with developers, district councils and schools, to create bespoke assessments taking into account pupil yields, local circumstances, the availability of good school places, costs, and potential impact on other local schools.

The following development plans operate in Worcestershire.

South Worcestershire

- Malvern Hills District Council – predominantly incorporating the Malvern, Martley, Tenbury and Upton EPAs.
- Worcester City Council – predominantly incorporating the Worcester City EPA.
- Wychavon District Council – predominantly incorporating the Droitwich, Evesham and Pershore EPAs.

The [South Worcestershire Development Plan](#) (SWDP) was adopted in February 2016 and covers the period 2006 – 2030. Worcestershire County Council contributed to the plan and set our requirements in terms of the education provision and the supply of school places as a result of the proposed housing developments.

Current proposals under the SWDP are likely to require the expansion of existing primary and secondary schools. Two cross boundary urban expansions named the South Worcester Urban Expansion and West Worcester Urban Expansion are likely to require the provision of new free schools. Further information on these and other large scale developments can be found via the [South Worcestershire Development Plan](#).



St. Andrew's First School

Bromsgrove

Bromsgrove District Council to the north of the county predominantly covers the educational planning areas of Bromsgrove, Hagley, Rubery and Wythall. The [Bromsgrove District Plan](#) 2011 – 2030 was adopted on 25th January 2017 and sets out the Council's vision and strategy for the area until 2030.

Three large scale housing developments are proposed for the Bromsgrove town area: Brom1 at Norton Farm for 316 dwellings; Brom2 at Sidemoor, known as Perryfields, for 1300 dwellings; and Brom3 at Whitford Road for 490 dwellings.

There are two further cross boundary urban expansions proposed in the Bromsgrove District to support demographic growth from Redditch. The expansions at Foxlydiate and Brockhill will see a new school at Foxlydiate and the relocation of Holyoakes Field First School for Brockhill.

Redditch

The [Redditch District Plan](#) 2011 – 2030 was adopted on 30th January 2017. The plan provides a framework approach for the growth of the Borough with cross boundary major developments as identified above.

Wyre Forest

The current Wyre Forest District Council adopted the [Core Strategy Development Plan document](#) which covers the plan period from 2006 – 2026.

A [Wyre Forest Local Plan Review](#) (WFLPR) is currently being undertaken across the Wyre Forest District Council which will span the period 2016-2036 which will cover the educational planning areas of Bewdley, Kidderminster and Stourport. Worcestershire County Council has been consulted on the Wyre forest Infrastructure Delivery Plan (WFIDP) and has provided a response to the options put forward in terms of education provision. The plan is scheduled to be published in the first quarter of 2020.

The extent of the development proposed under the WFIDP is likely to require additional primary schools, expansion of existing primary schools and additional school places in the secondary phase. Expansions proposed for the north and east of Kidderminster will see the largest increase in school places.



Wychbold First and Nursery School

7. Forecasting sufficiency

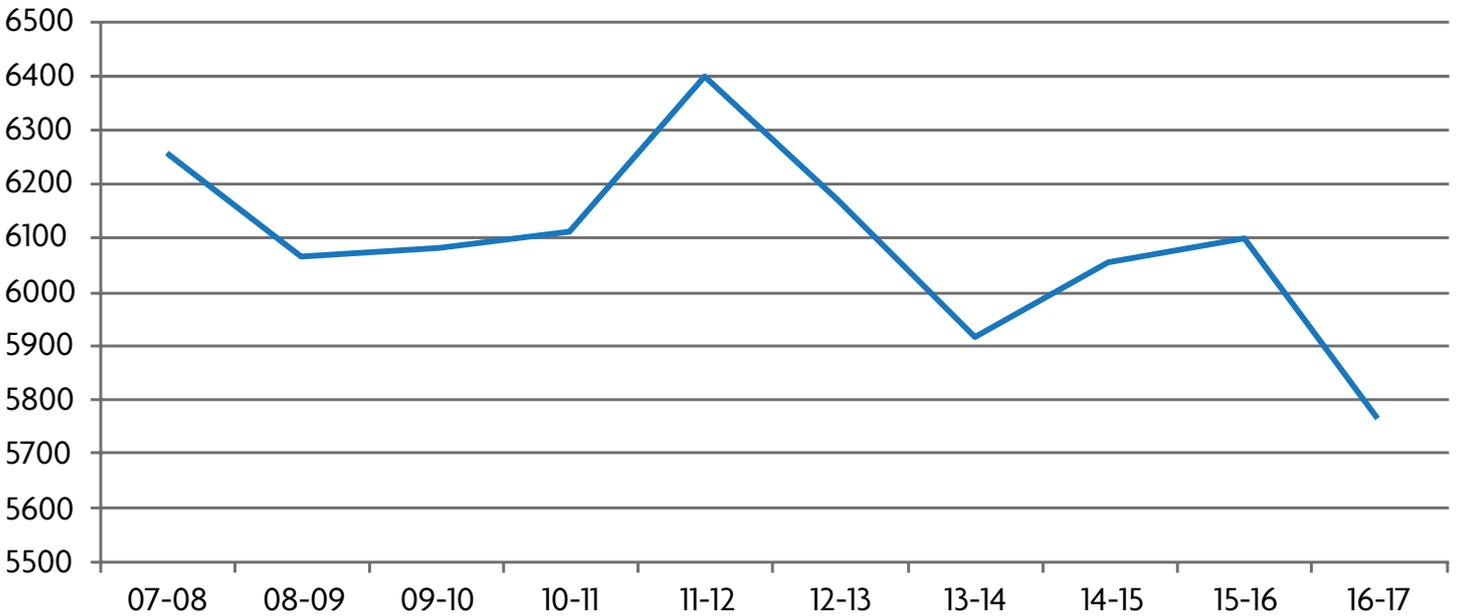
Childcare

The Council has a duty to ensure that all eligible 2, 3 and 4 year old children in Worcestershire are able to secure access to 570 hours of free early education. In September 2017 this offer was extended for families where both parents are working for 3 and 4 year olds to access an additional 570 hours a year, known as “30 hours extended entitlement”. This has increased the demand on early year provision across the county over the 2017/2018 academic year.

During this period, the total number of 2, 3, and 4 year olds in the County has fallen after a peak in the 2014/2015 academic year following a higher than average birth year in Worcestershire in 2011/2012, a trend which was also seen nationally. There has since been a decline in the number of births with 5765 children born and registered in Worcestershire between 1st Sep 2016 and 31st August 2017, a fall of 10% since 2012/2013.

Graph 3 - Numbers of children born in Worcestershire 2007-17

Children born and registered in Worcestershire 2007-2017



Despite this, the number of children seeking early education is expected to slowly increase as more families move into Worcestershire, particularly into urban areas where we see a large number of new housing developments. Housing growth is focused on the main settlements where there is existing infrastructure to support new households, however there is likely to be a need to encourage and support additional pre-school provision both from existing and new providers in areas where existing provision is insufficient.

Coupled with the new “30 hours” policy, there will likely be a higher number of early education hours being taken across Worcestershire. In order to ensure children are able to access early education hours, the Council will work ever-more closely with providers.

For further information and reports please refer to www.worcestershire.gov.uk/childcaresufficiency

Mainstream provision

School place planning is crucial to ensuring the Council is able to meet its responsibility and support children within Worcestershire to access a good education. Forecasting is at the forefront of this process and ensures that we are able to work with key partners to build our education provision around the demands of a changing demographic landscape.

The Provision Planning Team carries out an annual forecast of pupil places requirements based on information from the NHS known children numbers, school census information, admissions, and district council's five year housing land supply. This forms the basis for our School Capacity Return (SCAP) and is benchmarked by the DfE in the form of the **Basic Need scorecard**, last undertaken in 2017.

For September 2017, our primary forecast was 99.2% accurate (0.8% over forecast) for one year ahead and 99.8% (0.2% over forecast) for three years ahead. This compared to a range of -6.2% to +8.5% for other Councils at one year, and a range of -4.9% to +12.5% for three years.

Our secondary forecast was 97.9% accurate (+2.1%) for one year ahead and 97.4% (+2.6%) for three years ahead. Again this compares to other Councils' ranges from -9.3% to +4.8% for one year, and -11.3% to +16.6% for three years ahead.

The team will continue to produce a forecast based on demographic growth at countywide, education planning area, and at school level. We will also produce a second forecast model that takes into account housing trajectory information from the District Councils.

Evidence from the latest birth data is that in 2017/18, primary numbers peaked in most areas. Action has been taken to provide additional places in primary and first schools over recent years, with some further expansions still to take place to ensure sufficiency of places in Key Stage 1 and 2. Large scale housing developments will also require new schools and additional accommodation. It is currently anticipated that planned housing developments could result in the need for four new first/primary schools across Worcestershire.

Whilst growth has been felt across the county, the urban areas have experienced a much higher rate than rural areas. Most notably Worcester City, Bromsgrove, Evesham, Kidderminster and Redditch have all experienced a greater amount of pressure. Higher primary intakes from the last several years are now approaching secondary transfer and areas with three tier systems are already seeing higher numbers transferring through to middle. In most areas there is capacity to absorb the first waves of increased numbers but action will be needed to increase capacity in the long term.

It is currently forecast that in 2018 numbers in the secondary phase will start to increase, which coincides with the increase anticipated due to housing growth. Discussions have already started with secondary schools in priority areas, most of whom are academy schools. The Council has entered into agreement with four secondary academies to provide additional places, however further expansions will be needed over the coming years to support further growth. Numbers entering secondary schools are expected to peak in 2023 from demographic growth, around the time we can expect a large number of new housing developments to generate additional demand.

A significant challenge for the Council moving forwards is managing the impact of changes in school age ranges. Since 2015, permission has been given by the Regional Schools Commissioner for six changes, affecting mainly the Redditch and Evesham three-tier systems. The Council is working with local schools impacted by the approved changes to find appropriate ways forward and ensure sufficient places in a stable and viable education pyramid. At the current time we do not expect very significant changes in forecast numbers, simply a redistribution of the projected pupils across the various schools.

For mainstream forecasting reports, detailed countywide and district mainstream figures and pre-school children numbers please refer to: www.worcestershire.gov.uk/mainstreamsufficiency

Process to ensure a sufficiency of places should an academy cease

Academies are independent of the Council but the a duty to ensure a sufficiency of school places remains with the Council. Should an academy cease to provide places in Worcestershire for any reason we will follow the below process and work closely with the RSC to ensure we meet our statutory duties.

Process for ensuring a sufficiency of places should an academy close

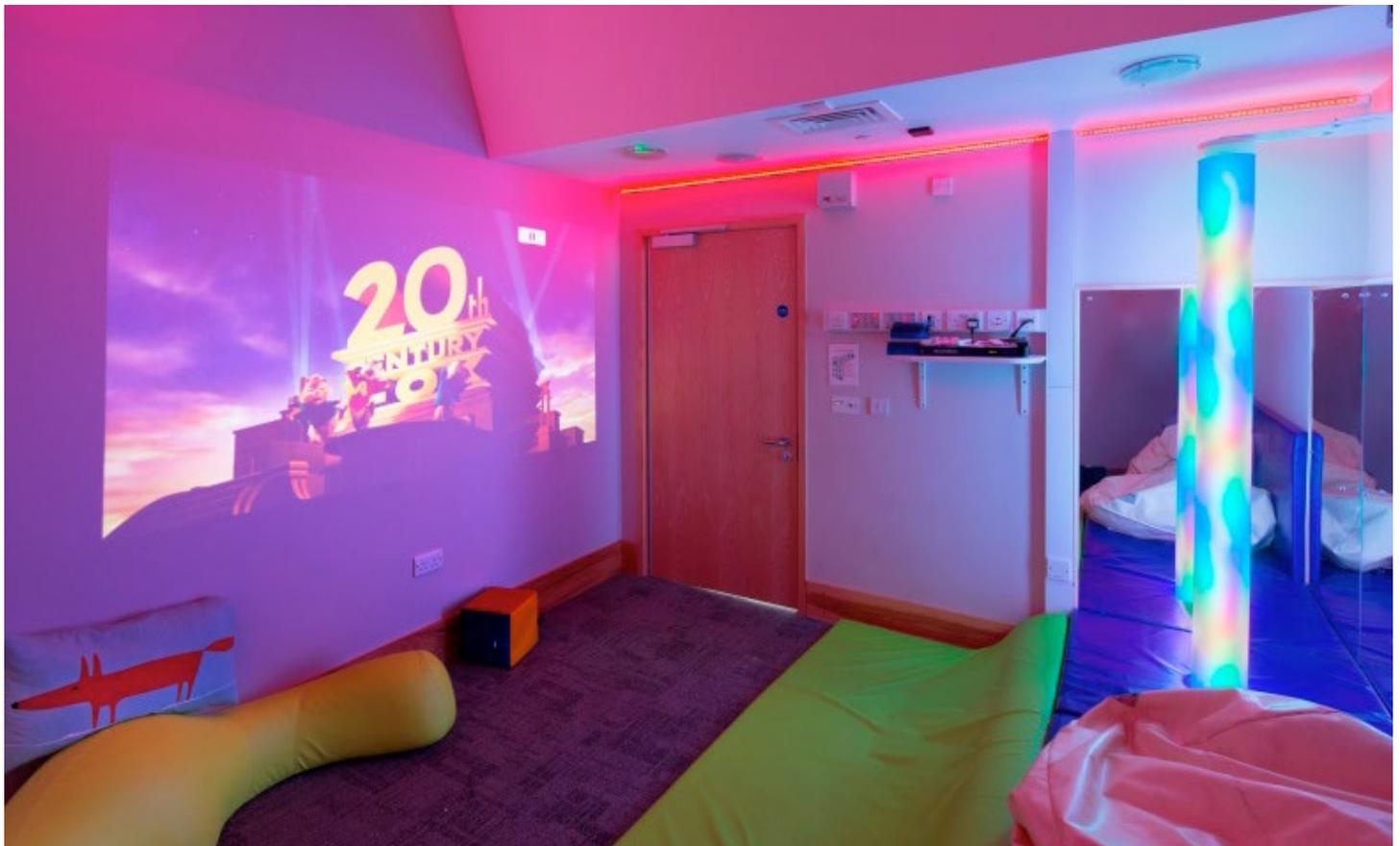
Specialist provision

Education inclusion policy

The policy informs the practice of all Worcestershire County Council employees and those working in education settings for which the Council has a responsibility or commissioning role, as well as the standards by which the Council will be monitored against.

Table 9 - Number on Roll at special schools in Worcestershire January 2018

SPECIAL SCHOOLS	Age range	Categorisation	TOTAL NOR
Chadsgrove School & Specialist Sports College	2-19	Physical Disability	129
Fort Royal Community Primary School	2-11	Generic	188
The Kingfisher School	7-16	SEMH	67
Pitcheroak School	4-19	Generic	141
Regency High School	11-19	Generic	176
Riversides School	7-16	SEMH	58
Rigby Hall School	4-19	Generic	132
The Vale of Evesham School	2-19	Generic	159
Wyre Forest Special School	3-19	Generic	231
TOTAL			1281



Russell House sensory room



Wyre Forest School

Special school sufficiency

The number of pre-school children being referred to specialist early years provision including special school nursery places continues to rise in Worcestershire. There has been a 37.5% increase in the number of pre-school age children being referred to Pre-School Forum since 2007/08. On average between 2010 and 2016 8% of pre-school age children (3 & 4 year olds) in Worcestershire were referred to Pre-School Forum. Between January 2010 and January 2017 there has been a 42% increase in the number of children on roll in a special school nursery. The Council has supported accommodation and resources to expand the number of places available in EY specialist provision. The implementation of 30 hour early entitlement for eligible 3 and 4 year olds in September 2017 has extended the demand for places and has had a direct impact upon the sufficiency of early years specialist places.

The increase identified above will continue to have a significant impact upon the sufficiency of school-age places in special schools. The largest recorded primary need in pre-school age children in Worcestershire is Speech Language and Communication Needs. Cabinet has committed to offer Early Years Specialist Language provision in each district to support pre-school age children identified with specific speech and / or language disorder / impairment as a primary need. The areas of need showing the most significant increases in Worcestershire secondary schools have been in Moderate and Specific Learning Difficulties. Speech, Language and Communication Needs and Autistic Spectrum Disorder and Other Difficulties are also on the increase.

The number of pupils being referred for a Worcestershire special school place is continuing to increase. This has risen from 1.66% of pupils accessing a Worcestershire special school place in 2016 to 1.75% of pupils in 2017. Between January 2010 and January 2017 there has been a 17% increase in the number of children on roll in Worcestershire special schools. This does not include the numbers of children and young people also accessing Independent, non-maintained special schools or out of county provision. We have supported expansions at several of our special schools to enable more places to be available. We are now working closely with our school colleagues to assess the full time equivalent capacity of all Worcestershire special schools to further assess the requirement for places. Currently, based on the previous year forecast and the 5 year average forecast projections there is a requirement for additional special school places across all districts.

In both mainstream and specialist SEND provision in Worcestershire, there continues to be a gender gap, with more males than females with identified SEND.

Resource bases and SEN Units have a critical part to play in the education provision in Worcestershire for children and young people with SEND. The Early Years Specialist Language provision forecast projects a future need for full time equivalent places to remain consistent across the districts to those commissioned currently. Service Level Agreements details the recommended hours of input each week, therefore the implementation of 30 hours early entitlement should not directly impact this type of provision.

School-age Language Units forecasts have not identified sufficiency needs but the data as currently recorded does not show the full picture of demand for Specialist SLCN provision. Geographical gaps remain a concern to the Council, most notably in the South of Worcestershire. We are committed to further work, as part of the High Needs Commissioning Implementation, to determine provision requirements across the county.

Autism base data and immediate projections show insufficient places at Mainstream Autism Bases (MAB) in Bromsgrove, Malvern, Worcester, Wychavon and Wyre Forest. The numbers of children and young people being referred for MAB provision is increasing. Analysis of the pupils accessing the Medical Education Team, independent, non-maintained special school and out of county provision also supports the view for the need to increase MAB places.

SEND pupils attending Alternative Provision are predominantly identified with Social, Emotional, and Mental Health (SEMH) needs. A high proportion of pupils with SEND accessing the Medical Education Team, choosing Elective Home Education, and those attending independent or non-maintained Special Schools are also identified with a primary need of SEMH, along with Autistic Spectrum Disorder (ASD). 25% of pupils with SEND attending other Councils' schools (out of County) have a primary need of ASD recorded. Further analysis is required to determine whether more in-county ASD provision and/or more SEMH provision are required.

As part of the Council's obligations in relation to central funding from the Special Provision Fund, we have developed a SEND Investment Plan 2018-21 and spreadsheet, that identifies how we will use the Special Provision Fund and other Council resources to support places for children with Education Health and Care Plans. This can be found on the Local Offer page of the Worcestershire County Council website: www.worcestershire.gov.uk/SENDupdates

For SEND Sufficiency information and reports please refer to: www.worcestershire.gov.uk/SENDSufficiency

Post-16

The Council has a duty to secure sufficient suitable education and training provision for all young people in their area who are over compulsory school age but under 19 or aged 19 to 25 and for whom an Education, Health and Care (EHC) plan is maintained. This is a duty under the Education Act 1996. To fulfil this, councils need to have a strategic overview of the provision available in their area and to identify and resolve gaps in provision.

Current places for Post-16 provision in Worcestershire are on the whole sufficient. Since 2014 on average 51% of year 11 pupils progress into mainstream school sixth form provision. Since the introduction of "Raising the Participation Age" in 2014, the number of post 16 providers has diversified and expanded with a significant increase in training providers and apprenticeships, rising from 48 to circa 208. A reorganisation of the further education sector also took place in December 2016 which has resulted in the amalgamation of establishments and a review of the delivery of course programmes.

There are however, isolated instances of demand within sixth forms at popular schools across the county. The individual schools have responded to pressure by providing additional places and have sought funding from government funding streams. Numbers are expected to continue to rise in line with current predictions for secondary places. Funding to increase places is currently available from the Education Funding Agency via the Demographic Capital Growth Fund.

For information and reports please refer to www.worcestershire.gov.uk/Post16Sufficiency

19-25 SEND places

Worcestershire County Council believes that post-19 SEND students, where possible, benefit most by being supported to enter college, training or work. The Council receives no education capital funding to support the provision of places in 19-25 facilities. For these reasons the Council does not support from within its education capital budgets the costs associated with this type of provision. The Council is currently engaging with partners to ensure a sufficiency of places for those aged 19-25 who require educational support.

8. The Council as a strategic commissioner

How we stimulate the market and ensure provision

Revenue funding

Revenue for provision is funded based on allocations agreed by the Council. For further details on these please contact Andy McHale, Service Manager – Funding & Policy amchale@worcestershire.gov.uk

Specifically for schools expanding at the request of the Council the following revenue support may be available:

Pupil growth fund

Where schools increase their Pupil Admission Number (PAN) at the direct request of the Council they may be entitled to support from the Pupil Growth Fund. This is designed to enable them to meet upfront costs such as recruiting additional teaching staff and additional resources prior to the pupil-led funding coming into their budget in the following April.

Funding is paid when the number on roll in the school increases above the current census numbers and is paid throughout the life of that cohort.

Capital funding

The Council receives two main capital grants for education:

Basic Need - To increase pupil places at all tax funded schools where the need for those places is identified by the Council.

Condition Programme – For highest priority condition work at maintained schools based on condition surveys. This is an annual grant which reduces as schools become academies.

Link to [Capital Maintenance Programme 2018-19](#)

As the Council seeks to meet the additional places required as a result of demographic and housing growth, the pressure on these grants in the next five year period will be very high. Whilst the use of s106 will support the provision of additional places, the amount received and the timeframe for payment, means the Council will often have to put in places ahead of any or all s106 receipts and also supplement them with basic need.

As such the Council will only be in the position to address the highest priorities and funding will be prioritised to creating new places. We will seek to work with our partner schools to best utilise space and maximise any grant funding available.

Early years capital funding

Capital funding was allocated by the DfE in 2017/18 to support the increase in places available for 30 hours places. The Council was able to bid for up to six providers and Worcestershire was successful with its six bids resulting in additional capital funding of £860,949.

Education capital programme

The Education capital programme currently consists of a number of funding sources:

- County Council's capital programme;
- Basic need;
- Capital maintenance;
- Special provision fund;
- Locally Controlled Voluntary Aided Programme (LCVAP) - this will cease in 2020;
- Section 106 / Community Infrastructure Levy (Developer Contributions); and
- Devolved Formula Capital (DFC) – School specific allocations.

The Government has occasionally released capital bidding rounds to support specific initiatives. Some of these have, in the past, included early years, Universal Infants School Meals, 14-19, and the Primary Schools Building Programme.

Further information on the principles and priorities set out and agreed by Members in December 2011, and revised in February 2015, in determining the use of capital funding in schools and settings can be found in Worcestershire's [Local Investment Plan 2018-19](#).

Other Projects - requests to support other projects will only be considered in schools where all current priority one and two needs have been met. Proposals will need to have a robust business case and where required, be supported by contributions from the school. This will be subject to approval by the CFC Leadership Team.

Any significant changes to the programme of investment are approved initially by Children Families and Communities Senior Leadership team and where necessary, will be approved by the Cabinet Member with Responsibility for Education and Skills, within the confines of the overall budget approved by Council.

Condition Improvement Fund (CIF)

The Condition Improvement Fund is aimed at academies and sixth form colleges and can be used for condition or expansion. This fund replaces the Academies Capital Maintenance Fund and the Building Condition Improvement Fund for sixth form colleges and is managed by the Education and Skills Funding Agency (ESFA).

Section 106/Community Infrastructure Levy (CIL)

Where proposed new housing will impact on the sufficiency of school places, Worcestershire County Council can request a Section 106 (s106) contribution or apply for Community Infrastructure Levy (CIL) funding. Further information on housing contributions can be found by following the link - [School planning obligations](#)

Worcestershire currently uses a figure of 0.028 pupils per year group per dwelling, which for ease, is usually rounded up to 3 pupils per year group per 100 houses or 30 (1 form of entry) per year group per 1000 houses. Schools deemed to be related to the development will be named, as the Council seeks to provide places at a local school.



Burlish Primary School

Section 106 funding

Planning obligations under Section 106 of the Town and Country Planning Act 1990 (as amended), commonly known as S106 agreements, are a mechanism which are used to make a development proposal acceptable in planning terms, that would not otherwise be acceptable. They are focused on site specific mitigation for the impact of development. S106 agreements are often referred to as 'developer contributions' along with highways and district council contributions and the Community Infrastructure Levy.

The County Council works closely with the district councils to produce a fair and comparable system of obligations throughout Worcestershire. Copies of the Supplementary Planning Documents for each district council are available on their websites.

The current **table of charges** is available for further details.

Any funds collected as part of the Section 106 process are used to support Basic Need provision in tax funded schools in Worcestershire. The Council retains the decision making authority on where any allocation is spent in line with CIL Regulation 122, but will consult and work with eligible schools to identify appropriate projects.

In administrative areas where CIL is in operation Section 106 obligations will continue to be collected where the development site has been specifically listed on the regulation 123 List and additionally, where it has been identified that the impact of the development will create sufficient demand for an expansion of an existing school by 0.5FE or greater, or the requirement for a new school.

Community Infrastructure Levy (CIL)

The Community Infrastructure Levy (CIL) is a locally set charge (levy) that came into force on 6 April 2010 through the CIL regulations 2010 (as amended). The CIL is a charge that planning authorities in England (known as "charging authorities") can place on new development in their area. The money generated through the levy will contribute to the funding of infrastructure to support development growth. CIL has been introduced in the three South Worcestershire District Councils and came into effect in Malvern Hills District Council and Wychavon District Council on 5 June 2017 and in Worcester City Council on 4 September 2017.

CIL is intended to supplement other funding streams to ensure that new community infrastructure can be provided to support local growth and to give councils and communities more choice and flexibility in how infrastructure is funded. Infrastructure proposed to be funded by CIL is established through a Regulation 123 list. The primary purpose of the list is to ensure that there is no duplication between CIL and other infrastructure payments such as Section 106 agreements.

9. Supply of education provision

There are currently sufficient places for reception children entering school in most areas of Worcestershire following the expansions of a number of first and primary schools over the last several years to meet demographic growth (see Table 11). However, some areas of the county will be under more pressure for places and individual schools, due to their popularity, may not have sufficient places for all children who wish to attend.

The Council has provided capital funding to early years providers, mainstream and special schools to increase the number of places they are able to provide. This funding may have been used to enlarge premises or refurbish existing accommodation.

Table 10 - Additional places provided in early years providers in Worcestershire 2017/18

Area	Provider	Number of New 30 hour places created
Kidderminster	Chaddesley Corbett Primary	45
	Franch Primary	161
Redditch	Abbeywood Primary	40
Stourport	Lickhill Primary	40
Evesham	Evesham Nursery	26
Wythall	Wendy House Nursery	32
Total Number of New Places Created		344

Table 11 - Additional places provided in mainstream schools in Worcestershire since 2012

Area	School	Additional Forms of Entry per year group	Number of New Places Created
Worcester	Lyppard Grange Primary	0.5	105
	Nunnery Wood Primary	0.5	105
	Stanley Road Primary	0.5	105
	Red Hill CE Primary	1	210
	St Joseph's RC Primary	1	210
	Northwick Manor Primary	Bulge year	30
	Warndon Primary	1	210
	Nunnery Wood High School	1	150
	Christopher Whitehead Language College	1	150
	Tudor Grange Academy	1	150
Redditch	Abbeywood First	0.5	75
	Batchley First	0.5	75
	Matchborough First	1	150
Kidderminster	Blakedown Primary	0.5	105
	Heronswood Primary	0.5	105

Area	School	Additional Forms of Entry per year group	Number of New Places Created
Bromsgrove	Millfields First	0.5	75
	Catshill First	0.5	75
	Blackwell First	8 places	40
Evesham	Bengeworth First	1	180
	St Andrew's First	1	180
Martley	The Chantry School	1	150
Malvern	Leigh & Bransford Primary	0.5	105
	Callow End Primary	3 places	21
	Somers Park Primary /Malvern Vale	1	210
	Rushwick Primary	0.5	105
Total Number of New Places Created			3076

Table 12 - Additional places provided in special schools in Worcestershire since 2012

Area	School	Number of New Places Created
Worcester	Fort Royal Primary – Early Years (Temp)	20
	Fort Royal Primary – Key Stage 1	21
Redditch	Pitcheroak School	10
Wyre Forest	Wyre Forest School – Early Years	5 FTE places
Bromsgrove	Rigby Hall School	8
	Chadsgrove School	9
Wychavon	Vale of Evesham School	9
Total Number of New Places Created		82

The following details the current proposed school expansions for 2019/20.

Table 13 – Proposed school expansions 2019/20 and 2020/21

Summary of proposed additional school places for 2019/2021			
Area	School	Forms of Entry	Number of New Places Created
Bromsgrove	Rigby Hall School (Special)	N/A	25
Redditch	Holyoakes Field First	0.5	75
Pershore	Pershore High School	1	120
Stourport	Hartlebury CE Primary	5 places	35
	Stourport High & Sixth Form Centre	1	150
Worcester	Blessed Edward Oldcorne Catholic College *	1	150
	Christopher Whitehead Language College *	1	150
Upton	Kempsey Primary	5 places	35
	Hanley Castle High School *	0.6	90
Total Number of New Places Created			680

* Subject to consultation and approval to funding from Council

10. School organisational changes

In January 2014 the DfE implemented proposals to amend the existing legislative and policy requirements governing school organisation changes.

Academy presumption

Should the Council identify the need for a new school in Worcestershire, the Council has a duty to seek proposals to establish an academy (free school) via the free school presumption. This will be in line with the guidance provided by the DfE in "Opening and closing maintained schools – statutory guidance for proposers and decision makers – April 2016"

The guidance about making [school organisational changes to local-authority-maintained schools](#), including school closure is published by the DfE.

The Council has developed a process for [opening a new school](#) that it will follow based on the current DfE guidance. Whilst the Council can identify a preferred proposer for the new school, the final decision will be taken by the Secretary of State upon the recommendation of the Regional Schools Commissioner.

Academies / Multi-Academy Trusts (MATs)

The Council believes schools should find the best local solution to meet its development. The DfE is supportive of Multi-Academy Trusts (MATs) as Ministers feel they offer the best options for schools, especially in relation to peer-to-peer support.

The Council will continue to work closely with any school which transitions to an academy in the best interest of all children and young people in Worcestershire. Where new school places are required due to demographic growth or housing development, the Council will work with all schools in that area to achieve its statutory responsibility.

Where additional places are required to meet Basic Need, the Council will retain control of the strategic policy in its statutory role to ensure a sufficiency of places. The Council will commission additional places from schools in the area, including academies. Resulting changes in the PAN of academies will be the responsibility of the individual schools, in line with DfE guidance. Funding for these places will be provided by the Council from with its Basic Need Grant or any appropriate Section 106 or CIL contributions.

Federations

Federations offer a supportive environment for non-academies offering many of the same partnership benefits including:

- Cost savings, by the sharing of purchasing;
- Collaborative working and peer-to-peer support;
- Sharing of specialist resources;
- Opportunities for staff development across the federation; and
- Potential for Executive Head across two or more sites.

Worcestershire supports schools seeking to form federations when they are in the best interests of the children and help support the long-term viability of the schools involved.

Free Schools

Free Schools are a type of academy established when either a new school is set up, or an independent school transfers into the state system. The Council is always interested in any free school proposals for Worcestershire and is happy to discuss any proposals to ensure they align with our statutory duties. Proposers should make contact with the [Provision Planning and Accommodation Team](#).

The Council will work with free schools in the same way as other academies in the best interests of the children and young people in Worcestershire.



New Malvern Vale School

UTCs/Studio Colleges

Worcestershire does not currently have any taxpayer funded 14-18 education provision in the form of University Technical Colleges or Studio Colleges. The Council is interested in working with partners to explore options to further our aims within the Corporate Plan, "Shaping Worcestershire's Future", and our "Open for Business" priority: To improve the skills of local young people.

Any provision is likely to be for countywide learners and will be developed as part of the matrix of provision the authority has to meet the increased demand in this phase of education.

Responding to school initiated consultations

The Council will respond to school initiated consultations, such as those seeking:

- Changes to age range;
- Changes to nursery provision;
- Changes to school capacity;
- Changes to school pupil admissions number (PAN);
- Changes to sixth form provision; and
- Changes to catchment areas and other admissions changes.

Responses will be in line with our statutory duties, such as ensuring a sufficiency of school places, and in our role as parental champion. In October 2016, Cabinet agreed that change of age range proposals would be assessed on the following criteria:

- Open and fair consultation has taken place with parents and other relevant stakeholders and the school can clearly demonstrate how any objections or issues raised will be managed;
- The school has a good or outstanding Ofsted judgement, or can demonstrate how the change would support improvement at the school;
- The school involved can demonstrate the capacity to manage any curriculum changes or has secured appropriate support to do so;
- The school involved can demonstrate that appropriate facilities, staff, and systems will be in place, including how they will manage additional revenue costs;
- There is no detrimental impact on other schools i.e. it does not undermine the quality of education provided by other good or outstanding schools in the area by creating additional places where there is already surplus capacity;
- There is an agreed, clear, and practical pathway for children to move on from each school affected by the change;
- Funding for any necessary accommodation changes has already been secured;
- Any reduction in the published admission number or change in admission criteria required has been consulted upon and agreed; and
- Appropriate planning permission and any other consent required have been secured.

Where proposals relate to academies and other providers outside of the Council's control, then we will work closely with the Regional Schools Commissioner (RSC) to give contextual information and other advice to enable decisions to be taken.

School driven PAN changes

Where schools seek to increase or decrease their published admission number (PAN) we would request they make contact with the [Provision Planning and Accommodation](#) team. This will allow appropriate advice in respect of school organisation and admissions being provided. It will also allow us to provide contextual information on the sufficiency of places in an area to avoid oversupply or undersupply and places, and potential detrimental effect on the viability of other schools in the area.

11. Monitoring effectiveness of plan

Overall performance of the plan will be reported annually to the Director of Children, Families and Communities and the Cabinet Member with Responsibility for Education and Skills under the following criteria.

Sufficiency of places across all plans

The Council has a statutory function to ensure a sufficiency of places in schools, has a statutory duty to ensure, as far as practical, a sufficiency of childcare places, and a statutory responsibility to have a strategic overview of post-16 place planning.

From these statutory duties, the first monitoring point for the plan can be drawn. Simply put, if the Council has a sufficiency of school places for both mainstream and SEND pupils, has a sufficiency of childcare places and produces a strategic overview of Post-16 provision, then we are meeting our strategic duties and the School Organisation Plan can be said to be meeting its core function and in that respect, successful.

Sufficiency of places to meet housing growth

Housing developments will be monitored by the Provision Planning and Accommodation team and the impact on local schools clearly identified. Officers will work in partnership with developers and district councils to find appropriate solutions and ensure these are in place to meet the number of houses constructed.

Number of additional places created in a timely fashion

Worcestershire seeks to operate a 5% surplus in any educational planning area. This is to allow for parental preference and in-year moves. Where the Council anticipates that a given area or school will be under pressure for places due to demographic growth or housing developments, they may seek to expand schools to meet this need.

Any consultations on expanding schools and the construction of additional accommodation should be achieved to allow the change to be made in time for the September intake, and ahead of the forecasted pressure point. This will be rag-rated as part of the DfE dashboard.

Number of additional places created in good provision

Worcestershire will prioritise expanding 'good' or 'outstanding' early years providers and schools to meet pupil growth. This is to offer parents the choice of the best provision in line with government objectives. This will be rag-rated as part of the DfE dashboard.



Rigby Hall School - Extension

12. Future challenges

Provision Planning in Worcestershire faces many challenges throughout the lifetime of this strategic plan and beyond. These include, but are not limited to:

- Identifying sufficient capital funds required to meet our statutory obligations.
- Reaching physical capacity of some school sites and therefore being unable to expand existing schools further. This is particularly an issue for schools in rural areas and at secondary level.
- The creation of new schools as a result of housing developments.
- Uncertainty of housing trajectories and how CIL will become established within Worcestershire.
- Over or under supply of places following school organisation changes which are outside the remit of the Council.
- Supporting small schools, especially in rural areas, to remain viable.
- Supporting early years' providers to meet the needs for flexible provision.
- Creating an appropriate balance for the need for special school places and supporting mainstream schools to meet their obligations to pupils with SEND.
- Changes to the Apprenticeship Levy which has seen a decline in the offer and take-up of apprenticeship. Any reduction in the availability of which may impact post-16 provision

Document Details:

Status: Approved by Cabinet December 2018

Version: Final

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Contact Information:

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By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

Document is Restricted

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Appendix 7 - Cost Breakdown of Options Considered

Option Costs	Overview
Revenue Costs	
Transport	<p>There are specific provisions within the 1996 Education Act relating to the provision of home to school transport which means that in some circumstances the LA has a duty to provide home to school transport. In general, free transport will only usually be provided to those children of compulsory school age attending their nearest, designated school provided the distance between home and school is in excess of the statutory requirement for the pupil's age. In the case of Secondary Provsion, greater than 3 miles.</p>
Dedicated Schools Grant (DSG)	<p>The DSG is allocated to LAs by the DfE through their National Funding Formula (NFF). This provides revenue funding for all school provision and specific centrally retained services. For mainstream schools this is provided for in the Schools Block DSG allocated on a 'lagged' funding basis using the previous October pupil census together with a national Pupil Growth Fund (PGF). The PGF supports the revenue cost implications of approved growth in pre-16 pupil numbers to meet basic need and revenue costs for new schools. All of the options will impact on the DSG available for all schools as the in-year revenue cost impact of approved basic need pupil growth and new schools has to be funded from either the current year's Schools Block and/or PGF. Due to the 'lagged' funding system, the increasing pupil numbers are not reflected in the DSG allocation until the following year. It must be noted this is the current system call a 'soft' NFF, where there is a national NFF for allocating DSG to LAs but LAs are still able to have their own local formula - WCC uses the DfE NFF as far as is practicable and affordable as its local formula. It is anticipated when this provision is in place the DfE would have implemented their full 'hard' NFF. The implications of this on the Schools Block DSG and PGF are currently unknown.</p>
Other	
Total Revenue Costs	
Capital Costs	
Build and Land Costs	<p>Build costs are estimated based on general feasibility for delivering projects of this type as well as estimated land costs and would be subject to a full feasibility to determine actual costs. Costs are appropriate as at Q2 2020 and therefore would be dependent on build costs increases</p>
Total Capital Costs	
Total Cost Estimate	

Appendix 7 - Cost Breakdown of Options Considered

Option Costs	New School	Expansion of Nunnery Wood
Revenue Costs		
Transport	<p>-Costs Partially borne by families in Worcester City - 55,52,37 per year in '21,'22 and '23 until new school can be delivered</p> <p>-Transport costs for pupils to Malvern for 1 year (20 pupils in 2023) (unless bulge year can be agreed within the City) £985 per pupil per year which equals approximately £19,700</p> <p>=0.02m</p>	<p>- The cost will wholly be borne by families. Most will be offered a school within 3 miles and therefore will not qualify for transport (55 and 52 per year 2021 and 2022)</p> <p>=£0</p>
Dedicated Schools Grant (DSG)	<p>Option 1 costs would apply as a minimum. However, for a new school the DfE will likely require funding in the mainstream local formula using the estimated numbers for a 4FE, which are not funded until the following year's DSG. Also, prior to opening the new school will require some operating set up costs e.g. Headteacher, SBM, etc that will have to be funded from the PGF but are unknown at this stage.</p> <p>=Unknown / >£0.65m</p>	<p>Any approved increase in PAN will be funded by a call on the PGF. The actual numbers not elected in the school's allocations at the start of the year will be funded in-year at the DfEs designated MFL, which for secondary in 2021-22 is £5,415 per pupil in a full year. So, an increase for 4FE of 120 pupils will require £0.65m from the PGF.</p> <p>=£0.65m</p>
Other	<p>When the Local Authority seeks to open a new free school, there is a requirement to ensure the viability of the Academy. Therefore, the LA can be asked to underwrite the school to ensure it is sustainable, particularly in the initial years of opening. When the proposal will be considered by the RSC, they may ask the LA to underwrite a certain number of places to guarantee a sustainable income for the new Academy. The minimum size of a new Secondary School to ensure viability is considered to be 4FE, therefore this proposal should be considered viable on its own merits, however the cost of this cannot be known until the proposal is submitted.</p> <p>=Unknown</p>	
Total Revenue Costs	Unknown	£0.65m
Capital Costs		
Build and Land Costs	<p>- Cost of building a 4FE Secondary School are estimated as at Q2 2020. An increase has been included to future proof the build for further future expansion and so some facilities to be built bigger than recommended (Hall/dining etc. total space 1,409 vs 829)). Upper estimate provided to account for additional requirements as well as possible site and land cost increases.</p> <p>=£29,500,000 - £33,500,000</p>	<p>4FE Expansion at Nunnery Wood (lower cost based on Basic Need funding, however due to level of redevelopment required, costs are more likely to reflect actual average costs to deliver new Secondary School places (Upper costs)</p> <p>£10,268,400 - £14,977,800</p>
Total Capital Costs	=£29,500,000 - £33,500,000	£10,268,400 - £14,977,800
Total Cost Estimate	=£33.5m	£15.65m

Appendix 7 - Cost Breakdown of Options Considered

Option Costs	Reliance on existing provision
Revenue Costs	
Transport	<p>- The cost will primarily be borne by families. Most will be offered a school within 3 miles and therefore will not qualify for transport (45-70 per year from 2021)</p> <p>- Transport costs for pupils to Malvern or Pershore (20-40 from 2023) - £985 per pupil per year. '21-'26 cost based on forecasts which equals approximately £236,400</p> <p>=£0.24m</p>
Dedicated Schools Grant (DSG)	<p>Any approved increase in PAN will be funded by a call on the PGF. The actual numbers not elected in the school's allocations at the start of the year will be funded in-year at the DfEs designated MFL, which for secondary in 2021-22 is £5,415 per pupil in a full year. So, an increase for 4FE of 120 pupils will require £0.65m from the PGF.</p> <p>=£0.65m</p>
Other	<p>This solution would likely increase the number of admissions appeals we receive from families in Worcester City, increasing admissions costs.</p> <p>=Unknown</p>
Total Revenue Costs	£0.89m
Capital Costs	
Build and Land Costs	<p>No build proposed</p> <p>=£0</p>
Total Capital Costs	£0
Total Cost Estimate	£0.89m

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Appendix 8 - SWOT Analysis of Options Considered

Options Assessment	New School	Expansion of Nunnery Wood	Reliance on Existing Provision
Strengths	<ul style="list-style-type: none"> - Meet current sufficiency requirements - Support strategic aims outlined in the Education and Skills Strategy - Support strategic aims to encourage active travel and reduce reliance on cars - Allow for future growth of Worcester City - Improve choice for parents and increase number of pupils receiving one of their top preferences 	<ul style="list-style-type: none"> - Meet current sufficiency requirements - Meet current school preferences - Support strategic aims outlined in the Education and Skills Strategy - Utilisation of space at Nunnery Wood Secondary - The school could deliver accommodation to grow in line with pupil need and therefore support need for additional pupil places earlier 	<ul style="list-style-type: none"> - All schools in Worcester City would be full and therefore budgeting and financial management is more predictable
Weaknesses	<ul style="list-style-type: none"> - Substantial Capital Investment required - Delivery is only possible for September 2024, meaning families in Worcester would need to travel across the City and to alternative neighbouring schools until school can be opened 	<ul style="list-style-type: none"> - Site is not currently large enough to delivery the number of additional places required and therefore costs would likely be high and would likely impact on long term access for the school to sufficient outside space - Development of the school site would need to take place while pupils are being taught at the school, causing disruption to education - This option does not provide any opportunity for further growth and therefore poses a threat to our ability to meet sufficiency duty long term - A significant proportion of the pupils in Worcester City Secondary would be taught at a single school, increasing risk to ensure good education outcomes if standards at this school fall - Congestion at peak times around this school is already high and this would exaggerate this issue 	<ul style="list-style-type: none"> - Does not meet current sufficiency requirements and therefore the LA is at risk of not meeting its statutory duty - The LA will be at high risk of failing to meet the strategic aims outlined in the Education and Skills Strategy - This would increase reliance on cars and congestion across the City at peak times - Does not allow for future growth of Worcester City - High ongoing transport costs for families and Local Authority
Opportunities	<ul style="list-style-type: none"> - Development of Secondary School provision in Worcester City - Strengthen local partnership working - Delivery of much needed SEND provision in mainstream Secondary schools in Worcester City - Bolster Secondary education places within 3 miles of the proposed Parkway Garden Village, allowing delivery of Secondary schools later in the build 	<ul style="list-style-type: none"> - Development of the Nunnery Wood High School estate to rationalise school buildings and curriculum delivery - Development of transport strategy that better delivers for the needs of Nunnery Wood and Worcester Sixth Form to alleviate traffic issues in this area 	<ul style="list-style-type: none"> - Support the viability of Malvern schools - Increase transport links to nearby towns
Threats	<ul style="list-style-type: none"> - Funding for this option is not yet secured - Housing delays could reduce the demand for places against expected forecasts, causing instability in this area 	<ul style="list-style-type: none"> - Site constrains may mean development of the school by this size is unfeasible 	<ul style="list-style-type: none"> - The delay of highways works in and around Worcester City making transport to alternative schools increasingly difficult

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Project Screening

Impact Assessment Id: #153

1. Your Details

Name of person completing screening assessment

Lucy Langdon

Job Title

Project Manager

Directorate

Worcestershire Children First

Service Area

Education and Early Help

Email Address

llangdon@worcschildrenfirst.org.uk

Connection to project (e.g. project manager)

Project Manager

2. Project Summary

For the purposes of the impact assessment screening, we will refer to the activity or area being assessed as a project.

Project Name

Pre-proposal Consultations on Secondary School Provision in Worcester City

Name of Project Sponsor

Sarah Wilkins

Name of Project Manager

Lucy Langdon

Name of Project Lead

Robert Williams

Project Reference (if known)**Please give a brief description of the project**

Consultation with families and the local community on Worcester City Secondary School provision

3. Data Protection

We need to establish if the proposal involves processing personal data. Personal data is information that relates to an identified or identifiable individual.

Name of Information Asset Owner

Sarah Wilkins

Senior officer responsible for the project's information assets

Does the project, any project work stream or project outcome involve any personal data? Some examples of personal data are given below. **No**

Appearance:

photograph, physical description

Basic Identifiers:

name, date of birth, age, biometric data, ethnic origin, gender, genetic data, race, sex

Contact Details:

address, email address, home phone number, mobile phone number, postcode

ID Number:

National Insurance Number, driving licence number, NHS number, online identifier, other general identifier

Employment:

work related training/awards

Financial:

income/financial/tax situation

Lifestyle:

health or social care, living habits, marital status, philosophical beliefs, political opinions, religion, sex life, trade union membership

Technology:

login/username, device MAC address (wireless network interface), device IMEI number, IP Address, location data (travel/GDPS/GSM data), website cookies

As you answered 'No' , please explain your reasoning below:

No personal data will be used as part of this project

4. Equality

We need to determine whether the project could affect residents and/or Council staff because they share any of the Protected Characteristics defined in the Equality Act 2010 namely Age, Disability, Gender Reassignment, Marriage/Civil Partnership, Pregnancy, Race, Religion/Belief, Sex and Sexual Orientation.

Does the project relate to an area where data/research indicates that inequalities are already known to exist? No

Could this project have any effect on, service delivery or usage, other aspects of daily life or community participation levels for people because they belong to any of the groups below?

Age No

e.g. a person belonging to a particular age group (for example 18 – 30-year olds).

Disability No

e.g. A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender Re-Assignment No

e.g. The process of transitioning from one gender to another.

Marriage/Civil Partnership Status No

e.g. Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy/Maternity No

e.g. Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race No

e.g. Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion or Belief No

e.g. Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex No

Sexual Orientation No

e.g. Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Health Inequalities No

e.g. Any preventable, unfair & unjust differences in health status between groups, populations or individuals that arise from the unequal distribution of social, environmental & economic conditions within societies.

As you answered 'No' to all the questions, please explain your reasoning below:

This is an initial consultation

5. Public Health

We also want to understand if the project will have any impacts on public health.

The social, economic, cultural and physical environment in which people live their lives has a significant effect on their health and wellbeing. Although genetics and personal behaviour play a strong part in determining an individual's health, good health starts where we live, where we work and learn, and where we play.

Improving public health requires taking a broader view of the conditions that create health and wellbeing, from how we plan and develop our urban spaces and places, to the opportunities for employment, recreation, and social connection available to all who live in them.

Health inequalities are the preventable, unfair and unjust differences in health status between groups, populations or individuals that arise from the unequal distribution of social, environmental and economic conditions within societies, which determine the risk of people getting ill, their ability to prevent sickness, or opportunities to take action and access treatment when ill health occurs.

Could the project have an impact on any of the following factors?

Social and Economic No

e.g. culture, social support (neighbourliness, social networks/isolation), spiritual participation, employment opportunities.

Physical Health No

e.g. physical activity is expected to increase, influenza vaccination uptake increase

Mental Health & Wellbeing No

e.g. benefits to children's mental health, benefits to adult carer wellbeing.

Access to Services No

e.g. access to (location/disabled access/costs) and quality of primary/community/secondary health care, child care, social services, housing/leisure/social security services; public transport, policing, other health relevant public services, non-statutory agencies and services.

As you answered 'No' to all the questions, please explain your reasoning below:

This is an initial consultation

5. Environmental Sustainability

We want to understand if the project activity and project outcomes will have an impact on environmental sustainability. Please be mindful that the Council has committed to reduce its emissions to net-zero by 2050 and most projects are likely to have an impact on this target. This should be a key consideration in your project delivery and should be reviewed when completing these screening documents.

Could this project have an impact on the categories listed below?

Greenhouse Gas (GHG) Emissions (including CO2) No

e.g. increased GHG emissions as a result of project implementation, which may also be linked with efficient use of resources in WCC buildings; transport; emissions from waste; and procurement.

Efficient Use of Resources No

e.g. consumption of energy resources, water, electricity, gas and heating fuels.

Transport No

e.g. number of people travelling, alternative transport modes.

Waste No

e.g. increase in waste generated or an increase in waste recycling.

Wildlife and Biodiversity No

e.g. impacts on the natural environment or enhancements to the natural environment.

N.B. This refers to any direct or indirect modifications to landholdings, including but not limited to removal of vegetation, alteration or demolition of buildings or modification of watercourses or lighting (not limited to just green space/trees).

Pollution to Land or Water No

e.g. risk of pollution to the local environment.

Pollution to Air No

e.g. risk of pollution to air, activity which may adversely affect air quality or increase emissions to air

Resilience to climate change No

e.g. risks of extreme weather and climate impacts on the project.

Historic Environment No

e.g. impacts on Historic Environment or enhancements of the Historic Environment.

Procurement No

e.g. could procurement associated with the project result in an increase of natural resources (such as long-distance shipping of goods); could use be made of local resources or work forces to support delivery of the project.

As you answered 'No' to all the questions, please explain your reasoning below:

This is an initial consultaiton

7. Results of Screening

Data Protection	Does not need a full impact assessment
Equality and Public Health	Does not need a full impact assessment
Environmental Sustainability	Does not need a full impact assessment

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COMMUNITY AND CONTROLLED FIRST & PRIMARY SCHOOLS ADMISSIONS POLICY for 2022/23

Document Details: Appendix 1a

Date: October 2020

Document Location: http://www.worcestershire.gov.uk/info/20099/school_admissions

Contact: Tracey Wilson twilson@worcschildrenfirst.org.uk

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Admission Criteria for Community and Voluntary Controlled First and Primary schools:

1. ***‘Children Looked after and previously *‘Children Looked after. including**’Children who have previously been in state care outside of England**, and have ceased to be in state care as a result of being adopted;
2. **Siblings** (see below for definition) of pupils attending the school **and** living within the **catchment area** of the school. In order to qualify for a place on the grounds of a sibling attending the school, the sibling must already be attending the school at the time of application and still be attending at the time of admission. Copies of catchment area maps, if required are available from the LA, or can be viewed in schools. To find the catchment school for a specific postcode visit this web address:

<https://www.worcestershire.gov.uk/schoolsearch>

In the event of a school catchment area change being approved, pupils who would still have a sibling connection (see below for definition) at the time of admission and who are living at the same address in the previous catchment area for a school, (but not within the revised catchment area), at the time the change was approved will be considered as living within the catchment area.

3. Pupils living within the **catchment area** of the school. Copies of catchment area maps, if required are available from the LA, or can be viewed in schools. To find the catchment school for a specific postcode visit this web address:

<https://www.worcestershire.gov.uk/schoolsearch>

4. Pupils living **outside of the catchment area** but who would still have a **sibling** connection (see below for definition) at school at the time of admission. In order to qualify for a place on the grounds of a sibling attending the school, the sibling must already be attending the school at the time of application and still be attending at the time of admission;
5. **Children of staff** at the mainstream school, in either of the following circumstances:
 - a) where that member of staff has been employed for two or more years at the time at which the application for admission is made, or
 - b) the member of staff is recruited to fill a post for which there is a demonstrable skill shortage;
6. Pupils who live **nearest** to the school by the shortest **straight line distance**. The measurement will be taken using the GeoCode Points for each property and the GeoCode point for the School. The Local Authority uses a software package called Arcview GIS to determine distance. Ordnance Survey supplies the co-ordinates that are used to plot an address within this system. (In the event of equi-distance applicants, any place will be allocated by random selection (lottery). Someone totally independent of School Admissions will supervise this process).

In accordance with legislation, a child with an Education, Health and Care Plan will be offered a place at the school named in the Plan.

*‘Looked after’ means all those currently in the care of a Local Authority or accommodated by a Local Authority under the terms of the Children Act 1989 and children who were previously in the care of or accommodated by a Local Authority but immediately after being looked after, became subject to an adoption, a child arrangements order or special guardianship order.

**‘By children previously in state care outside of England’, we mean children who have been looked after outside of England by a public authority, a religious organisation or another provider of care whose sole purpose is to benefit society. The care may have been provided in

orphanages or other settings. Independent supporting evidence will be required to be provided with the application.

Where there are too many applications from within the catchment area, priority within the catchment area will be decided in the following order, i.e. sibling connection, children of staff, then according to distance, each assessed as indicated above. Where there are too many applications from within the out of area sibling criteria, priority will be decided in the following order, i.e. children of staff, then according to distance, each assessed as indicated above and so on with all other criterion.

The sibling connection, as well as brother and sister will include half-siblings, adopted children, step-siblings or a child of the parent/carers partner. They must also be living at the same home address. Children who are brought together as a family by a same sex civil partnership and who are living at the same address, are also considered to be siblings.

If one or more but not all children from a multiple birth can be allocated place(s), all the children from that multiple birth will be admitted, even if this takes the school over PAN. These children are exceptions to the Infant Class Size legislation.

Shared Catchment Areas

If there is more than one catchment area school and the number of applications for places from within the catchment area for one of those schools exceeds the number of places available, the allocation of places from within the shared catchment area will be decided according to the following priorities, in the following order:

1. pupils who would still have a sibling connection at the school at the time of admission;
2. **Children of staff** at the mainstream school, in either of the following circumstances:
 - a) where that member of staff has been employed for two or more years at the time at which the application for admission is made, or
 - b) the member of staff is recruited to fill a post for which there is a demonstrable skill shortage;
3. pupils who live nearest to the school by the shortest straight-line distance. The measurement will be taken using the Geocode Points for each property and the Geocode point for School. The Local Authority uses a software package called ArcView GIS to determine distance. Ordnance Survey supplies the co-ordinates that are used to plot an address within this system. (In the event of equi-distance applicants, any place will be allocated by random selection (lottery). Someone totally independent of School Admissions will supervise this process).

Late Applications and changes to on time applications

The Council has agreed in its co-ordinated scheme to accept late applications and late changes to on time applications, for Community and Voluntary Controlled Schools within Worcestershire, within the time-frame set out in the scheme, and treat them as being on time, only in the following circumstances;

1. where a family have just moved address, (refer to Information for Parents booklet);
2. where it is agreed by School Admissions, that individual circumstances apply and the delay was reasonable given the circumstances of the case;

In each case supporting documentary evidence will be required. In all other circumstances, or if the application is not received until after the date set out in the scheme, late applications will receive a lower priority, and will only be considered after the applications received (or deemed to be) on time.

Waiting Lists

Waiting lists for Community and Voluntary Controlled Schools, are maintained by the School Admissions Section, and parents need to apply, in order to be included. The waiting list is ranked in line with the published oversubscription criteria and is maintained until the 31st December 2022. Each child added to that list will require the list to be ranked again in line with the published oversubscription criteria. Parents will need to reapply at the start of the following term if they wish to be included on the new waiting list for that term. Only on receipt of an acknowledgement letter from School Admissions will that child be on the list. Please see the Information for Parents Book for full details on how Waiting Lists are operated.

Appeals

If the parental preference cannot be met, you may, if you wish, appeal against the decision. Appeals by parents, setting out the grounds upon which the appeal is made, should be submitted in writing to School Admissions, by the deadline published on the Worcestershire County Council website at [Appealing an Admissions Decision](#). Appeals are heard by an independent appeal panel and whether your appeal is successful is likely to depend on the merits of your case.

Key Stage One Appeals

Department for Education (DfE) has suggested that admission authorities should make sure parents understand the nature and severity of the restrictions placed on Appeal Panels, when considering appeals for Key Stage One class size prejudice i.e. would mean the school would have to take qualifying measures (additional accommodation, reorganization or staffing) to comply with the legal duty to limit infant classes to 30 pupils for children in **Reception, Year 1 and Year 2**.

An appeal **WILL BE TURNED DOWN** unless 1 of the 3 clearly defined grounds set out below can be proven:

- A) The child would have been offered a place if the admission arrangements (which are published in the "Information for Parents" book) had been properly implemented; or
- B) The child would have been offered a place if the arrangements had not been contrary to mandatory provisions in the School Admissions Code and the SSFA 1998; and/or
- C) The decision to refuse admission was not one which a *reasonable admission authority would have made in the circumstances of the case. *i.e. it was 'beyond the range of responses open to a reasonable decision maker' or 'a decision which is so outrageous in its defiance of logic or of accepted moral standards that no sensible person who had applied his mind to the question could have arrived at it'

To reiterate the Appeal Panel can only consider these three aspects of any Appeal relating to Key Stage One class size prejudice admission. This advice has been given by the DfE to provide you with a more realistic view of the limits imposed on the Appeal Panel, and to avoid

any misconceptions you may have concerning the appeal process. In other words, your appeal will be lost unless you can prove one of the VERY limited grounds above.

Second Appeal

The Code of Practice on School Admission Appeals, Section 5 (page 23) covers the issue of second appeals for the same school in the same school year. It states: "Appellants do not have the right to a second appeal for the same school for the same academic year unless, in exceptional circumstances, the admission authority accepts a second application because of a significant and material change in circumstances."

Admission of Children into Reception

Admission authorities must provide for the admission of children in the September following their fourth birthday. Where a place has been offered for a child at a school, that child is entitled to a full-time place in the September following their fourth birthday. The child's parents can defer the date their child is admitted but not beyond the point at which they reach compulsory school age, and not beyond the beginning of the final term of the school year for which it was made. Where the parents wish, children may attend part-time until later in the school year, but not beyond the point at which they reach compulsory school age.

Fair Access Protocol

As part of the Worcestershire Fair Access Protocol which can be found at the following link: https://www.worcestershire.gov.uk/info/20632/school_admissions_policies_and_appeals all schools with Key Stage 2, 3 and 4 classes can be required to exceed the published admission number to admit pupils covered by the Protocol.

'In Year' transfer arrangements

The procedure for in-year admissions for Worcestershire residents is as follows;

1. The Authority provides a **common application form (CA1)** for parents to apply for a place at any mainstream school in **Worcestershire**. Once completed this must be returned to the School Admissions Team.
2. In addition to the **CA1** Form, some Voluntary Aided, Academy, Foundation or Free schools may require parents to fill in a supplementary form which may request information that allows them to apply their oversubscription criteria. If schools use a supplementary form these must be consulted on and published and also available from the Local Authority.
3. A supplementary form, where required, must be submitted with the **CA1** form. It will not be regarded as a valid application unless the parent has also completed the **CA1**.
4. Applications from parents for schools outside Worcestershire should be made direct contact with the school or the local authority in whose area the school is located to find out how they process in-year applications.
5. Parents will be invited to state up to three preferences on the **CA1** for schools in priority order and give reasons for those preferred schools. Preference order is not taken into account when applying admission criteria as the law requires all preferences to be treated equally.
6. Where a parent approaches a school directly the parent should be advised to complete a **CA1** and return it to School Admissions.

Parents or carers seeking to transfer to a school need to be aware that they are responsible for ensuring their child continues to receive appropriate education in the interim.

Admission of Children outside of their normal age group

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health, effectively in the year group below or above their chronological age group. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to Reception rather than Year 1.

The Local Authority must make the decision based on the circumstances of each case and in the best interests of the child concerned.

The Local Authority will request the head teacher of the school to take account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of any medical professional or specialist practitioner; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely in order to reach a decision as to whether or not it is appropriate for the individual child to **delay or accelerate their entry** into school and be taught outside of their chronological age group.

Parental Responsibility and what is considered to be the Home Address

In the case of Community and Voluntary Controlled schools, home is defined as the only or main permanent residential address, at the closing date for applications, where the child usually resides and which is the usual address of the parent/carer with main responsibility for the child.

Where parents/carers have shared responsibility, the child's home address will usually be considered to be that of the parent/carer with whom the child lives for the majority of the school week (e.g. three or more days out of five Monday to Friday during term-time). Where care is split equally, parent/carers must provide independent supporting documentary evidence to prove that care is equally split. In such cases the address of the parent/carer in receipt of the Child Benefit will be the address on which the application will be processed. If neither parent is in receipt of Child Benefit, then random allocation will be used.

Should more than one parent have parental responsibility for a child, both parents should be in agreement over the preferences expressed prior to the application being submitted. Where more than one parent submits an application for a child, or where there is a parent not in agreement with the preferences, the Local Authority may not be able to process any application until agreement over the preferences is reached. Failure to ensure agreement prior to submission, may result in a delay in any application being processed and in some instances, where agreement cannot be reached we may not be able to proceed until a legal resolution has been sought and the courts determine which parent can make the final decision on schooling.

When submitting your application, as part of the terms and conditions, you will be required to confirm that parents are in agreement with the preferences expressed, this will also apply if you wish to transfer in year. If it is subsequently determined that agreement was not made prior to

the application being submitted, it could result in the withdrawal of the offer of a place, if it is determined that the information supplied was misleading or fraudulent.

COMMUNITY AND CONTROLLED MIDDLE & HIGH SCHOOLS ADMISSIONS POLICY for 2022/23

Document Details: Appendix 1b

Date: October 2020

Document Location: http://www.worcestershire.gov.uk/info/20099/school_admissions

Contact: Tracey Wilson twilson@worcschildrenfirst.org.uk

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Admission Criteria for Community and Voluntary Controlled Middle or High schools:

1. ***‘Children Looked after and previously *‘Children Looked after. including**’Children who have previously been in state care outside of England**, and have ceased to be in state care as a result of being adopted;
2. **Siblings** (see below for definition) of pupils attending the school **and** living within the **catchment area** of the school. In order to qualify for a place on the grounds of a sibling attending the school, the sibling must already be attending the school at the time of application and still be attending at the time of admission. Copies of catchment area maps, if required are available from the LA, or can be viewed in schools. To find the catchment school for a specific postcode visit this web address:

<https://www.worcestershire.gov.uk/schoolsearch>

In the event of a school catchment area change being approved, pupils who would still have a sibling connection (see below for definition) at the time of admission and who are living at the same address in the previous catchment area for a school, (but not within the revised catchment area), at the time the change was approved will be considered as living within the catchment area.

3. Pupils living within the **catchment area** of the school. Copies of catchment area maps, if required are available from the LA, or can be viewed in schools. To find the catchment school for a specific postcode visit this web address:

<https://www.worcestershire.gov.uk/schoolsearch>

4. Pupils living **outside of the catchment area** but who would still have a **sibling** connection (see below for definition) at school at the time of admission. In order to qualify for a place on the grounds of a sibling attending the school, the sibling must already be attending the school at the time of application and still be attending at the time of admission;
5. Pupils who were attending a named Feeder School at the time of application; named feeder school details can be found in Part D Section 4 of the Information for Parents Book at the following web address:
https://www.worcestershire.gov.uk/downloads/download/577/school_admissions_booklet_and_guides
6. **Children of staff** at the mainstream school, in either of the following circumstances:
 - a) where that member of staff has been employed for two or more years at the time at which the application for admission is made, or
 - b) the member of staff is recruited to fill a post for which there is a demonstrable skill shortage;
7. Pupils who live **nearest** to the school by the shortest **straight line distance**. The measurement will be taken using the GeoCode Points for each property and the GeoCode point for the School. The Local Authority uses a software package called Arcview GIS to determine distance. Ordnance Survey supplies the co-ordinates that are used to plot an address within this system. (In the event of equi-distance applicants, any place will be allocated by random selection (lottery). Someone totally independent of School Admissions will supervise this process).

In accordance with legislation, a child with an Education, Health and Care Plan will be offered a place at the school named in the Plan.

*‘Looked after’ means all those currently in the care of a Local Authority or accommodated by a Local Authority under the terms of the Children Act 1989 and children who were previously in

the care of or accommodated by a Local Authority but immediately after being looked after, became subject to an adoption, a child arrangements order or special guardianship order.

***By children previously in state care outside of England', we mean children who have been looked after outside of England by a public authority, a religious organisation or another provider of care whose sole purpose is to benefit society. The care may have been provided in orphanages or other settings. Independent supporting evidence will be required to be provided with the application.

Where there are too many applications from within the catchment area, priority within the catchment area will be decided in the following order, i.e. sibling connection, attendance at named feeder school, children of staff, then according to distance, each assessed as indicated above. Where there are too many applications from within the out of area sibling criteria, priority will be decided in the following order, i.e. attendance at feeder school, children of staff, then according to distance, each assessed as indicated above and so on with all other criterion.

The sibling connection, as well as brother and sister will include half-siblings, adopted children, step-siblings or a child of the parent/carers partner. They must also be living at the same home address. Children who are brought together as a family by a same sex civil partnership and who are living at the same address, are also considered to be siblings.

In the event that one or more but not all children from a multiple birth can be allocated place(s), all of the children from that multiple birth will be admitted, even if this takes the school over PAN.

Shared Catchment Areas

If there is more than one catchment area school and the number of applications for places from within the catchment area for one of those schools exceeds the number of places available, the allocation of places from within the shared catchment area will be decided according to the following priorities, in the following order:

1. pupils who would still have a sibling connection at the school at the time of admission;
2. pupils who were attending a named Feeder School at the time of the application. The Feeder School information can be found at Part D SECTION 4 of the Information for Parents Book at the following link:
https://www.worcestershire.gov.uk/downloads/download/577/school_admissions_booklet_and_guides at the time of application;
3. **Children of staff** at the mainstream school, in either of the following circumstances:
 - a) where that member of staff has been employed for two or more years at the time at which the application for admission is made, or
 - b) the member of staff is recruited to fill a post for which there is a demonstrable skill shortage;
4. pupils who live nearest to the school by the shortest straight line distance. The measurement will be taken using the GeoCode Points for each property and the GeoCode point for School. The Local Authority uses a software package called Arcview GIS to determine distance. Ordnance Survey supplies the co-ordinates that are used to plot an address within this system. (In the event of equi-distance applicants, any place will be allocated by random selection (lottery). Someone totally independent of School Admissions will supervise this process)..

Over-subscription for places in the Sixth Form

The County Council has agreed the following criteria:

1. General Entry Requirements

- for courses at NQF level 3 e.g. GCE AS/A2 level, Advanced or Advanced progression Diploma, BTEC National Diploma, 5 A*-C grades at GCSE (or equivalent);
- for courses at NQF level 2 e.g. Higher Diploma, BTEC First Diploma - a pass at NQF level 1 (5 GCSE D-G or equivalent);
- for courses at NQF level 1 - 2 A-G grades at GCSE (or equivalent).

The above are general entry requirements for a Sixth Form course. Some subjects/ courses will require more specific qualifications to have been achieved in order to study that subject/course;

2. in the event of there being more applications from qualifying students than places available, the normal admissions criteria priorities as set out above will apply.

Late Applications and changes to on time applications

The Council has agreed in its co-ordinated scheme to accept late applications and late changes to on time applications, for Community and Voluntary Controlled Schools within Worcestershire, within the time-frame set out in the scheme, and treat them as being on time, only in the following circumstances;

1. where a family have just moved address, (refer to Information for Parents booklet);
2. where it is agreed by School Admissions, that individual circumstances apply and the delay was reasonable given the circumstances of the case;

In each case supporting documentary evidence will be required. In all other circumstances, or if the application is not received until after the date set out in the scheme, late applications will receive a lower priority, and will only be considered after the applications received (or deemed to be) on time.

Waiting Lists

Waiting lists for Community and Voluntary Controlled Schools, are maintained by the School Admissions Section, and parents need to apply, in order to be included. The waiting list is ranked in line with the published oversubscription criteria and is maintained until the 31st December 2022. Each child added to that list will require the list to be ranked again in line with the published oversubscription criteria. Parents will need to reapply at the start of the following term if they wish to be included on the new waiting list for that term. Only on receipt of an acknowledgement letter from School Admissions will that child be on the list. Please see the Information for Parents Book for full details on how Waiting Lists are operated.

Appeals

If the parental preference cannot be met, you may, if you wish, appeal against the decision. Appeals by parents, setting out the grounds upon which the appeal is made, should be submitted in writing to School Admissions, by the deadline published on the Worcestershire

County Council website at Appealing an Admissions Decision. Appeals are heard by an independent appeal panel and whether your appeal is successful is likely to depend on the merits of your case.

Second Appeal

The Code of Practice on School Admission Appeals, Section 5 (page 23) covers the issue of second appeals for the same school in the same school year. It states: "Appellants do not have the right to a second appeal for the same school for the same academic year unless, in exceptional circumstances, the admission authority accepts a second application because of a significant and material change in circumstances."

Fair Access Protocol

As part of the Worcestershire Fair Access Protocol which can be found at the following link: https://www.worcestershire.gov.uk/info/20632/school_admissions_policies_and_appeals all schools with Key Stage 2, 3 and 4 classes can be required to exceed the published admission number to admit pupils covered by the Protocol.

'In Year' transfer arrangements

The procedure for in-year admissions for Worcestershire residents is as follows;

1. The Authority provides a **common application form (CA1)** for parents to apply for a place at any mainstream school in **Worcestershire**. Once completed this must be returned to the School Admissions Team.
2. In addition to the **CA1** Form, some Voluntary Aided, Academy, Foundation or Free schools may require parents to fill in a supplementary form which may request information that allows them to apply their oversubscription criteria. If schools use a supplementary form these must be consulted on and published and also available from the Local Authority.
3. A supplementary form, where required, must be submitted with the **CA1** form. It will not be regarded as a valid application unless the parent has also completed the **CA1**.
4. Applications from parents for schools outside Worcestershire should be made direct contact with the school or the local authority in whose area the school is located to find out how they process in-year applications.
5. Parents will be invited to state up to three preferences on the **CA1** for schools in priority order and give reasons for those preferred schools. Preference order is not taken into account when applying admission criteria as the law requires all preferences to be treated equally.
6. Where a parent approaches a school directly the parent should be advised to complete a **CA1** and return it to School Admissions.

Parents or carers seeking to transfer to a school need to be aware that they are responsible for ensuring their child continues to receive appropriate education in the interim.

Admission of Children outside of their normal age group

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health, effectively in the year group below or above their chronological age group. The Local Authority must make the decision based on the circumstances of each case and in the best interests of the child concerned.

The Local Authority will request the head teacher of the school to take account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely in order to reach a decision as to whether or not it is appropriate for the individual child to **delay or accelerate their entry** into school and be taught outside of their chronological age group.

Parental Responsibility and what is considered to be the Home Address

In the case of Community and Voluntary Controlled schools, home is defined as the only or main permanent residential address, at the closing date for applications, where the child usually resides and which is the usual address of the parent/carer with main responsibility for the child.

Where parents/carers have shared responsibility, the child's home address will usually be considered to be that of the parent/carer with whom the child lives for the majority of the school week (e.g. three or more days out of five Monday to Friday during term-time). Where care is split equally, parent/carers must provide independent supporting documentary evidence to prove that care is equally split. In such cases the address of the parent/carer in receipt of the Child Benefit will be the address on which the application will be processed. If there is neither parent is in receipt of Child Benefit then random allocation will be used.

Should more than one parent have parental responsibility for a child, both parents should be in agreement over the preferences expressed prior to the application being submitted. Where more than one parent submits an application for a child, or where there is a parent not in agreement with the preferences, the Local Authority may not be able to process any application until agreement over the preferences is reached. Failure to ensure agreement prior to submission, may result in a delay in any application being processed and in some instances, where agreement cannot be reached we may not be able to proceed until a legal resolution has been sought and the courts determine which parent can make the final decision on schooling.

When submitting your application, as part of the terms and conditions, you will be required to confirm that parents are in agreement with the preferences expressed, this will also apply if you wish to transfer in year. If it is subsequently determined that agreement was not made prior to the application being submitted, it could result in the withdrawal of the offer of a place, if it is determined that the information supplied was misleading or fraudulent.

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Co-ordinated Admissions Scheme for First, Primary & Middle Schools in Worcestershire for 2022/23 Academic Year

Document Details: Appendix 2a

Date: October 2020

Document Location:

https://www.worcestershire.gov.uk/info/20632/school_admissions_policies_and_appeals/2292/admissions_policies_2022_to_2023_consultation

Contact: School Admissions Team

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Introduction

Local Authorities are required, to operate a coordinated admissions scheme for First, Primary & Middle Schools (i.e. schools who admit children below age 11). Under the scheme, LA's are required to coordinate with neighbouring authorities, and all admission authorities within their area to ensure that only one offer of a school place is awarded to pupils. The Scheme outlined below applies to the academic year 2022/23 and is similar to the scheme implemented for the last few academic years.

The Application Process

ALL pupils, who reside **within Worcestershire**, who wish to apply to **any** First, Primary or Middle School, including any school outside the county of Worcestershire, are required to complete an application.

This also means that any pupil, who does not reside within Worcestershire, but wishes to apply for a place at a Worcestershire school must complete an **application provided by their "home" LA**. (The "home" LA is defined as the Local Authority relevant to the child's home address). The "home" LA will ensure the application details are passed on to this authority for consideration in the allocation of school places. (See timetable for dates).

When all applications have been considered, in conjunction with neighbouring LA's and/or Academies, Foundation, Free and Voluntary Aided Schools, the offer of a **single** school place will be made by the "home" LA, on behalf of the relevant admission authority. (See timetable for dates).

Parents should be aware that different LAs and Academies, Foundation, Free and Voluntary Aided Schools may have different admissions criteria, and therefore it is strongly advised that they ensure that they have understood the information that is available from each LA/School, before stating their preference on any application.

Please make contact with the Admissions Teams of any of the relevant LAs, if further information is required. (The addresses and telephone numbers of all the neighbouring LAs can be found in the Information for Parents Book.)

The Application and Closing Date

Parents are invited to state three preferences, and parents are also able to state the reasons, for their preference. All preferences are to **be treated as equal initially**, and sent out to other admission authorities (i.e. Academies, Foundation, Free and Voluntary Aided Schools, or neighbouring LAs) if appropriate, for consideration.

The closing date for the receipt of applications will be **15th January 2022**.

Initial Allocation Process

Co-ordinated Admissions Scheme for First, Primary & Middle Schools in Worcestershire for 2022/23 Academic Year

By 11th February 2022, Worcestershire LA will send details to all its Academies, Foundation, Free and Voluntary Aided Schools, for initial consideration. This information may need to be updated if information regarding further applications is subsequently received by other Local Authorities. Late applications will be forwarded upon receipt.

By 11th February 2022, Worcestershire LA will send all neighbouring LAs details of applicants for their schools, who will then apply their admissions criteria.

By 4th March 2022, Worcestershire LA will receive a ranked list from each of its Academies, Foundation, Free and Voluntary Aided Schools of all applicants. These lists will be compared to identify any pupils, who may have been offered more than one place. As **only the highest ranking school** will be offered, it may be necessary for Worcestershire LA to inform the Academies, Foundation, Free and Voluntary Aided school(s) that the place is not required, this will be notified to the school, as required.

This process will be ongoing (see section about late applications), along with exchange of information to neighbouring LAs – see timetable for dates.

Finalising the Allocation Process

By 31st March 2022, a final data exchange between Local Authorities neighbouring authorities, will take place, and any amendments to the listings for Academies, Foundation, Free and Voluntary Aided Schools will be notified as soon as possible.

On 16th April 2022, an offer of a school place will be made by Worcestershire LA, on behalf of the relevant admission authority, in the case of Worcestershire residents (even if the placement is for an Academy, Foundation, Free and Voluntary Aided School or a school in a neighbouring LA). **For families residing outside Worcestershire, who have applied for a place in a Worcestershire school, the offer letter will be sent by the “home” LA.**

The **single** offer will normally be the highest ranked school on the application form, at which a potential offer could be made.

In the few cases, where it may be not be possible to offer a place at any of the three preferences stated on the application, and the parent is a Worcestershire resident, a place will be offered at the catchment area school (if places are available), or the nearest available school with places, which includes Academies, Foundation, Free and Voluntary Aided Schools.

Late Applications including late changes to on time applications

Between 16th January 2022 and 28th February 2022, it is likely that several late applications will be received. The Council has agreed in its co-ordinated scheme to accept late applications, for Community and Voluntary Controlled Schools within Worcestershire, within this time-frame, and treat them as being on time, only in the following circumstances;

Co-ordinated Admissions Scheme for First, Primary & Middle Schools in Worcestershire for 2022/23 Academic Year

a) where a family have just moved address, (refer to Section 8B of the Information for Parents book);

b) where it is agreed by School Admissions, that individual circumstances apply, and the delay was reasonable given the circumstances of the case;

In each case supporting documentary evidence will be required. **In all other circumstances, or if the application is not received until after 28th February 2022, late applications (including late changes to on time applications) will receive a lower priority, and will only be considered after the applications received (or deemed to be) on time.**

NB. If the late application is for an Academy, Foundation, Free and Voluntary Aided School, or a school outside Worcestershire, it will be necessary to refer to the late application policy of the school or the LA, in whose area the school is located.

All applications received after 28th February 2022 for the intake year, must be sent to Worcestershire LA, and will be processed as soon as possible. An offer, or refusal of a school place, will be given by Worcestershire LA, on behalf of the relevant admission authority.

Waiting Lists

Waiting lists for Community and Voluntary Controlled Schools are maintained by the School Admissions Section, and parents need to apply, in order to be included. These waiting lists will be maintained until the 31st December 2022. Parents will need to reapply at the start of each term if they wish to be included on the list for the following term.

Waiting lists for Academy, Foundation, Free and Voluntary Aided Schools are maintained by the individual schools and parents will need to contact the schools directly, in order to be included. Parents must consult the individual schools for details on the waiting list procedure.

Timetable of Admissions Process

15th January 2022	All applications must be received, either on-line or at the HOME LA .
11th February 2022	Information forwarded to Academies, Foundation, Free and Voluntary Aided Schools for applications to be considered. Further applications to be forwarded ASAP.
11th February 2022	Information received from neighbouring LAs of pupils, who have nominated a school in Worcestershire.
11th February 2022	Information supplied to neighbouring LAs concerning any Worcestershire children nominating an out-county school.
28th February 2022	Last date at which Late Applications can be considered in initial allocation (see section about 'Late Applications' for limited circumstances).
4th March 2022	Academy, Foundation, Free and Voluntary Aided Schools to return preferences, ranked by those schools in accordance with their admission criteria.
11th March 2022	Worcestershire and neighbouring LAs to exchange information of results (1 st cycle).
18th March 2022	Worcestershire and neighbouring LA's to exchange further information (2 nd cycle).
31st March 2022	Worcestershire and neighbouring LAs to exchange final information.
16th April 2022	Offers of school places made to parents.

Fair Access Protocol

As part of the Worcestershire Fair Access Protocol, all schools with Key Stage 2, 3 and 4 classes can be required to exceed the published admission number to admit pupils covered by the Protocol. The Protocol is published at the following web address https://www.worcestershire.gov.uk/info/20632/school_admissions_policies_and_appeals

Admission of children outside their normal age group

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health, effectively in the year group below or above their chronological age group. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to Reception rather than Year 1.

The admission authority for any school must make the decision based on the circumstances of each case and in the best interests of the child concerned.

In the case of a Community or Voluntary Controlled School the Local Authority will request the head teacher of the school to take account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; or specialist practitioner; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely in order to reach a decision as to whether or not it is appropriate for the individual child to delay or accelerate their entry into school and be taught permanently behind or ahead of their chronological age group. The reasons for the decision must be clearly set out.

Even if delayed or accelerated entry is agreed, the normal admission arrangements apply and there is no guarantee of a place.

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Co-ordinated Admissions Scheme for Secondary Schools in Worcestershire for 2022/23 Academic Year

Document Details: Appendix 2b

Date: October 2020

Document Location:

https://www.worcestershire.gov.uk/info/20632/school_admissions_policies_and_appeals/2292/admissions_policies_2022_to_2023_consultation

Contact: School Admissions Team

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Introduction

Local Authorities are required, to operate a coordinated admissions scheme for Secondary Schools (i.e. schools who admit children aged 11 or older). Under the scheme, LA's are required to coordinate with neighbouring authorities, and all admission authorities within their area to ensure that only one offer of a school place is awarded to pupils. The Scheme outlined below applies to the academic year 2022/23 and is similar to the scheme implemented for the last few academic years.

The Application Process

ALL pupils, who reside **within Worcestershire**, who wish to apply to **any** Secondary School, including any school outside the county of Worcestershire, are required to complete an application.

This also means that any pupil, who does not reside within Worcestershire, but wishes to apply for a place at a Worcestershire school must complete an **application provided by their "home" LA**. (The "home" LA is defined as the Local Authority relevant to the child's home address). The "home" LA will ensure the application details are passed on to this authority for consideration in the allocation of school places. (See timetable for dates).

When all applications have been considered, in conjunction with neighbouring LA's and/or Academies, Foundation, Free and Voluntary Aided Schools, the offer of a **single** school place will be made by the "home" LA, on behalf of the relevant admission authority. (See timetable for dates).

Parents should be aware that different LAs and Academies, Foundation, Free and Voluntary Aided Schools may have different admissions criteria, and therefore it is strongly advised that they ensure that they have understood the information that is available from each LA/School, before stating their preference on any application.

Please make contact with the Admissions Teams of any of the relevant LAs, if further information is required. (The addresses and telephone numbers of all the neighbouring LAs can be found in the Information for Parents Book.)

The Application and Closing Date

Parents are invited to state three preferences, and parents are also able to state the reasons, for their preference. All preferences are to **be treated as equal initially**, and sent out to other admission authorities (i.e. Academies, Foundation, Free and Voluntary Aided Schools, or neighbouring LAs) if appropriate, for consideration.

The closing date for the receipt of applications will be **31st October 2021**.

Initial Allocation Process

Co-ordinated Admissions Scheme for Secondary Schools in Worcestershire for 2022/23 Academic Year

By 26th November 2021, Worcestershire LA will send details to all its Academies, Foundation, Free and Voluntary Aided Schools, for initial consideration. This information may need to be updated if information regarding further applications is subsequently received by other Local Authorities. Late applications will be forwarded upon receipt.

By 26th November 2021, Worcestershire LA will send all neighbouring LAs details of applicants for their schools, who will then apply their admissions criteria.

By 16th December 2021, Worcestershire LA will receive a ranked list from each of its Academies, Foundation, Free and Voluntary Aided Schools of all applicants. These lists will be compared to identify any pupils, who may have been offered more than one place. As **only the highest ranking school** will be offered, it may be necessary for Worcestershire LA to inform the Academies, Foundation, Free and Voluntary Aided school(s) that the place is not required, this will be notified to the school, as required.

This process will be ongoing (see section about late applications), along with exchange of information to neighbouring LAs – see timetable for dates.

Finalising the Allocation Process

By 4th February 2022, a final data exchange between Local Authorities neighbouring authorities, will take place, and any amendments to the listings for Academies, Foundation, Free and Voluntary Aided Schools will be notified as soon as possible.

On 1st March 2022, an offer of a school place will be made by Worcestershire LA, on behalf of the relevant admission authority, in the case of Worcestershire residents (even if the placement is for an Academy, Foundation, Free and Voluntary Aided School or a school in a neighbouring LA). **For families residing outside Worcestershire, who have applied for a place in a Worcestershire school, the offer letter will be sent by the “home” LA.**

The **single** offer will normally be the highest ranked school on the application form, at which a potential offer could be made.

In the few cases, where it may be not be possible to offer a place at any of the three preferences stated on the application, and the parent is a Worcestershire resident, a place will be offered at the catchment area school (if places are available), or the nearest available school with places, which includes Academies, Foundation, Free and Voluntary Aided Schools.

Late Applications including late changes to on time applications

Between 1st November 2021 and 31st January 2022, it is likely that several late applications will be received. The Council has agreed in its co-ordinated scheme to accept late applications, for Community and Voluntary Controlled Schools within Worcestershire, within this time-frame, and treat them as being on time, only in the following circumstances;

- a) where a family have just moved address, (refer to Section 8B of the Information for Parents book);
- b) where it is agreed by School Admissions, that individual circumstances apply, and the delay was reasonable given the circumstances of the case;

In each case supporting documentary evidence will be required. **In all other circumstances, or if the application is not received until after 28th February 2022, late applications (including late changes to on time applications) will receive a lower priority, and will only be considered after the applications received (or deemed to be) on time.**

NB. If the late application is for an Academy, Foundation, Free and Voluntary Aided School, or a school outside Worcestershire, it will be necessary to refer to the late application policy of the school or the LA, in whose area the school is located.

All applications received after 1st February 2022 for the intake year, must be sent to Worcestershire LA, and will be processed as soon as possible. An offer, or refusal of a school place, will be given by Worcestershire LA, on behalf of the relevant admission authority.

Waiting Lists

Waiting lists for Community and Voluntary Controlled Schools are maintained by the School Admissions Section, and parents need to apply, in order to be included. These waiting lists will be maintained until the 31st December 2022. Parents will need to reapply at the start of each term if they wish to be included on the list for the following term.

Waiting lists for Academy, Foundation, Free and Voluntary Aided Schools are maintained by the individual schools and parents will need to contact the schools directly, in order to be included. Parents must consult the individual schools for details on the waiting list procedure.

Timetable of Admissions Process

31st October 2021	All applications must be received, either on-line or at the HOME LA .
26th November 2021	Information forwarded to Academies, Foundation, Free and Voluntary Aided Schools for applications to be considered. Further applications to be forwarded ASAP.
26th November 2021	Information received from neighbouring LAs of pupils, who have nominated a school in Worcestershire.
26th November 2021	Information supplied to neighbouring LAs concerning any Worcestershire children nominating an out-county school.
16th December 2021	Academy, Foundation, Free and Voluntary Aided Schools to return preferences, ranked by those schools in accordance with their admission criteria.
14th January 2022	Worcestershire and neighbouring LAs to exchange information of results (1 st cycle).
21st January 2022	Worcestershire and neighbouring LA's to exchange further information (2 nd cycle).
31st January 2022	Last date by which Late Applications can be considered in the initial allocation (see Late Applications for details)
11th February 2022	Worcestershire and neighbouring LAs to exchange final information.
1st March 2022	Offers of school places made to parents.

Fair Access Protocol

As part of the Worcestershire Fair Access Protocol, all schools with Key Stage 2, 3 and 4 classes can be required to exceed the published admission number to admit pupils covered by the Protocol. The Protocol is published at the following web address
https://www.worcestershire.gov.uk/info/20632/school_admissions_policies_and_appeals

Admission of children outside their normal age group

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health, effectively in the year group below or above their chronological age group.

The admission authority for any school must make the decision based on the circumstances of each case and in the best interests of the child concerned.

In the case of a Community or Voluntary Controlled School the Local Authority will request the head teacher of the school to take account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; or specialist practitioner; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely in order to reach a decision as to whether or not it is appropriate for the individual child to delay or accelerate their entry into school and be taught permanently behind or ahead of their chronological age group. The reasons for the decision must be clearly set out.

Even if delayed or accelerated entry is agreed, the normal admission arrangements apply and there is no guarantee of a place.

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Pyramid	Type	School	PAN for 2021
Martley	Primary	Abberley Parochial Primary	15
Pershore	First	Abbey Park First	30
Pershore	Middle	Abbey Park Middle	84
Evesham	First	Ashton under Hill First	18
Bromsgrove	Middle	Aston Fields Middle	150
Redditch	First	Batchley First	60
Bewdley	Primary	Bayton CE Primary	15
Rubery	Primary	Beaconside Primary	30
Hagley	Primary	Belbroughton CE Primary	25
Bromsgrove	First	Beoley First	20
Bewdley	Primary	Bewdley Primary	60
Evesham	Middle	Blackminster Middle	130
Bromsgrove	First	Blackwell First	30
Hagley	Primary	Blakedown CE Primary	30
Evesham	First	Broadway First	20
Bromsgrove	First	Catshill First	60
Bromsgrove	Middle	Catshill Middle	120
Bromsgrove	First	Charford First	90
Droitwich	First	Chawson First	60
Worcester	Primary	Cherry Orchard Primary	90
Evesham	First	Church Lench CE First	15
Worcester	Primary	Claines CE Primary	30
Evesham	First	Cleeve Prior CE First	15
Hagley	Primary	Clent Parochial Primary	15
Martley	Primary	Clifton upon Teme Primary	15
Kidderminster	Primary	Comberton Primary	60
Kidderminster	Primary	Cookley Sebright Primary	30
Evesham	First	Crothorne with Charlton First	18
Bromsgrove	First	Crown Meadow First	60
Pershore	First	Defford cum Besford CE First	12
Bromsgrove	First	Dodford first	15
Evesham	First	Eckington CE First	20
Upton	Primary	Eldersfield Lawn CE Primary	15
Bromsgrove	First	Fairfield First	30
Bewdley	Primary	Far Forest Lea Memeorial CE Primary	20
Redditch	First	Feckenham CE First	15
Bromsgrove	First	Finstall First	60
Pershore	First	Flyford Flavell First	15
Kidderminster	Primary	Franche Primary	120
Martley	Primary	Grimley and Holt CE Primary	12
Malvern	Primary	Grove Primary	30
Hagley	Primary	Hagley Primary	90
Bromsgrove	First	Hanbury CE First	30
Evesham	First	Harvington CE First	30
Pershore	First	Himbleton CE First	14
Droitwich	First	Hindlip CE First	20
Rubery	Primary	Holywell Primary	60
Malvern	Primary	Leigh & Bransford Primary	30
Bromsgrove	First	Lickey End First	30
Rubery	Primary	Lickey Hills Primary	60

Wythall	Primary	Meadow Green Primary	45
Bromsgrove	First	Meadows First	60
Bromsgrove	First	Millfields First	60
Redditch	First	Moon's Moat First	60
Malvern	Primary	Northleigh CE Primary	45
Bromsgrove	High	North Bromsgrove High	300
Bromsgrove	Sixth Form	North Bromsgrove High Sixth Form	10
Redditch	First	Oak Hill First	90
Kidderminster	Primary	Offmore Primary	45
Evesham	First	Overbury CE First	15
Bromsgrove	Middle	Parkside Middle	150
Evesham	First	Pebworth First	12
Upton	Primary	Pendock CE Primary	8
Worcester	Primary	Perdiswell Primary	60
Worcester	Primary	Pitmaston Primary	90
Worcester	Primary	Red Hill CE Primary	60
Redditch	First	Roman Way First	45
Malvern	Primary	Rushwick CE Primary	30
Evesham	First	Sedgeberrow CE First	30
Bromsgrove	First	Sidemoor First	60
Evesham	First	St Andrew's CE First	60
Bewdley	Primary	St Anne's CE Primary	30
Worcester	Primary	St Barnabas CE Primary	60
Kidderminster	Primary	St Catherine's CE Primary	60
Evesham	Middle	St Egwin's CE Middle	150
Hagley	Primary	St Kenelm's CE Primary	28
Redditch	First	St Luke's CE First	30
Evesham	First	St Richard's CE First	60
Bromsgrove	First	Stoke Prior First	30
Evesham	First	Swan Lane First	60
Redditch	First	Tenacres First	60
Evesham	Middle	The De Montfort School (LOWER)	150
Evesham	Sixth Form	The De Montfort School (SIXTH FORM)	10
Evesham	High	The De Montfort School (UPPER)	100
Droitwich	First	Tibberton CE First	15
Bewdley	Primary	Upper Arley CE Primary	15
Pershore	First	Upton Snodsbury CE First	14
Upton	Primary	Upton upon Severn Primary	30
Droitwich	Middle	Westacre Middle	150
Droitwich	First	Westlands First	60
Worcester	Primary	Whittington CE Primary	30
Droitwich	Middle	Witton Middle	180
Kidderminster	High	Wolverley CE Secondary	150
Kidderminster	Sixth Form	Wolverley CE Secondary Sixth Form	8
Redditch	First	Woodrow First School	60
Malvern	Primary	Wyche CE Primary	20



12 October 2020	Our ref:	PA/TW/AT
	Contact:	Amanda Taylor
	Tel:	01905 844284

Headteachers & Chairs of Governors of all Maintained Schools
Neighbouring Local Authorities
Worcester Diocesan Board of Education
Church of England Diocese Birmingham
Birmingham Diocesan Schools Commission
Chair of the Worcestershire Association of Governors
Trade Unions
SENDIASS

Dear Colleagues

**Consultation on Admission Arrangements for Community and Voluntary
Controlled schools for the Academic Year 2022-2023**

The County Council is consulting on changes to the admissions policy which was approved by Cabinet in February 2020. The arrangements that Cabinet approved for 2021 to 2022, are available to view at the following link:

https://www.worcestershire.gov.uk/downloads/download/1413/community_or_voluntary_controlled_schools_2021

The County Council, in conjunction with the Governing Body of Wolverley CE Secondary School, are consulting on removing the statement in the current arrangements in relation to oversubscription at Wolverley CE Secondary School. The current arrangements state:

In the event of oversubscription at Wolverley CE Secondary School up to a maximum of 10% of places will be awarded to children living in the Wyre Forest District Council area whose parents have specifically asked for a place for reasons of religious affiliation. The definition of religious affiliation would be in line with the criteria for other CE Voluntary Aided schools in the County:

- *Active members of a Church of England church:*

*(Active members are those that have attended church at least once a month for a period of at least 12 months prior to the application. **Confirmation of attendance is required to be submitted with your application and must be in writing from the minister)***

The arrangements have been in place since 2007 and there have been no applications submitted on the above grounds to date.

The Governing Body of Wolverley CE Secondary are fully committed to providing an environment which has a Christian ethos, that provides a fully inclusive education for all pupils irrespective of faith or belief. The Local Authority is therefore seeking any comments on the proposal to remove the religious affiliation from the admission arrangements for Wolverley CE Secondary School.

Published Admission Number changes (PAN)

The County Council wishes to consult on the reduction of the Published Admission Number (PAN) at several its Community and Voluntary Controlled schools. We would also draw your attention to those Academy, Foundation, Free or Voluntary Aided schools that may also be consulting on a PAN reduction or a PAN increase that requires statutory approval. The details on all the proposals can be viewed at the following link:

https://www.worcestershire.gov.uk/downloads/download/1413/community_or_voluntary_controlled_schools_2021

The Governing Body of Flyford Flavell Primary School in Pershore wish to reduce the PAN of the school, in light of the school's conversion from a first school to a primary school. The reduction would ensure that the school is able to teach 7-year groups across the school, without the need for any additional accommodation. The Local Authority is therefore seeking any comments on the proposal to reduce to a PAN of 15 from the current PAN of 22.

The Governing Body/Academy Trust of St George's CE First School in Redditch wish to reduce the PAN due to falling numbers and to ensure financial sustainability. The school is therefore seeking any comments on the proposal to reduce to a PAN of 30 from the current PAN of 45.

The Governing Body/Academy Trust of Northleigh CE Primary School in Malvern wish to reduce the PAN due to falling numbers and to ensure financial sustainability. The school is therefore seeking any comments on the proposal to reduce to a PAN of 30 from the current PAN of 45.

Admission Authorities are not required to consult on an increase to the PAN if the school has the accommodation. However, there is still a statutory requirement to consult on an increase to the size of a school where the increase is 30 places and by more than 25% of the existing accommodation.

Academies will need to seek permission from the Regional Schools Commissioner to vary their PAN and funding agreements. Additional accommodation required at any school to meet any Basic Need and any projects connected to that will need to be included in the capital investment plan.

The PAN changes will be published in the Information for Parents Book 2022 which when published can be found at www.worcestershire.gov.uk/schooladmissions

Admission Policy for Academy (A), Foundation (FO), Free (FR) and Voluntary Aided (VA) Schools.

All Academy, Foundation, Free and Voluntary Aided schools must consult on their proposed Admission Policies, where there is a change from the policy their Governors/Trusts approved for 2021. A copy of the proposed arrangements for Academy, Foundation, Free and Voluntary Aided schools can be found at:

https://www.worcestershire.gov.uk/downloads/download/1458/2022_to_2023_policies_for_a_n_academy_foundation_free_or_voluntary_aided_school the individual school's website or from the schools' offices. A public notice has been placed in the free local press to this effect.

Where there is no change from the determined policy approved for 2021, and no objections were received to that policy, those admission authorities need not consult for 2022.

Any comments on Academy, Foundation, Free and Voluntary Aided school policies should be directed to the schools themselves.

Co-ordinated Admission Arrangements and Dates

Local Authorities are required, to operate a co-ordinated admissions scheme for the normal admissions round for all schools. Under the scheme, LA's are required to coordinate with neighbouring authorities, and all admission authorities within their area to ensure that **only one offer of a school place** is awarded to pupils.

The proposed schemes can be viewed at:

https://www.worcestershire.gov.uk/downloads/download/1459/consultation_2022_to_2023_co-ordinated_admission_arrangements . These are similar to the schemes implemented for the last few academic years.

Consultation will run from **12th October 2020 to 4th December 2020**, a response is invited from all interested parties.

The consultation response form can be found at:

https://www.worcestershire.gov.uk/info/20632/school_admissions_policies_and_appeals/2292/admissions_policies_2022_to_2023_consultation **all responses will be collated and reported to Cabinet.**

Timescales for this consultation

Responses are required by Friday 4th December 2020. They should be sent by e-mail to

ataylor4@worcschildrenfirst.org.uk

Or by post to: Admission Arrangements Consultation, School Admissions, Worcestershire Children First, County Hall, Spetchley Road, Worcester, WR5 2NP.

If you have any queries, please do not hesitate to contact Amanda Taylor or myself.

Yours sincerely



Tracey Wilson

Mainstream Admissions Manager

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Response Form
Consultation on Proposed Changes to the admission arrangements and PAN for Community and Voluntary Controlled Schools and co-ordinated schemes for 2022

School/Organisation/Name	
---------------------------------	--

<p>1. Are there any comments you wish to make on the proposal to remove the religious affiliation from the admission arrangements for Wolverley CE Secondary School?</p>
<p>Comments:-</p>
<p>2. Are there any comments you wish to make on the proposal to reduce to a PAN of 15 from the current PAN of 22?</p>
<p>Comments:-</p>
<p>3. Are there any comments on the Co-ordinated Secondary School Scheme you wish to make?</p>
<p>Comments:-</p>
<p>4. Are there any comments on the Co-ordinated Primary and Middle School Scheme you wish to make?</p>
<p>Comments:-</p>

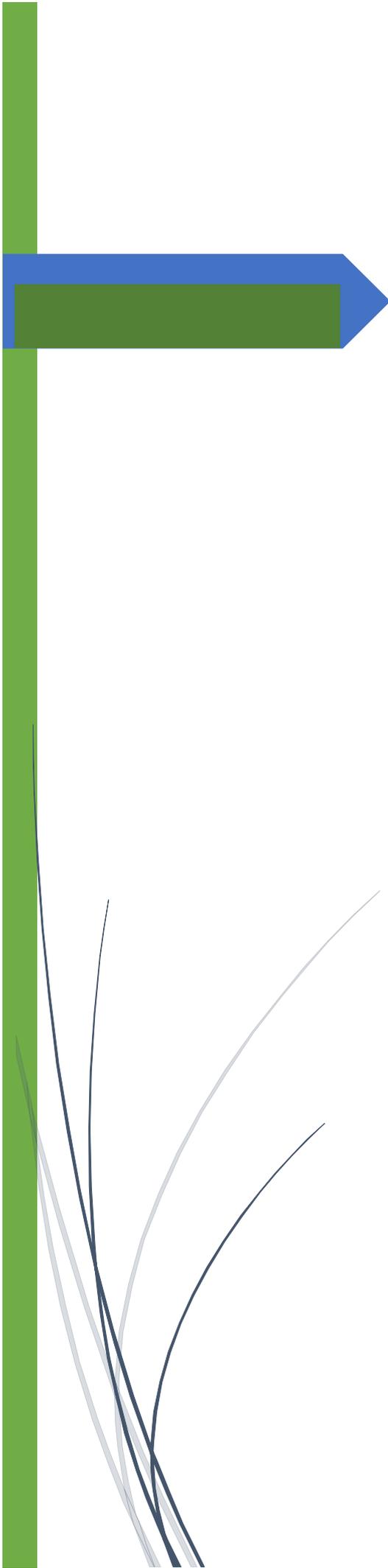
Signed.....

Printed.....

Responses are required by 4th December 2020. They should be sent to:
 Admission Arrangements Consultation 2022, School Admissions, Worcestershire Children First, County Hall, Spetchley Road, Worcester, WR5 2NP

Or by e-mail to ataylor4@worcschildrenfirst.org.uk

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Day Services

Review of WCC Resource Centres

16/12/2020

V.4

KORRINA CAMPBELL - INTERIM DAY OPPORTUNITIES REVIEW MANAGER
KATIE STALLARD – SENIOR PROJECT MANAGER

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Executive Summary and Recommendations for Next Steps

1. Within the Resource Centres, there a large proportion of service users (88%), that are older and have been within the service for over 10 years highlighting several issues and considerations:
 - a. That the service user journey is limited and for some individuals the Resource Centre offer becomes a “service for life”
 - b. That Worcestershire may be “over-providing” for some individuals and are WCC practicing in a truly strengths-based approach way i.e. do all the individuals in the Resource Centres really need a full comprehensive specialist/complex provision with high staffing levels?
 - c. Due to the ageing profile of current service users, this proportion will ultimately reduce over the next few years and with low levels of younger people coming into the service, this will of course make the service financially unviable over the longer term
 - d. There is a significant risk posed to the Authority and a need to ensure that carers, who are older, are supported to plan for the future life arrangements of their family member

Recommendations for next steps:

- *The long-term offer of the Resource Centres needs to be explored further and to ascertain why individuals remain in the service for so long*
 - *Consideration of risks to WCC due to ageing carers and reliance upon resource centres with service user having been in the service for so long*
 - *To consider further options around the GOLD service offer, in facilitating a throughput of individuals and improved customer journey, instead of blocking services with people in potentially the wrong service type provision who remain in the service for longer than 10 years*
 - *To scope potential numbers of people within the Connect Services too, who may be identified as being suitable for a GOLD service to give us a holistic view in terms of actual numbers and levels*
 - *To consider the financial impact of a GOLD type provision service within the external market compared to internal cost of a current Resource and Connect service*
2. There is a significant variance on the numbers of service users attending the 4 Resource Centres, especially Pershore

Recommendation for next steps:

- *Further research to understand why services have lower service user’s numbers. Is it because:*
 - *Higher level of Needs*
 - *Building Capacity*
 - *Lack of need in that area*

3. In terms of younger adults with a Learning Disability;
 - a. 127 individuals who are seventeen years old and currently going through the transitions process, have been identified as potentially requiring some sort of Day Care Opportunity
 - b. have been identified as potentially requiring some sort of Day Care Opportunity
 - c. Currently there is a small proportion of younger adults within the Resource Centres, only 6 % are under twenty-four years old and 13% below thirty years old

Recommendations for next steps:

- *To research why there is such a small proportion of young people currently within the Resource Centres. Is it due to the current offer, young people accessing alternative offers or lack of capacity within the Resource Centres.*
 - *To consider a wrap-around type of provision for younger people with LD coming through to explore a customer journey which moves people onto more independence through employment, volunteering and accommodation considerations*
4. Through the review and desktop exercises, it is quite clear that some individuals within the Resource Centres are deemed as being within the wrong service and whereby needs could be better met, with either a combination of alternative services, maybe community based or through the Connect Services. Or through a designated provision, more tailored to meet individual needs i.e. Growing Older with Learning Disabilities (GOLD)
Only 14% of individuals were identified as being suitable for just a Resource Centre service and 45% of people were identified as being better supported through attending both the Resource Centres and the Connects services or a combination of services, meaning a more flexible approach may be required, in ensuring individual needs are met in a person-centred way

Recommendations for next steps:

- *To further review the process around referrals into internal services as it feels the criteria has blurred leading to potential individuals being misplaced in services*
 - *To further explore Social Worker referral practices and processes in line with current services criteria*
5. There is still a blurring of the service offers between the Resource Centres and Connect Centres, due to referral processes and a lack of clarity about the service offers. This has identified that maybe the staffing levels and ratios of staff to individuals within the two types of provision are incorrect. Resource Centres and Connect Services have similar unit costs when you would expect the Resource complex/specialist service to have the higher costs due to the complexity of care and support needed.

Recommendations for next steps:

- *To complete a further desktop exercise, scoping individuals needs levels of those in the Connect services, to compare against the Resource centres breakdown, including scoping 1-1 levels to compare against the 62% level in the Resource Centres*
 - *To look at the comparison of staffing levels between Resource Centres and Connect services based on individual's needs and given a proportion of service users have been identified as being deemed suitable as attending both services*
 - *To consider the impact of the newly proposed figures of 1:1 = £155.23 and 6:1 = £67.86 within both services based on the staffing ratio levels between both services*
 - *To complete a financial review of unit costs across the Resource Centres and looking at volumes within services, as this clearly has an impact, given the weekly cost varies from Worcester with 45 service users at £266.00 to Pershore with 9 service users and a weekly cost of £679.00*
 - *To complete further research around why only 29% of service users are in receipt of a Direct Payment*
 - *To complete a snapshot building suitability review and alternative uses in buildings i.e. combining day care and replacement services and consider geographical suitability*
6. The impact of covid has been extremely challenging for all concerned. However, this has had a significant influence on services being delivered in different ways throughout the pandemic. The positive side from the pandemic has meant that new ways of working have been explored and implemented meaning a shift in attitudes from key stakeholders, in considering new ways of working in the future, especially around potential new models for the building-based services.

Recommendations for next steps:

- *To further explore options for potential service models for future complex and specialist care services including:*
 - *Hub and spoke model*
 - *Mix of building based and community/outreach services to run alongside the building*
 - *Menu of options for services*
- *To further explore the impact of different service offers throughout lockdown and determine any proportionate shifts in terms of individuals spending less time in a building- based service and going out into the community more*
- *To further explore some of the other proposed options through co-design with stakeholders, as part of what a future WCC complex/specialist support service might look like*

7. Through the market analysis exercise it is clear that there is a lack of provision for individuals with a Profound and Multiple Learning Disability (PMLD) or complex needs in the external market.

Only 2 external providers have been identified as being able to support people with high needs and only in the Worcester and Droitwich area

Recommendations for next steps:

- *To have further discussions with the 2 identified external providers for complex/specialist care to explore possible options*
- *As an Authority there's a need to understand why there is the gap in external providers being able to support individuals with high needs/complex needs within a day service provision. Further exploration needs to consider the reasons. Is it:*
 - *Financially unviable for them to deliver a service within the allocated funding*
 - *Staff not having the right skills*
 - *Lack of appropriate buildings adapted for complex care*
 - *Lack of appetite for the area of work*

8. There is a heavy reliance on transport from individuals attending the Resource Centres, with an annual cost to the Council of approximately £632,000. There is a significant variation around costs of transport, per individual, ranging from; £11.67 per person per week to £135.00 per person per week. 28 of the Resource service users share transport with Connect service users, which again reinforces that there is a potential blurring between the 2 services, when you would expect a different level of transport provision to be required due to higher complex needs.

Recommendations for next steps:

- *To understand the impact of transport implications if any services are withdrawn i.e. where transport is shared across Resource Centres and Connect services, to do further research around the transport provision with the Connect services*
- *Consider any impact on transport if buildings aren't in the right place*
- *Further exploration around independent travel and alternative transport provision*
- *Review of existing transport contracts due soon (April 21)*

9. A large proportion of the service users (99%), within the Resource centres were identified as having health needs, yet only 5% of these individuals are receiving Continued Health Care Funding.

Recommendations for next steps:

- *To carry out further exploration as this figure seems relatively low given the service perceived to be provided is around complex/specialist care.*

Background

As identified within the *Worcestershire County Council Internal Learning Disability Day Service Specification*, WCC are aiming to provide a mixed economy of care for people with a learning disability, whereby services may be provided by the independent sector through the Dynamic Purchasing System or via WCC internal day service provision, which currently includes:

- **Resource Centres** for people who need a fully equipped base or benefit from the security of a staffed base from which to access their day services and day opportunities in the community.
- **Connect Day Services** for people who want to predominantly access community-based day opportunities and aren't dependent on a fully equipped and staffed base.
- **Gold Services** for older people with a learning disability who may have an age-related illness, or accompanying physical health needs, including dementia, who require or prefer to have a more building based service.

On the 22nd October 2020 Cabinet approved several recommendations supporting the review of the current position of day opportunities for adults with learning disabilities. The recommendations were:

- The commencement of a review of day opportunities for people with a learning disability which will take account of learning in response to the challenges presented by Covid-19, to ensure the offer is equitable in accordance with assessed eligible need, promotes independence and meets individual outcomes in the most efficient and cost effective way.
- A report in Winter 20/2021 to be taken back to cabinet with an update on the outcome of the review detailing the identified options for the delivery of building-based day opportunity services, which support individuals with the high/complex needs
- A further report in Summer 2021 on the conclusion of the review detailing the identified options for the long-term delivery of community-based opportunities.

The purpose of the Day Opportunities Review is to consider how the council may continue to meet assessed eligible need in the most efficient and cost-effective way that promotes independence, social inclusion and positive outcomes for individual carer's.

The first phase of the review was to focus on the current offer for people using WCC in-house Resource Centres, with an aim of informing the potential development of future day opportunities for people with complex needs, across the portfolio of community opportunities for people with learning disabilities in Worcestershire. As an Authority Worcestershire need to ensure they are continuing to fulfil their duty of care, in line with the Social Care Act 2014, in facilitating the correct offer and being equitable across all services and ages of individuals with a learning disability.

It is important to recognise that people with learning disabilities have a wide range of abilities and complexity of needs and it is for this reason its acknowledge that a service which meets the needs of one individual with a learning disability, may not meet the needs of everyone with learning disabilities and that all services should be delivered in line with the guidance contained within the Care Act 2014 , as well as delivering the best outcomes for people with a disability promoting key principles:

- People should be treated as individuals.
- People with learning disabilities should be able to use the same services as other people.
- People should have choice and be able to have some control over the services they use.
- People should be part of the community where they live.
- People should feel safe.

These principles should apply to all services irrespective of the level and complexity of need of the people using the services.

Phase 1 of the Review

Within the scope of the review, several key activities were identified and included:

- Stakeholder engagement
- Desktop exercise of all current service users in receipt of day opportunities to understand opportunities for less building-based provision
- The impact of COVID-19 and closure of internal day services
- Analysing the responses to engagement and update cabinet with options being considered
- Complete a review and report the conclusion and recommendations to Cabinet for approval

Review Process

A project group was established to encompass a wide cross section of stakeholder representation, whereby formal project documentation was completed and implemented in line with reporting requirements to the Shaping Services Board; Terms of Reference, a detailed project plan and a RAID log.

Due to the nature of the review it was agreed that additional key stakeholders would be engaged as part of the process to ensure key interfaces and interdependencies were considered. These included:

- Transitions lead – Jill Hughes
- Transport lead – Paul Young
- Shared Lives – Jennifer Parker
- WAC Carer Engagement and Involvement Lead– Jenny Hewitt

The first phase review of day services within Worcestershire was carried out with the principles of the Best Value Framework to address the four key issues of:

Engaging – with users of our service, carer’s, staff, partners and external agencies

Comparing – with other authorities in respect of learning disability provision

Challenging – current existing provision and exploring alternatives

Competing – with cost comparisons and modelling of existing and future recommendations

These principles underpinned the whole review and formed the basis of the agreed process throughout the review and by informing the agreed project plan.

The project plan focused on a variety of key areas with specific outcomes to be achieved, with the main activity, data and information being sourced through two desktop exercises:

1. The first was a more formal data collation process which was carried out in conjunction with commissioners, operational leads and with data extracted from an existing Learning Disability

database, which had been re-aligned to include information pertaining to the covid 19 pandemic and mitigating risks for carer's and service users

- The second exercise was more informal focusing more on day to day frontline services which was completed by the Resource Centre staff, at various levels. Key data from this established whether the current service was "fit for purpose" for those individuals currently using the Resource Centres, as well as considering alternative options for specialist care alongside some of the service changes occurring due to staff having to adapt to the covid restrictions.

Below are the key activities and the outcomes identified to be achieved:

Data	
What we will do	What this will achieve
Desktop exercise LD database	Provides a picture of pre-covid and during covid of percentage of people in the building versus community activities
	Determine right level of assessed need within the service
	Provides details on proportion of people with health needs
	Multi-service attendance including internal/external and replacement services
Desktop exercise Resource Centres Staff	Resource centre service user profiling – age, length of service etc
	Review of best service fit for each individual
	Identifying links between the Resource and Connect criteria
	Impact of covid at service delivery
	Preferred communication methods for service users
	Provides holistic view of support for each person
	Capacity profiling based on existing versus best service fit review data
Finance	
Desktop Exercise Team Leaders	High level impact of the difference if people were in the right service
	Levels of Direct Payment
Market Analysis	
Full market review of capacity post Covid	Is the market able to meet complex care need
	Is it financially comparable
Future Proof	
Ensuring that the future day services are fit for purpose, present and future	Examples of future models
	Potential menu of options for complex services
	Links with Transitions
	Links between Shared Lives
Transport	
Transport Review	Identifies who is receiving internal transport
	Transport costs within the Resource Centres
Engagement	
Consultation/Engagement Log	Identify who key stakeholders are
Comms and Engagement plan	Link into carer support forums and key stakeholders
	Ensure everyone impacted by changes are engaged with

Stakeholder Engagement

In addition to the project group and on commencement of the review, it was agreed that to ensure full stakeholder involvement. A Communications and Engagement sub-group was established with a remit of ensuring engagement across all key areas of the review.

Sub-Group membership included:

- *Korrina Campbell* – Interim appointed lead for the day services review
- *Katie Stallard* – Programme portfolio lead
- *Laura Blythe* – Senior Press Officer
- *Jenny Hewitt* - WAC Carer Engagement and Involvement Lead

Key areas of the focus and governance within this group, included:

- Completion of an *Engagement and Consultation Project Plan* which aligned to the overarching Day Opportunities Review Project Plan
- Updating the *Communications & Engagement Plan* incorporating chronological history of past engagement/ consultation
- Completion of a *Stakeholder Engagement Plan* which identified; key stakeholders, including; WCC internal leads, Carer's/Service users and voluntary sector as well as methods of engagement:

Stakeholder Engagement Plan

Engagement Completed/Engagement scheduled

Stakeholders	Stakeholder analysis	Methods of engagement
Worcestershire Internal leads		
Cabinet inc Leader	Inform, Consult and Collaborate	Cabinet Paper 04 th February 2021
Cabinet Member with responsibility for Adult Social Care	Inform, Consult and Collaborate	One to one catch ups Cabinet Paper 04 th February 2021
Elected Members	Inform, Consult and Collaborate	Cabinet Paper 04/02/2021
Scrutiny	Inform and Consult	Scrutiny paper to be written – 28 th January 2021
Strategic Director of People	Inform, Consult and Collaborate	PDLT Meeting COG Meeting Highlight report
Assistant Director for Adult Social Care	Inform, Consult and Collaborate	PDLT Meeting COG Meeting
Assistant Director for Communities	Inform, Consult and Collaborate	PDLT Meeting COG Meeting Regular One to one's
Director of Public Health	Inform and Consult	Through PDLT internal reporting procedure
Senior Leadership Team (SLT)	Inform, Consult and Collaborate	Cabinet Paper Review Report
Chief Officer Group (COG)	Inform, Consult and Collaborate	Cabinet Paper Review Report
ASC staff in scope	Inform, Consult and Collaborate	1-1s with all staff Team leader group meetings Email updates Briefings Newsletter

		Workshops
All WCC staff	Inform	Email updates Briefings Newsletter
Worcestershire Children First Staff	Inform	Email updates Briefings
Unions	Inform and Consult	Supported through HR
Carers/Service Users		
WAC (Worcestershire Association of Carers)	Inform, Consult and Collaborate	Carer Workshop sessions Co-production with LD carers LD Partnership Board Forum Living Well Subgroup Forum
Carers and families	Inform, Consult and Collaborate	Carer Workshop sessions Co-production with LD carers LD Partnership Board Living Well Subgroup Letters/Emails Media Briefing Press Release
Service Users	Inform, Consult and Collaborate	One to ones Assessments of needs Letters Emails Through Speakeasy Now involvement Media Briefing Press Release
Voluntary Sector Engagement		
Speakeasy Now - LD Self Advocacy Group	Inform, Consult and Collaborate	Support with advocacy and to ensure the voice of the customer is heard
WPCC - Worcestershire Parent Carer Council	Inform, Consult and Collaborate	Participation in any potential co-design of services
Redditch Carers Careline	Inform, Consult and Collaborate	Participation in any potential co-design of services

Engagement Feedback

Staff Engagement

As part of the review many staff within the Resource Centres were engaged within the process and invited to feedback any comments around the current and potential future of complex/specialist services, including the current Resource Centre provision. The staff involved included; The Resource Centre Manager, the 4 Team Leaders, the Senior Support workers and Support Workers and were facilitated through separate sessions on Teams and facilitated by the interim day care manager leading the review.

There were several key messages and proposals within all the engagement sessions, that were highlighted as potential future models for alternative complex/specialist care services, predominantly based around a hub and spoke model of a building base as a drop in point, with a community and home-based offer. Some of these models are listed later on in the review. It was clear through the staff engagement at all levels and across all the 4 services that there was a need

for a building-based provision in some form, due to the complexities of need and levels of personal care support. It was also noted, consistently, that the weather had a significant impact on the community activities and of course the major impact of lockdown within the covid pandemic, which restricted most outdoor or social community activities and options. The key points are documented in the following table:

Potential ideas for re-shaping existing services
Integrated GOLD services working with existing external providers/luncheon clubs
Social Enterprise to run from the old school-house – providing employment and volunteering opportunities
Service users able to access both the Resource and Connect services
Further links into health and extending the current offer
Forensic support for people with a LD
Links into short-breaks and replacement care
Holiday clubs – non-term support
Issues Raised
Look at equity and proportion of provision, some carers have “manipulated” the system
Clearer service specs for day opportunities offer
Better links between the resource service and connect service
Look at flexibility around transport if models change
Referral process from Social Worker means sometimes people are “pigeon-holed” instead of being based on need
1-1 levels are wrong – need for reviews
Ratios of challenging behaviour
GOLD service users not keen to be out and about
Outreach activities impacted by both covid and seasons
Capacity and availability of places can be an issue
Buildings need a refurbishment and are they fit for purpose or could they be used differently?
Funding and how the budget is managed

Carer’s Engagement

In July 2020, “*Speakeasy Now*” were commissioned to carry out an engagement exercise around the impact of covid and day services provision. Most feedback was via Parent/ Family Carer or support staff/carer.

Some of the key feedback included;

- Most wished to return. However, approx. 15% expressed concern over safety issues for the service user and/or other vulnerable members of their family in respect of infection risks. These carers were happy for the person to remain at home for at least another month or more.
- Respite for Carers provided by day service was a major factor. Approximately 10% of carers had experienced severe difficulty during closure.
- Lack of physiotherapy input for some users was identified. This has caused deterioration in muscle tone and flexibility.
- They like the variety of opportunities offered and the chance to get out of the house.
- Many identified opportunities to be out in local communities as their most enjoyable pastime and the thing they missed most.
- Lack of stimulation in home setting has been a problem for approximately 40% of service users. This can be due to loneliness, isolation, difficulty in engaging, lack of support available to undertake activities, depression.

Service User Engagement

Through the information collated from the desktop exercise completed by team leaders of the resource centres and through further 1-1's, it was agreed that service user feedback should be facilitated carefully and in the appropriate way. A significant number of individuals have been identified as requiring specialist communication assistance in expressing their own opinion and 45 individuals were identified as needing advocacy support. It is critical that engagement with service users isn't "tokenistic" so it was agreed at this stage that any further service user engagement would have a specific engagement plan and approached in a carefully managed way, without raising anxieties amongst the service users themselves and their carers.

Reassessment of all current service users in receipt of day opportunities to understand opportunities for less building-based provision

Currently 109 people with a learning disability use the 4 in-house resource centres across the whole of Worcestershire.

- **Wyre Forest** 25 people
- **Bromsgrove** 30 people
- **Worcester** 45 people
- **Pershore** 9 people

It was clear in the initial stages of the review process that the 4 centres offered quite different services. The next phase of the review was the compilation of individual Resource Centre profiles incorporating both of the desktop reviews, to allow us to consider any potential gaps in service provision or trends which may be useful when thinking about the holistic WCC complex/specialist provision for people with a learning disability. The profiles are captured per service with the findings per service included.

The findings from the individual Resource Centre profiles have also been amalgamated to provide us with an overall profile across all the existing services. Some of these findings have been incorporated into the Executive Summary section, including proposed next steps and recommendations.

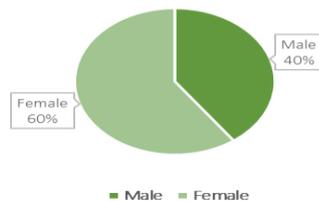
Wyre Forest Resource Centre Service

The service is based in Freda Eddy Court in Kidderminster and pays a peppercorn rent of £38 p/a to WCFH and is attended by 25 people.

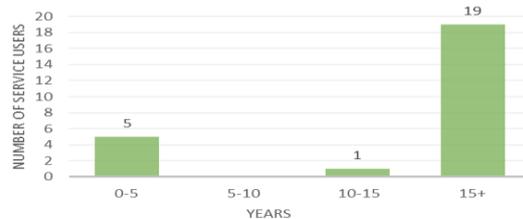
Budget of £612,362, internal charges of £94,902 and total £707,264 with an average controllable weekly cost of £454

Wyre Forest Resource Centre

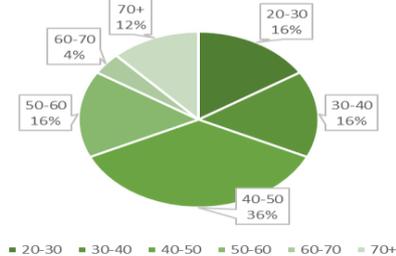
Gender of Service Users



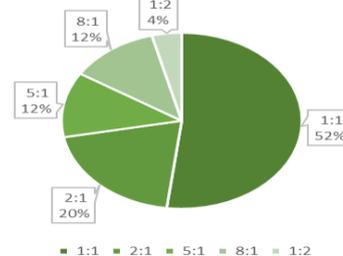
Length of Service



Age of Service Users



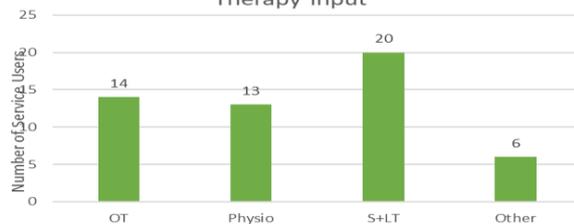
Level of Need



Direct Payments



Therapy Input



Wyre Forest findings:

- 76% of service users have been in the service for over 15 years
- 80% of service users have been in the service for over 10 years
- 1:1 and 2:1 hours make up 56% of services
- Direct Payments are approximately 50% take up
- Internal transport provision equates to approximately 2/3rds of the provision
- All service users were identified by the team leaders and staff as having a health need yet only 1 person was CHC funded
- There is one out of county placement
- The service received 6 new referrals during lockdown of younger people
- 20% of people were identified as being suitable for a GOLD service
- 20% of people were identified as being suitable for both Resource and Connect services
- Most of the service users received a therapy input with 11 people receiving multi-therapy

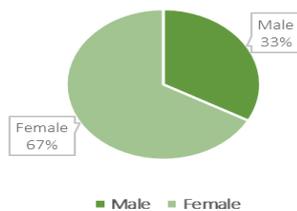
Bromsgrove Resource Centre

The service is based in the Wendon Centre in Bromsgrove and is owned by WCC and is attended by 30 people.

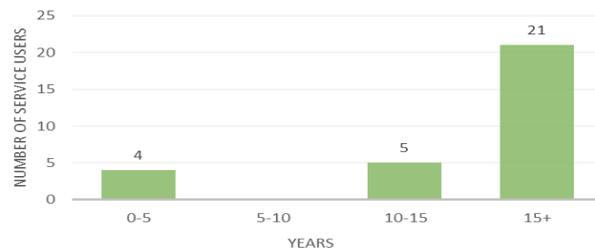
Budget of £677,160, internal charges of £84,998 and total £762,158 and has an average weekly controllable cost of £421.00

Bromsgrove Resource Centre Profile

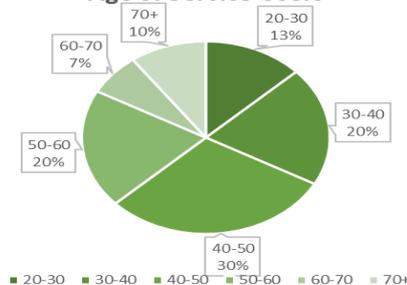
Gender of Service Users



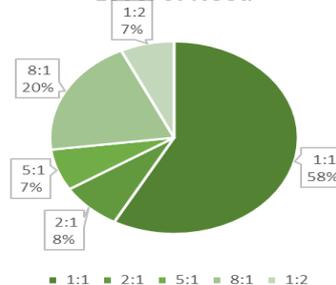
Length of Service



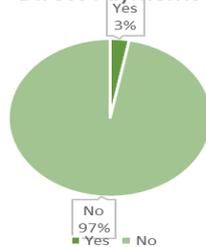
Age of Service Users



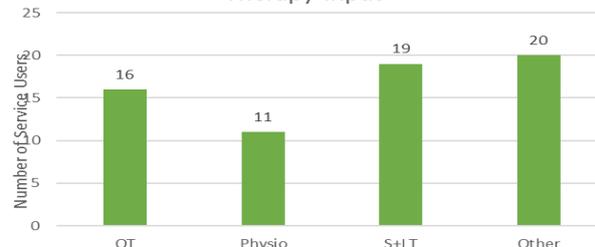
Level of Need



Direct Payments



Therapy Input



Bromsgrove findings:

- 70% of service users have been in the service for over 15 years
- 87% of service users have been in the service for over 10 years
- 1:1 and 2:1 hours make up 65% of services
- Direct Payments – there is only person on a DP
- Internal transport provision equates to approximately 2/3rds of the provision with a couple of service users using an external provision too
- All service users were identified by the team leaders and staff as having a health need yet only 4 people are CHC funded
- There are no out of county placements
- 40% of people were identified as being suitable for a GOLD service
- Most of the service users received a therapy input except for 4

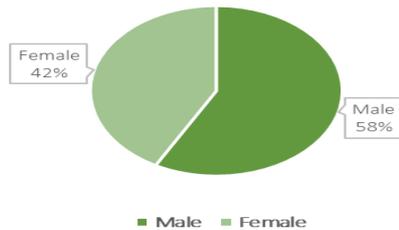
Worcester Resource Centre

The service is based in the Cherry Orchard in Worcester and is owned by WCC and is attended by 45 people.

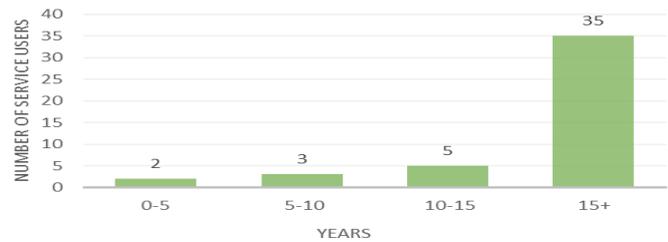
Budget of £550,622, internal charges of £119,520 and total £670,142 and has an average weekly controllable weekly cost of £266.00

Worcester Resource Centre

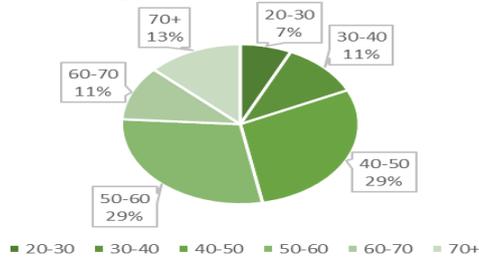
Gender of Service Users



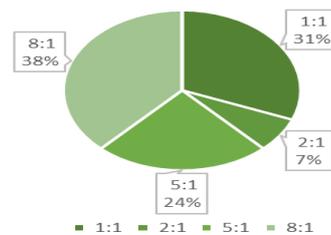
Length of Service



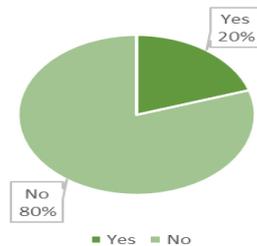
Age of Service Users



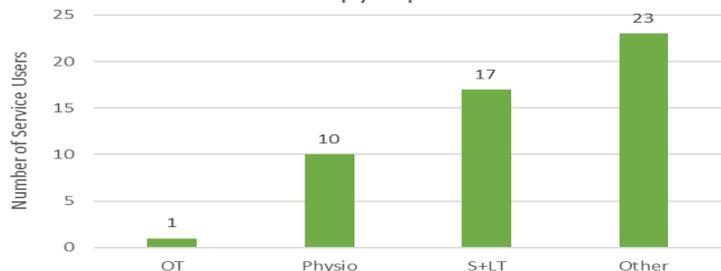
Level of Need



Direct Payments



Therapy Input



Worcester findings:

- 78% of service users have been in the service for over 15 years
- 89% of service users have been in the service for over 10 years
- 1:1 and 2:1 hours make up 31% of services
- Direct Payments – there is only person on a DP
- Internal transport provision only equates to approximately 22% of the provision with 58% using an external provision. 20% of service users did not use internal/external provision.
- All service users were identified by the team leaders and staff as having a health need yet only a small proportion are CHC funded
- There are 3 out of county placements
- 33% of people were identified as being suitable for a GOLD service
- 14 service users received multi-therapy input with 13 have none

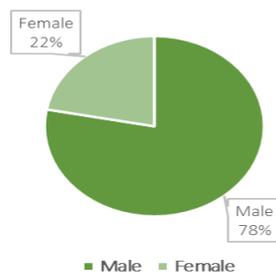
Pershore Resource Centre

The service is based in the Three Springs in Pershore and is owned by WCC and is attended by 9 people.

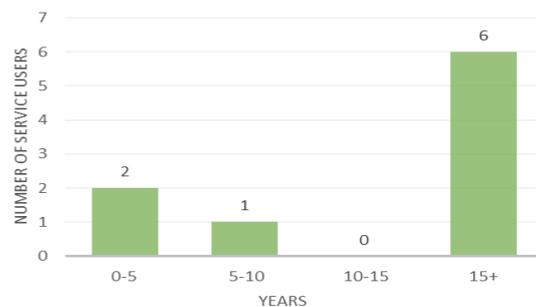
Budget of £317,086, internal charges of £35,927 and total £353,013 with an average controllable weekly cost of £679.00

Pershore Resource Centre

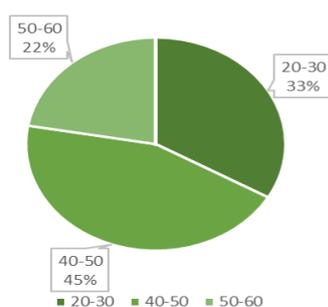
Gender of Service Users



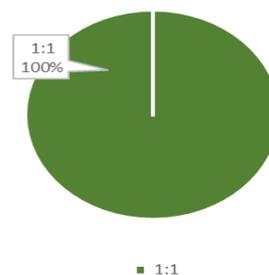
Length of Service



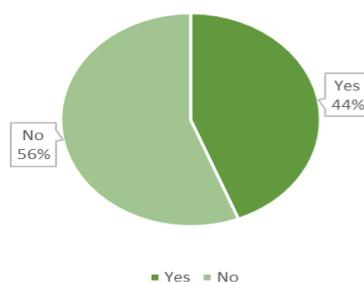
Age of Service Users



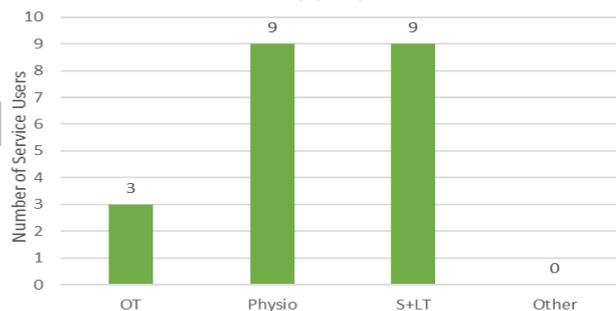
Level of Need



Direct Payments



Therapy Input



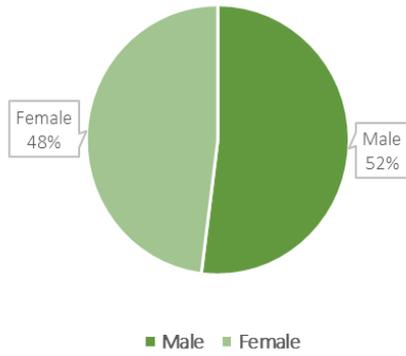
Pershore findings:

- 2/3rds of service users have been in the service for over 15 years
- 1:1 and 2:1 hours make up 100% of services
- Direct Payments – there is approximately a 50/50 split
- Internal transport provision equates to approximately 78% of the provision
- All service users were identified by the team leaders and staff as having health needs, yet no service users are CHC funded
- There are 0 out of county placements
- All 9 of the service users received multi-therapy input

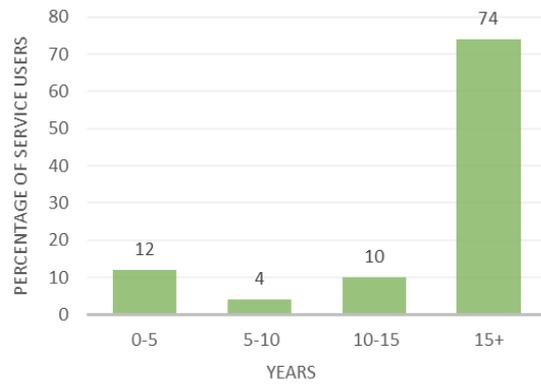
Countywide Overview of all four Resource Centres

County Overview of Resource Centres

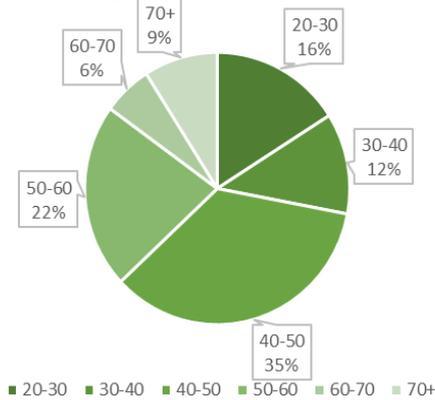
Gender of Service Users



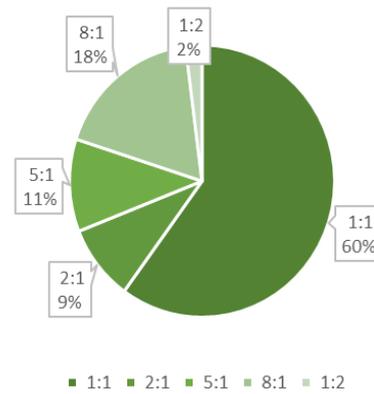
Length of Service



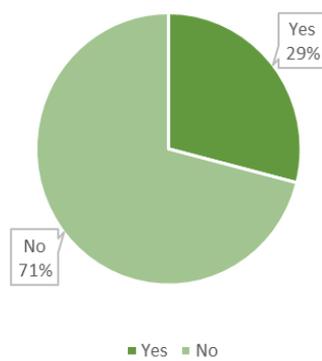
Age of Service Users



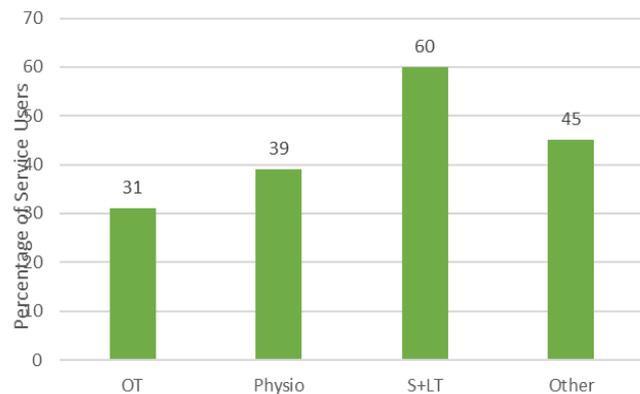
Level of Need



Direct Payments



Therapy Input



Market Research around External Providers

Worcestershire is keen to encourage a diverse range of day service providers for individuals to choose from. For external providers a Service Specification and Contract forms part of a Dynamic Purchasing System ("DPS") which allows new providers to apply for a contract to provide Day Services at any time during the life of the contract. Under the DPS, there is no restriction on the number of providers able to have a contract with the Council. The Learning Disability DPS went live at the start of October 2017 and has been extended to October 2021.

There are currently 33 active providers with a DPS contract in place for Learning Disability day service provision and a further two in process. No new placements for day care should be made outside of this contract. The contract is based on an individually negotiated core day rate (average rate £48 per day) with an agreed additional hourly or daily rate for specific needs e.g. 1-1 or 2-1 support (average 1-1 rate £133 per day/£14 per hour).

There are also 18 providers not on the DPS but with older contracts, where individuals were placed before 1st October 2017. However, many of these providers have only 1 or 2 individuals.

Additionally, several people take a Direct Payment which they use to purchase day service provision from the external market. Commissioners are aware of a further three Learning Disability day service providers in Worcestershire with whom WCC does not have a contract.

Types of support offers and geographical summary

The table below shows where Worcestershire's Learning Disability Day Services are based and the level of support which services can offer. "High level" support refers to specialist services which work predominantly with people with complex needs and profound and multiple learning disabilities. "Mid"-level support refers to services which offer some 1-1 support as part of their service, as well as group activities, whereas "low"-level support includes services which generally offer support in larger groups.

	Low level support	Mid-level support	High level support	Total
Bromsgrove	-	1	-	1
Redditch	3	2	-	5
Wyre Forest	12	2	-	14
Worcester/Droitwich	10	2	2	14
Evesham/Pershore	2	4	-	6
Malvern	5	3	-	8
Out of County	1	5	-	6
Total	33	19	2	54

As can be seen, there is a good range of day service providers in Worcestershire for people with mild to moderate support needs but relatively limited provision for people with more profound and multiple disabilities and those with behaviours which may challenge services. There are only two external

services identified which specialise in working with people with profound and multiple disabilities. One is based in Worcester and another in Droitwich resulting in significant journeys for some of their clients from around the county. A small number of external providers provide a service to some people with behaviours that challenge services, but Worcestershire no longer have a provider who specialises in this area, following the closure of one service earlier in the year.

Geographically, services are well spread with some localities more vibrant than others. Wyre Forest and Worcester/Droitwich have the largest availability of providers; additional services in Malvern and Evesham/Pershore have developed in recent years; however, Bromsgrove still has a very limited availability of provision. Historically people have travelled often some distance to utilise a provider of their choice.

Capacity in Worcestershire’s External day services

COVID-19 has had a significant impact on day services, with many services having closed during the first lockdown period. Most services have now reopened but many are having to operate with reduced numbers in order to meet infection control guidelines. However, services are working to build capacity and a recent survey of providers has identified some available capacity (see below), which is likely to grow as the COVID-19 situation improves during 2021.

Providers have reported that 74 individuals have permanently ended their day service during the COVID-19 period (since March 2020); however, this has been balanced by 79 individuals starting a new service during the same period.

The table below shows the number of people attending services, by the location of the service, and the number of day sessions attended in total per week. The average number of day sessions attended by each individual is 2.6 per week.

	No. of people attending	No. of day sessions per week
Bromsgrove	18	51
Redditch	78	122
Wyre Forest	96	309
Worcester/Droitwich	73	161
Evesham/Pershore	25	55
Malvern	54	183
Out of County	6	26
Total	350	907

NB Numbers above are provider-based and therefore include some individuals who have a different primary need e.g. Physical Disability, as some services work across multiple client groups.

A survey of day services has recently been conducted, as part of COVID-19 management, which has enabled commissioners to gather information about the number of people attending services using a direct payment and also how many people attend funded by other agencies or on a self-funding basis. The information below is based on returns from 28 providers, as well as WCC's own management information for people funded directly by WCC. Note that number of people attending will include some people who attend multiple services, and who are therefore counted more than once.

By location	No. of people attending				No. of day sessions per week			
	WCC-funded	Direct payments	Other	Total	WCC-funded	Direct payments	Other	Total
Bromsgrove	18	13	3	34	51	36	8	95
Redditch	78	54	10	142	122	105	21	248
Wyre Forest	96	112	49	257	309	218	53	579
Worcester/Droitwich	73	62	23	158	161	106	43	310
Evesham/Pershore	25	68	12	105	55	101	25	181
Malvern	54	32	12	98	183	60	17	259
Total	344	341	109	800	880	625	166	1,671

In terms of capacity for additional places, the 28 providers who responded to the recent survey have reported a total of 325 additional day sessions available for potential new clients. This is broken down geographically as below:

	Current capacity for new people (day sessions per week)
Bromsgrove	4
Redditch	99
Wyre Forest	157
Worcester/Droitwich	29
Evesham/Pershore	24
Malvern	12
Total	325

The impact of COVID-19 and closure of internal day services different ways of working during COVID

COVID-19 has highlighted the need for services for adults with learning disabilities to change and adapt. The pandemic has had significant consequences in the way the services operate and has allowed the opportunity to innovate and find new ways of supporting people. The Council's directly provided services continued to aim to provide high quality care that support adults for learning disabilities and complex needs to remain at home, maximise their independence and lead a meaningful life. This is in line with the Care Act 2014.

COVID-19 has also had a significant impact on the services. They were closed for a period between March and October/November 2020 and since reopening, the requirement for COVID-19 compliance has substantially reduced capacity. Three of the four buildings were made COVID-19 compliant and reopened temporarily for 3 weeks until the last lockdown in November 2020 but had limited capacity available, due to the enhanced standards of infection control and social distancing requirements. One of the services (Wyre Forest) was unable to re-open due to flooding.

Prior to the covid pandemic the occupancy levels table below highlights the levels of occupancy levels within each of the Resource Centre services.

County Summary of occupancy levels pre-covid

Name of Resource Centre service	Number of current users	Number of day slots used per week	Capacity - day slots per week if person requires 1:1	Total slots available	Occupancy (%)
Wyre Forest	25	98	20	118	83%
Bromsgrove	32	135	0	135	100%
Worcester	44	149	5	154	97%
Pershore	10	38	0	38	100%

County Summary of occupancy levels during covid

Name of Resource Centre service	Number of current users	Number of day Sessions used per week	Capacity - day slots per week if person requires 1:1	Total slots available	Occupancy (%)
Wyre Forest	23 Inc 6 new referrals	40	14 sessions throughout a week working on 1:1, but most sessions require 2:1	54	74%
Bromsgrove	18	52	34	86	60%
Worcester Second lock down	45	37	34 @1:1 3 @ 1:2	100 S Workers	37%
First lockdown	45	15	15 @1:1	32 S Workers	50%
Pershore	9	18	18	18	55%

Current Service provision during covid

During covid and as an alternative in trying to meet people's needs, the Resource Centre services have developed innovative new ways of supporting people in their own homes and communities in trying to complement the building-based Specialist Day Opportunities offer, which was restricted in the numbers of places it could offer due to mandatory covid restrictions.

There are many examples of how the Resource Centre staff adapted in trying to maintain some sort of service offer throughout the pandemic. Some of these examples are captured through case studies enclosed as appendices at the end of the review. Other overall provision included:

Outreach:

The service has taken people into the community for activities. During lockdown this has been mainly walking in open spaces, but when the lockdown was lifted trips included going to cafes, pubs and other local areas of interest. The weather has proved a significant barrier in the outreach support as clearly individuals preferred being out and about in the warmer weather.

Virtual Support:

Zoom sessions included:

- Seat chair exercise
- Sports
- Music
- Personal safety/ Self care
- Coffee mornings
- Games
- Books/ newspaper discussions
- Library public zoom sessions were also used by some service users

Additional Support

During covid, many of the Resource Centre staff completed weekly phone calls to parents and carers and at times speaking to individuals, to "check-in" and make sure everyone was coping and to act as a resource in supporting them.

The staff offered support, such as; getting shopping, health and wellbeing checks, updating and discussing the changing government guidance and implications and trying to keep people connected.

Ad-hoc sessions for carers that included delivering physio equipment, occasional sit in sessions to cover unexpected appointments etc to ensure maximum usage of available slots.

Interdependencies :

As part of the review it was essential to engage with some of the key interdependencies within the day service provision, in ensuring we approached the review in a holistic way for those individual service users involved. Such interdependencies included:

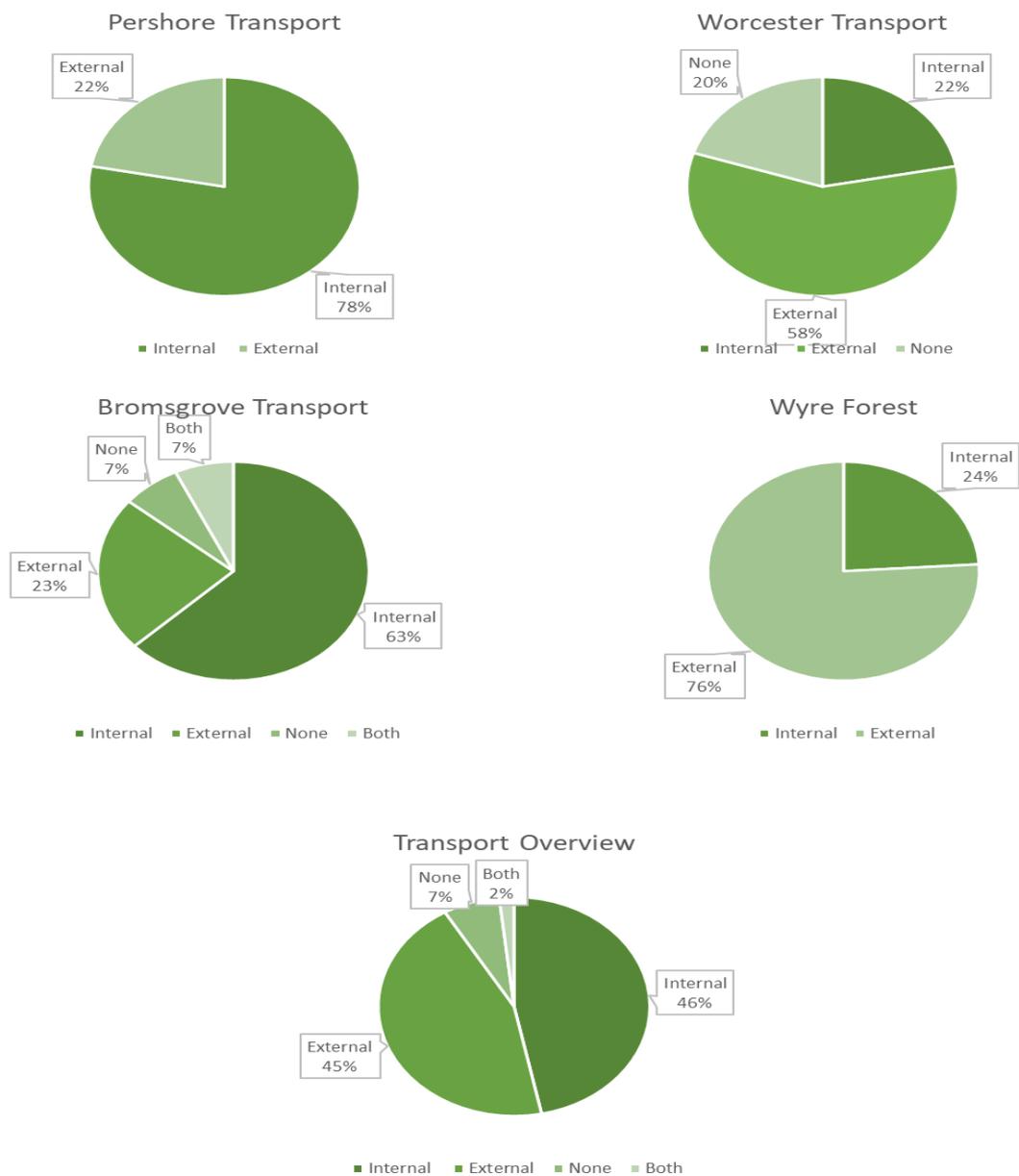
- Transport
- Shared Lives
- Transitions
- Replacement Care

Transport

Below is the breakdown of the transport provision across all of the 4 Resource Centres with a County overview included. The current budget for the 4 Resource Centres is:

- **Wyre Forest** -£3,508.30 per week
- **Bromsgrove** - £2,997.13 per week
- **Worcester** - £3,315.00 per week
- **Pershore** - £2,349.89 per week

Transport Overview



Transport costs are incorporated into an individual’s care package as a whole figure and there is a notional amount charged to the service user for this which is £20.93 per return.

Currently 93% of service users use transport to get into the Resource Centres, with 64% of transport being provided by WCC internal provision. Whilst 28% is provided through an external provision and only 1% of the Resource Centre service users have a combination of both internal and external provision. The Transport Commissioning Team decide on the most appropriate contract route (geographical, cost and need based) for service users to be allocated. Some routes are operated by our internal WCC Fleet Services and the remainder by external contractors.

Overall, the weekly costs of the internal transport to WCC equates to £12,170.32 per week with an annual cost of £632,856.64 based on a 52-week provision, which does not factor in holiday periods and resource centre closures.

The cost of transport varies dramatically across the services ranging from £11.67 - £135.00

Transport Costs per week	No of service users
£11.67 - £22.29	14
£31.58 - £40.04	37
£41.52 - £48.90	4
£60 - £72.00	10
£82.00 - £97.78	6
£100 - £135.00	3

28 of the service users share transport services with Connect service users, which highlights the necessity to consider this interface as part of the transport review and the impact of any proposed changes. The financial impact on the Resource Centres would be an approximate increase of £1,204.44 per week (£62,630.88 per annum) if the transport wasn’t shared with the Connect services.

Shared Lives

Worcestershire Shared Lives has been in place since 2004 but has been operational through an Adult Placement Scheme prior to this. It has an established staff team and Registered Manager who successfully deliver support to people living in Worcestershire. Currently the scheme has incorporated Shared Lives Plus aspirations and guidance to achieve outcomes for over 127 people. There are currently 152 Shared Lives providers within the system, however recent proposals have identified that the service aims to increase this by 22 providers totalling 174 providers by 2022.

Shared Lives is a highly flexible form of supported living, recruiting Shared Lives providers to give individuals the opportunity to live within a family in the provider's own home.

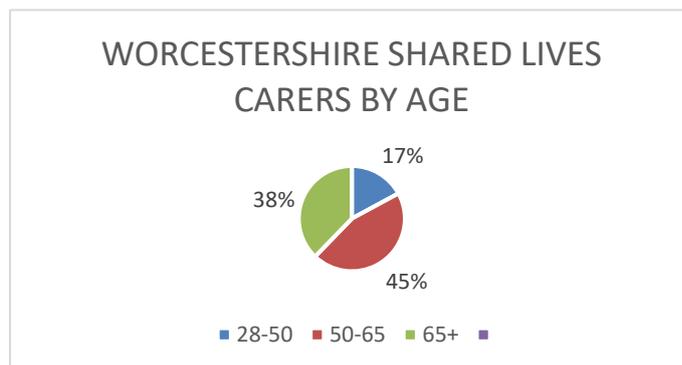
Currently there are a cohort of 23 individuals from the Shared Lives scheme who attend either one of the Resource Centres or one of the Connect services. It is clear that the WCC day services are critical in ensuring the Shared Lives providers are supported in their role so we will need to ensure that the planned growth opportunities within the Shared Lives schemes are taken into account when looking at future proofing our Learning Disability services, and indeed possible alternative service provision.

It is also clear that there is another consideration in terms of the transport review, as the majority of the service users attending the day services from the Shared Lives provision rely on transport.

The final consideration is around Replacement care and again ensuring the links are made in mapping current provision and identified gaps around provision of a Replacement service.

Ageing Population

The breakdown of carers age profiles across various services for people with Learning Disabilities, highlights a major concern of a large proportion of carers which are elderly, which carers themselves raise individually in respect of concerns as to who will care for the person with learning disabilities in the event of ill health or if they are not around.



Another factor which we need to consider is where some service profiling has already taken place within the Shared Lives service, that has identified the ageing population of the current Shared lives carers which identifies a risk of the number of carers/placements declining over the next 5 years unless a pro-active recruitment drive is undertaken.

This risk is also a major concern within the LD Day Opportunities as it is a similar cohort of carers.

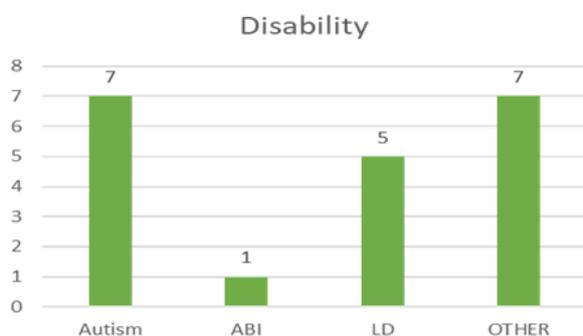
Transitions

As part of the review it was acknowledged that individuals with a learning disability, going through the transition from Children’s Services, through to Adult Services, with a potential future need for a day opportunity, was considered. As the table below highlights, as an Authority the need to ensure that adequate provision and services that meet the duty of care needs are addressed and planned for, in a person-centred way. Given the numbers of young people who will be potentially accessing future services, there is a need to ensure Worcestershire have the right capacity to meet those needs in services.

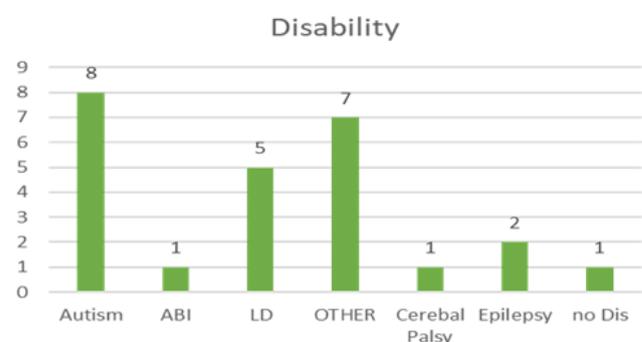
Age	Identified Need/Projected Need
17 Years Old	<ul style="list-style-type: none"> • 18 individuals are currently accessing Day Care • 127 individuals have been identified as will need Day Care • 86 individuals have been identified as not requiring Day care
16 Years Old	<ul style="list-style-type: none"> • 9 individuals have been identified as will need Day Care
15 Years Old	<ul style="list-style-type: none"> • 7 individuals have been identified as will need Day Care
14 Years Old	<ul style="list-style-type: none"> • 8 individuals have been identified as will need Day Care

It is also critical that the types of services being provided can meet those emerging individual needs, for example, there is a high ratio of young people with autism that will be needing a service.

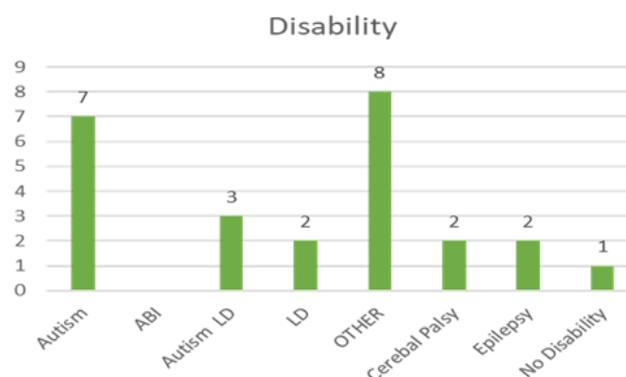
Age 16 Breakdown



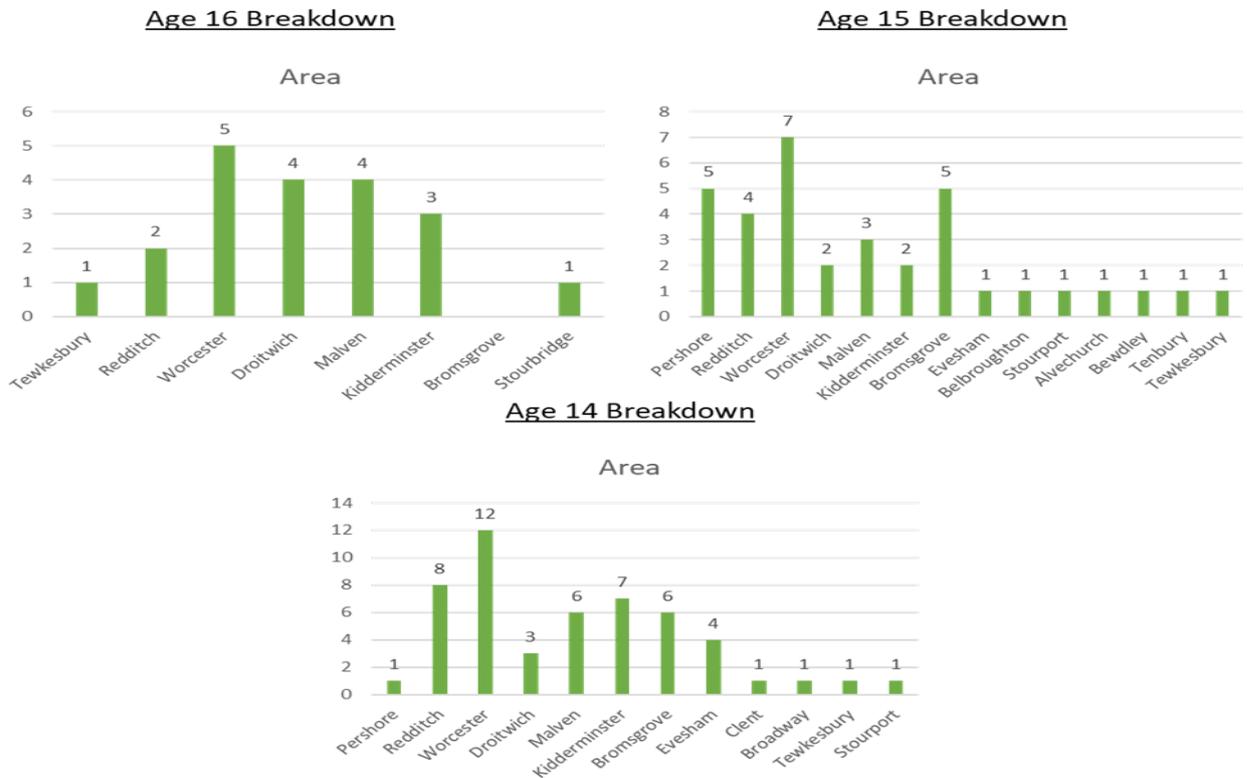
Age15 Breakdown



Age 14 Breakdown



It will also be important to ensure services are provided within the correct geographical location and so needs to be a consideration around any further exploratory work taken as part of the future offer for complex/specialist care.



And finally, to ensure a robust wrap around approach for each of the individuals, it will be essential to link into the relevant team when ensuring a smooth transitional process:



Best fit Service User Breakdown

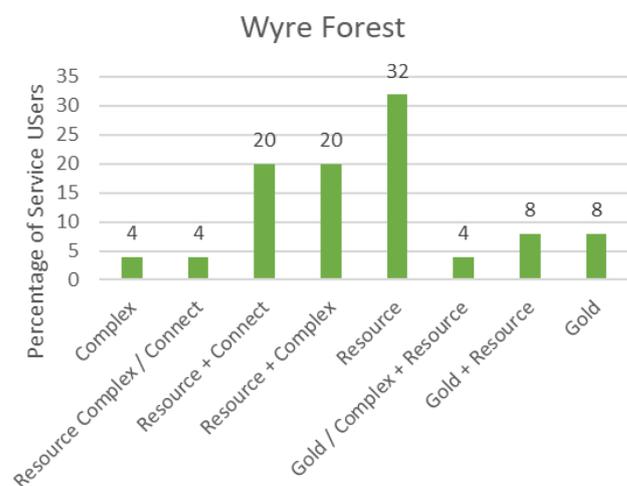
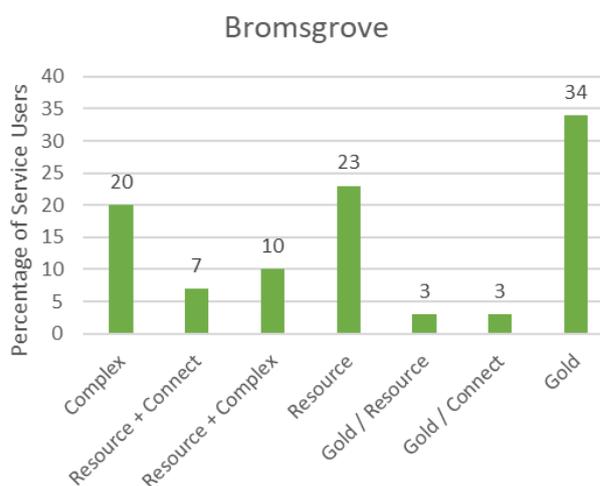
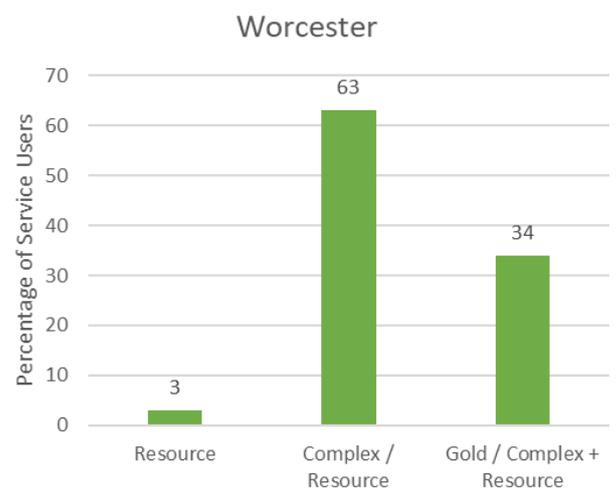
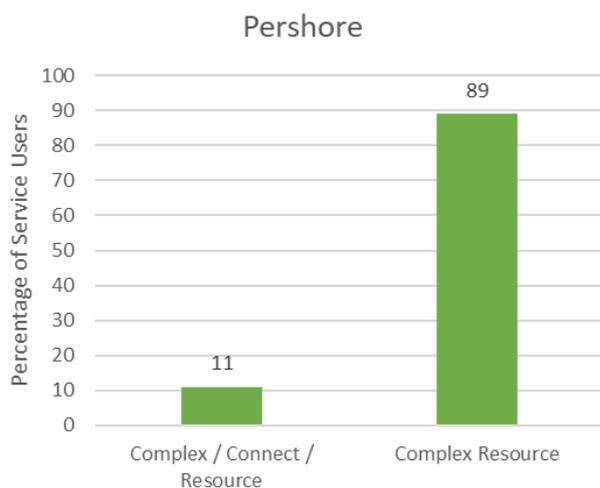
As mentioned previously and as part of the second desktop exercise, the Resource Centre staff were asked to review each service user, on an individual basis, to consider if the current service they were receiving within the Resource Centres was considered the *best fit* for them.

The alternative types of service categories were based on the original current service provisions of:

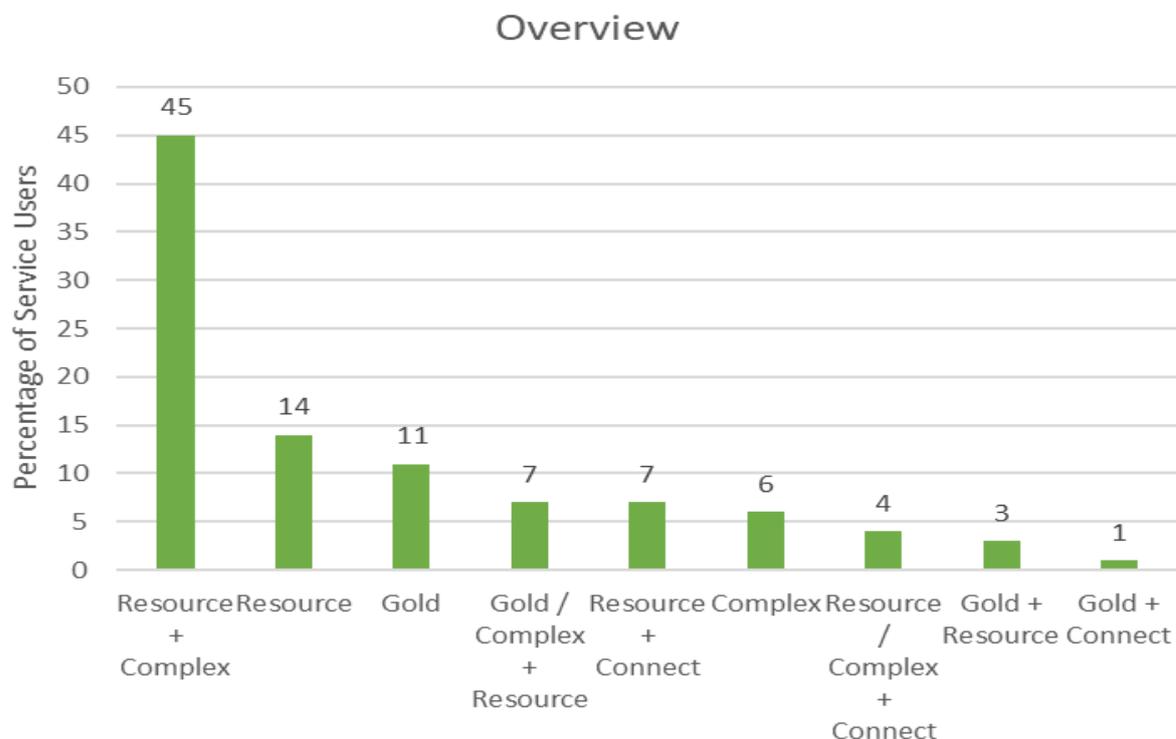
- A Growing Old with a Learning Disability (GOLD) service for Older People with an LD
- The Resource Centre for individuals with high needs
- The Connect Services for a more community-based offer for lower level needs
- Complex Care for high needs individuals requiring a predominantly buildings-based service

The staff were asked to consider the options and note what service or combination of services would be more suitable for each individual, setting aside existing processes and referral routes.

Below are the visual diagrams identifying the breakdown per Resource Centre of where the staff thought individuals would be better suited:



Below is the amalgamated data which gives an overview of the County picture in terms of *Best fit* services for all the existing individuals within the 4 resource centres.



The second part of the engagement process was asking the staff to consider, as part of this exercise, the changes in types of service provision that the individuals had been receiving due to the covid situation and what options could be considered for future services for all people with complex/specialist needs within Learning Disability services.

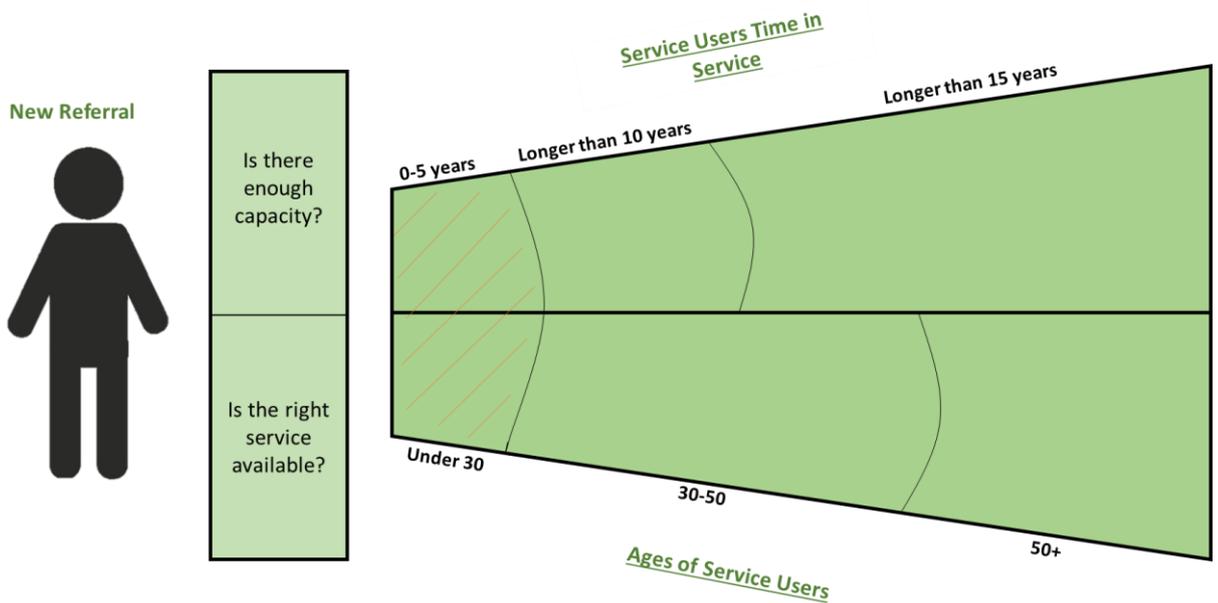
Options for Service Models for future Complex/Specialist Care
Community zone
Centre of excellence – one stop shop
Multi-Disciplinary Team under one roof – therapy and Social Workers based in one building and sensory clinics
Touch base for personal care suite
Stepping service scheme for living skills for younger people going through transitions
Hub and spoke model/ Mix of building based and community/Outreach service to run alongside the building
Activity focussed sessions facilitated within the building for people to come in specifically for from the community/Specialised areas offered to outreach services who can come in and utilise space
Services provided in the service user’s home ie music sessions
Younger people influx so alternative provision rather than buildings based

Current Gaps and outcomes of the review

The diagram below visually highlights the current breakdown of the existing service users within the Resource Centres.

Currently, as identified in the diagram and through the individual and County profiles, there are clear blockages within current services, whereby WCC could be perceived as not providing an equitable service across all the age population within Worcestershire for people with complex needs. Whilst there is an offer for younger people with a learning disability within other services, both internally and externally, the complex offer seems to be restricted.

Current Resource Centre – As IS



- 12% of people are under 30 and in service for less than 5 years
- No customer journey

Options for further exploration

Data extracted from the transitions team has highlighted there is a proportion of people leaving school and obviously transferring from children to adult services over the next 10 years.

As an Authority the need to ensure that WCC are adhering to the Social Care Act 2014 compliance in offering services that are fit for purpose.

Taking the feedback from the engagement process within the review, as well as looking at innovative models in other authorities or areas, the following diagram starts to explore some of the potential proposals WCC could consider as part of a future day opportunities offer for people with complex/specialist needs.

Within some of the Resource Centres, there are clearly individuals with significant complex needs, including physical disabilities and behaviours that challenge. As an Authority there is a need to be clear what the offer is for those individuals and whether different complex services are required to cater specifically for these needs on an individual service level or have a holistic complex/specialist care offer within each of the resource centres that caters for all.

Hub and Spoke Model

The overwhelming feedback through the engagement process of the review, identified some of the Specialist Day Opportunities buildings could become 'hubs' for an extended service, offering support for people in their homes and communities as well as care during the day and overnight. The main advantage of this model would be that there is a true service user journey with an emphasis on promoting choice, control and moving towards maximum independence for each individual and aiming for an enabling wrap around service for people with complex needs.

Given the covid situation and how the Resource Centres have adapted, it is clear to see that the emphasis has changed around the building element of the Resource Centre service, with it becoming a base as opposed to the whole service.

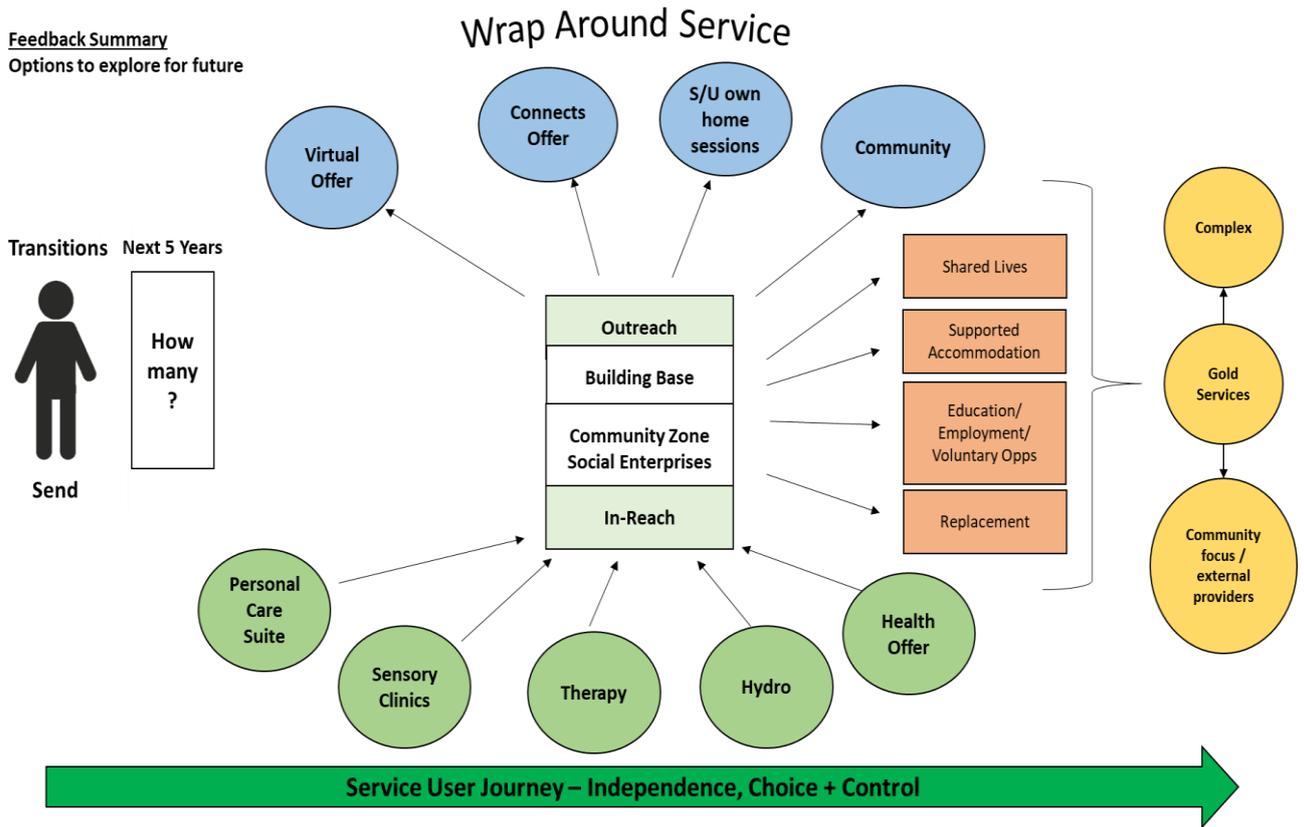
In the following diagram, I have tried to capture some of the proposals and suggestions that staff have considered as part of the changes throughout covid and in developing the service to a wider offer. The proposal considers both an *outreach element* and an *in-reach element* centred around the building and creating a more community hub approach. This model would allow people to flow through the service as opposed to it being a long-term pure building-based Resource Centre offer. The model would maximise the use of the building adding capacity and a wider mix of individuals in services.

There is an obvious link into the WCC Connects services and as part of any future co-designing of complex services, there would need to be a clear steer on what the Connects services are likely to be offering in the future to ensure an integrated approach.

Alternative Options

Throughout the engagement process many of the staff talked about a potential "*menu of options*" approach which could consider a variety of options for individuals and their carers, although the overall consensus is that there would still need to be some form of a building base given complexities around personal care, mobility and support needs. Some initial research was completed around innovation in other areas, which could potentially form some other options which could be explored in the next phase of the re-modelling of day services, as part of an options appraisal once next steps have been approved by cabinet.

Feedback Summary
Options to explore for future



Conclusion

It is clear, that there are some significant issues which need further exploration when looking at the internal WCC day services provision, both across the Resource Centres and Connect Services.

In summary the key areas which need further exploration and clarification as part of the next phase of the review, are how WCC:

- To agree an approach in engaging with service users and their families/carers, to consider, in a co-productive way, the long term and future “offer” of the Resource Centres in ensuring an equitable and fair approach i.e. accessible to all ages across Worcestershire and a service that is fit for the future
- Ensure that the difference between the Resource Centre and Connect service offers are clear, including referral processes, criteria and Social worker practices
- Understand the make up of the Connects service users to further understand the blurring of services across the 2 types of services (Resource and Connect)
- To review and consider the Growing Old with Learning Disabilities (GOLD) cohort of service users in both the Resource and Connect services, to identify potential future service delivery options which could be more suitable and person centred
- Understand the variances across the 4 Resource Centres i.e. numbers of service users, unit costs etc
- Explore alternative/complementary options for specialist and complex services

Equality and Public Health Full Impact Assessment

Impact Assessment Id: #117

1.0 Screening Information

Project Name

Day Care Review

Name of Project Sponsor

Hannah Needham

Name of Project Manager

Katie Ryder

Name of Project Lead

Morgan Price

Please give a brief description of the project

The aim of this project is to identify potential options on how to remodel our day service offer to only offer services where the market is unable to respond and to feed this through into our reablement service of enabling and promoting independence of people in the community.

Data Protection screening result

Will require a full impact assessment

Equality and Public Health screening result

Will require a full impact assessment

Environmental Sustainability screening result

Will require a full impact assessment

1.1 Background and Purpose

Background and Purpose of Project?

To support your answer to this question, you can upload a copy of the project's Business Case or similar document.

The aim of this project is to identify potential options on how to remodel our day service offer to only offer services where the market is unable to respond and to feed this through enabling and promoting independence of people in the community.

WCC has provided internal day service provision for over 25 years this is broken down into Resource Centres and Connect Services.

Resource Centres operate Monday to Friday and provide a variety of activities to people with a Learning Disability. Many of these activities are building based with some community-based activities planned according to individual needs and preferences.

Connect Centre Services operate Monday to Friday and they provide mainly community-based day services to adults with a Learning Disability. Some of these services are based in building owned by Worcestershire County Council while others rent space from other buildings

In-house LD Day Services closed in March 2020 due to the reduction in demand and the updated government guidance relating to Covid-19. This was in line with external providers who took the same approach.

The staff have been providing welfare checks and staying in touch with as many families as possible. Through lockdown the staff supported to collect shopping and provide practical support to those in real need.

Since lockdown the staff who were not clinically vulnerable or clinically extremely vulnerable of Covid 19 have supported to take people out into the community, helping individuals with exercise and some staff have also been redeployed to support in other key areas such as Howbury, Homecare, Exmoor Drive and The Woodlands.

It was decided to commence engagement, in early July, with a small cohort of individuals who use the service to learn from the experiences throughout lockdown and consider more fully formed options for the future delivery of Day Support. The engagement was individual based, to understand how changes as a result of Covid-19 have impacted on service users personally, and how to best help them to adapt and access relevant support as well as how day services need to adapt in order to support them effectively. There were 43 individuals spread evenly across both types of provision. Individuals were randomly selected from both Connect and Resource Centres, living with family carer's, living in supported living and gender split.

The engagement findings will be considered with reference to any proposals developed now. We will carry out further engagement if cabinet accepts the recommendations in this report.

Although future proposals may lead to changes in provision for individual service users, the care will continue to be needs led, with a similar service offer available, potentially provided externally. Some individuals have already found alternative options to the Council's Day Services, which is already having a positive impact on their lives. In addition, current covid restrictions mean that many individuals are receiving a much lower level of service than they received before Covid. Reviewing needs and finding the most suitable provision now available will mean that the support provided will reflect the level of current need. Each individual will have regular reviews and ongoing support to manage any changes to the Day Services they have previously accessed.

A further impact assessment will be carried out in respect of all proposals and the findings will be used to inform any future recommendations leading to a final decision regarding future service provision.

Please see case for change for further info.

Upload Business Case or Support documents

[□ Case for Change Day Care new V6.docx](#)

Project Outputs

Briefly summarise the activities needed to achieve the project outcomes.

- Cabinet report to be written and considered October 2020
- Comms and engagement with all staff, carers, partner organisations and individuals who would be affected by these changes, would be required through any process.
- Market analysis to take place (Commissioning led) to have a clear understanding of the market and where capacity is to enable the reassessment process.
- Consultation will need to take place with staff and service users from October 2020 pending Cabinet approval
- Following consultation any recommendations will require a Cabinet/Cabinet Member decision
- Where changes may be implemented individual reassessments with all individuals will need to take place to review their support plans.

Project Outcomes

Briefly summarise what the project will achieve.

In the short term the project will support those most in need by reopening the Resource Centres (with reduced capacity according to Covid guidelines) and continuing to support people in the community. In the longer term the project aims to achieve modern services, provided only where this cannot be provided by the market.

Is the project a new function/service or does it relate to an existing Council function/service?

Existing

Was consultation carried out on this project?

Yes

1.2 Responsibility

Directorate/Organisation

People

Service Area

Communities

1.3 Specifics

Project Reference (if known)

Not Recorded

Intended Project Close Date *

April 2021

1.4 Project Part of a Strategic Programme

Is this project part of a strategic programme?

Yes

An overarching screening has already been carried out for the following areas:

Data Protection

Equality and Public Health

Environmental Sustainability

What was the conclusion?

Full assessment required

Upload previous impact assessment documents if available

No files uploaded

2 Organisations Involved

Please identify the organisation(s) involved:

Worcestershire County Council

Other - Speakeasy Now, Worcestershire Association of Carers

Details of contributors to this assessment:

Name	Katie Ryder
Job title	Senior Project Manager
Email address	kryder@worcestershire.gov.uk

Name	Morgan Price
Job title	Provider Services Manager
Email address	mprice1@worcestershire.gov.uk

3.0 Who will be affected by the development and implementation

Please identify group(s) involved:

Service User

Carers

Staff

3.1 Information and evidence reviewed

What information and evidence have you reviewed to help inform this assessment? *

Speakeasy Now were used to gather this information and talk to both the individuals and carer's. We collected information for a range of people who use the service and are supported in either Shared Lives, Supported Living and family home settings and also individuals who have external Day Opportunities.

For part of the review we used two ways to gather further information.

The first was a more formal data collation process which was carried out in conjunction with commissioners, operational leads and with data extracted from an existing Learning Disability database, which had been re-aligned to include information pertaining to the covid 19 pandemic and mitigating risks for carer's and service users

The second exercise was more informal focusing more on day to day frontline services which was completed by the Resource Centre staff, at various levels. Key data from this established whether the current service was "fit for purpose" for those individuals currently using the Resource Centres, as well as considering alternative options for specialist care alongside some of the service changes occurring due to staff having to adapt to the covid restrictions.

In addition to the project group and on commencement of the review, it was agreed that to ensure full stakeholder involvement. A Communications and Engagement sub-group was established with a remit of ensuring engagement across all key areas of the review. Key areas of the focus and governance within this group, included:

- Completion of an Engagement and Consultation Project Plan which aligned to the overarching Day Opportunities Review Project Plan
- Updating the Communications & Engagement Plan incorporating chronological history of past engagement/ consultation
- Completion of a Stakeholder Engagement Plan which identified; key stakeholders, including; WCC internal leads, Carer's/Service users and voluntary sector as well as methods of engagement:

3.2 Summary of engagement or consultation undertaken

Who and how have you engaged, or why do you believe engagement is not required? *

It was decided to commence engagement, in early July, with a small cohort of individuals who use the service to learn from the experiences throughout lockdown and consider more fully formed options for the future delivery of Day Support. The engagement was individual based, to understand how changes as a result of Covid-19 have impacted on service users personally, and how to best help them to adapt and access relevant support as well as how day services need to adapt in order to support them effectively. We plan to further engage following cabinet approval of approach for future delivery.

Ongoing meetings with WAC (Worcestershire Association of Carer's) and planned meetings with question and answer sessions and workshops with carer's are due to take place through January and February to ensure full engagement has taken place and the voice of the customer is heard.

3.3 Summary of relevant findings

Please summarise your relevant findings. *

- Feedback was received from 43 people.
- Most feedback was via Parent/ Family Carer or support staff/carer.
- Overwhelming majority enjoyed their day service and could not think of any changes they would like to make.
- Most wished to return. However, approx. 15% expressed concern over safety issues for the service user and/or other vulnerable members of their family in respect of infection risks. These carers were happy for the person to remain at home for at least another month or more.
- Respite for Carers provided by day service was a major factor. Approximately 10% of carers had experienced severe difficulty during closure.
- Lack of physiotherapy input for some users was identified. This has caused deterioration in muscle tone and flexibility.
- Almost all service users have missed the company of friends and staff.
- They like the variety of opportunities offered and the chance to get out of the house.
- For some, day services provide more autonomy and improves self-esteem.
- Many identified opportunities to be out in local communities as their most enjoyable pastime and the thing they missed most.
- Lack of stimulation in home setting has been a problem for approximately 40% of service users. This can be due to loneliness, isolation, difficulty in engaging, lack of support available to undertake activities, depression.
- Mental stimulation through opportunities for social interaction are extremely important for most service users.
- Physical activity is important for some but less so than mental stimulation

We have since completed a review on the Resource Centre and plan to complete the same for the connect services. The findings will be shared with Cabinet on the 4th February and the information will be in the public domain as of 28th January 2021. The connect information will be completed and shared mid Summer following a further return to Cabinet.

4 Protected characteristics - Equality

Please consider the potential impact of this activity (during development & implementation) on each of the equality groups outlined below. **Please select one or more impact box(es) below for each equality group and explain your rationale.** Please note it is possible for the potential impact to be both positive and negative for the same equality group and this should be recorded. Remember to consider the impact on e.g. staff, public, patients, carers etc. who are part of these equality groups.

Age

Potential neutral impact selected.

Explanation of your reasoning:

Although there will be a change in provision for the individuals. As the care will be needs led, a similar service offer will be provided elsewhere so this will not have an impact.

Disability

Potential positive impact selected.

Explanation of your reasoning:

Although there will be a change in provision for the individuals. As the care will be needs led, a similar service offer will be provided elsewhere so this will not have an impact. Some individuals have found alternative options to Day Services already which is already having a positive impact on their lives. In addition, current covid restrictions mean that many individuals are receiving a much lower level of service than normal. By reviewing needs and finding the most suitable provision, the support provided will be based on the level of need.

Gender reassignment

Potential neutral impact selected

Explanation of your reasoning:

Referrals for services will come from Social Workers, who will have considered any specific requirements for individuals. Services provided internally, and those commissioned externally, have a requirement to consider anti discriminatory practice within service provision.

Marriage and civil partnerships

Potential neutral impact selected.

Explanation of your reasoning:

Referrals for services will come from Social Workers, who will have considered any specific requirements for individuals. Services provided internally, and those commissioned externally, have a requirement to consider anti-discriminatory practice within service provision.

Pregnancy and maternity

Potential neutral impact selected.

Explanation of your reasoning:

Referrals for services will come from Social Workers and where necessary appropriate risks will be assessed in order to ensure safety of pregnant workers and/or service users.

Race including travelling communities

Potential neutral impact selected.

Explanation of your reasoning:

A needs assessment will be completed through the Social Work Teams and where appropriate referrals will be made. Services provided internally, and those commissioned externally, have a requirement to consider anti-discriminatory practice within service provision.

Religion and belief

Potential neutral impact selected.

Explanation of your reasoning:

A needs assessment will be completed through the Social Work Teams and where appropriate referrals will be made. Services provided internally, and those commissioned externally, have a requirement to consider anti-discriminatory practice within service provision.

Sex

Potential neutral impact selected.

Explanation of your reasoning:

A needs assessment will be completed through the Social Work Teams and where appropriate referrals will be made. Referrals for services will come from Social Workers, who will have considered any specific requirements for individuals.

Sexual orientation

Potential neutral impact selected.

Explanation of your reasoning:

A needs assessment will be completed through the Social Work Teams and where appropriate referrals will be made. Referrals for services will come from Social Workers, who will have considered any specific requirements for individuals.

5 Characteristics - Public health

Other vulnerable and disadvantaged groups

Potential neutral impact selected.

Explanation of your reasoning:

All individuals who have had a needs assessments by a Social Worker, and is eligible for services will be supported to access support to meet their needs. Changes to the Day Service provision internally will change where individuals have support but the overall outcome will still be met in other ways. Covid 19 measures have been put into place to mitigate the effect on vulnerable people. All government guidance and PHE recommendations regarding PPE have been applied to all Day Services.

Health inequalities

Potential neutral impact selected.

Explanation of your reasoning:

All individuals who have had a needs assessments by a Social Worker, and is eligible for services will be supported to access support to meet their needs.

Social and economic

Potential neutral impact selected. Potential negative impact selected.

Explanation of your reasoning:

All individuals who have had a needs assessments by a Social Worker, and is eligible for services will be supported to access support to meet their needs. Changes to the Day Service provision internally will change where individuals have support but the overall outcome will still be met in other ways. Some individuals have been attending Day Services for many years and the change could have a negative impact on those friendships that have formed.

Physical health

Potential positive impact selected. Potential neutral impact selected.

Explanation of your reasoning:

All individuals who have had a needs assessments by a Social Worker, and is eligible for services will be supported to access support to meet their needs. Changes to the Day Service provision internally will change where individuals have support but the overall outcome will still be met in other ways. Some individuals may choose more individual activities which could have a positive impact on their physical health.

Mental health and wellbeing

Potential positive impact selected. Potential neutral impact selected. Potential negative impact selected.

Explanation of your reasoning:

All individuals who have had a needs assessments by a Social Worker, and is eligible for services will be supported to access support to meet their needs. Changes to the Day Service provision internally will change where individuals have support but the overall outcome will still be met in other ways. Some individuals may choose more individual activities which could have a positive impact on their mental health. Some individuals have been attending Day Services for many years and the change could have a negative impact on those friendships that have formed.

Access to services

Potential neutral impact selected.

Explanation of your reasoning:

All individuals who have had a needs assessments by a Social Worker, and is eligible for services will be supported to access support to meet their needs.

6 Actions to mitigate potential negative impacts

Risk identified	There is a risk that changes to internal Connect Day Services could have a negative impact on staff and Service users
Actions required to reduce/eliminate negative impact	We will continue to engage with SU's and staff to reduce any negative impacts and ensure the social workers complete individual led assessments.
Who will lead this action	Social Workers And Morgan Price To Ensure A Cohesive Approach.
Timeframe	Closure by 2021

How will you monitor these actions?

We will continue to engage with service users and staff

7 When will you review this equality and public health estimate(EPHIA)?

It will be reviewed following feedback from any engagement and consultations that result from the programme of work.

8 Declaration

The following statement has been read and agreed:

- All public bodies have a statutory duty under the Equality Act 2010 to set out arrangements to assess and consult on how their policies and functions impact on the 9 protected characteristics: Age; Disability; Gender Reassignment; Marriage & Civil Partnership; Pregnancy & Maternity; Race; Religion & Belief; Sex; Sexual Orientation
- Our Organisation will challenge discrimination, promote equality, respect human rights, and aims to design and implement services, policies and measures that meet the diverse needs of our service, and population, ensuring that none are placed at a disadvantage over others
- All staff are expected to deliver and provide services and care in a manner which respects the individuality of service users, patients, carers etc, and as such treat them and members of the workforce respectfully, paying due regard to the 9 protected characteristics

I confirm to the best of my knowledge that the information I have provided is true, complete and accurate

I confirm that I will make sure that Equality and Public Health have been and continue to be considered throughout the project life cycle and that, if circumstances change in the project, a further Equality and Public Health Impact Assessment Screening will be carried out.

Scrutiny Report

The Council's Energy Purchasing Arrangements

January 2021

www.worcestershire.gov.uk

Scrutiny Task Group Membership

Adam Kent
(Lead Member of the
Task Group)



Brandon Clayton



Luke Mallett



Richard Morris



John Raine



Rebecca Vale



Officer Support

Samantha Morris, Scrutiny Co-ordinator and Alison Spall, Overview and Scrutiny Officer.

Further copies of this report are available from:

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Foreword

This report epitomises the power and benefits of Scrutiny!

The initial questions and quick calculations carried out during an Economy and Environment Overview and Scrutiny Panel discussion about street lighting costs set us on the pathway to this Task Group.

Initially, a low-key exercise was carried out by the Corporate and Communities Overview and Scrutiny Panel with me, Councillor John Raine and Councillor Richard Morris. It soon, however, became apparent that the work would require a formal Task Group.

I was delighted that Councillor Brandon Clayton, Councillor Rebecca Vale and Councillor Luke Mallett were able to join us in the formal group.

Prior to us forming the Task Group, it was apparent that little was known by Members about West Mercia Energy, the Joint Committee and Worcestershire County Council's part in it. It has been a very interesting and informative journey for the Task Group dealing with the history of West Mercia Energy, the make-up of the Joint Committee and understanding the Business Plan and goals of the organisation.

Energy purchasing is complex, highly technical and the Report covers several areas. This Report can also serve as a guide and aide memoire to Members on the agreement in place and its operation and the Council's relationship with West Mercia Energy.

We recognise the varied views from Officers and Members and the high level of expertise in the organisation, our recommendations are clear and succinct.

I would like to thank all the Task Group members mentioned above and our support officers Samantha Morris and Alison Spall, the job they do in organising meetings, collating and disseminating information and the production of minutes and the final report should not be underestimated.

Also, thanks to all those who the Task Group met and spoke to, I hope you find the report balanced, informative and take on board the recommendations in the spirit in which they are delivered.

Councillor Adam Kent
Lead Member of the Council's Energy Purchasing Arrangements Scrutiny Task Group

The Council's Energy Purchasing Arrangements

Background and Purpose of the Scrutiny

1. During a budget monitoring discussion at the Economy & Environment Overview and Scrutiny Panel on 21 November 2019, the Panel was advised of a cost pressure relating to street lighting and as a consequence, the Corporate & Communities Overview and Scrutiny (C&C) Panel was asked to look into the Council's energy purchasing arrangements.
2. Initially, at its meeting on 10 December 2019 the C&C Panel received a report about the Council's current purchasing arrangements. At that time, the County Council was purchasing c.£6m of electricity and gas through the West Mercia Energy (WME) Joint Committee Agreement.
3. A small group of Panel Members carried out some initial research, following which, it was agreed by the Overview and Scrutiny Performance Board (OSPB), at its meeting in July 2020 that a Task Group would be set up to look into the matter further, led by Councillor Adam Kent, Chairman of the Corporate and Communities Overview and Scrutiny Panel.

Terms of Reference

4. The terms of reference for the Scrutiny were 'to review the Council's energy purchasing arrangements from West Mercia Energy (WME) to ensure best value for Worcestershire County Council'.

The Task Group's Approach

5. The Task Group sought to carry out this Scrutiny by gaining an understanding of the County Council's energy purchasing arrangements and the role of the West Mercia Energy Joint Committee. The Group met with a range of Council Officers, the Council's representatives on the WME Joint Committee, the Director of WME and the Cabinet Member with Responsibility for Transformation and Commissioning. Due to the COVID-19 restrictions, all of these meetings took place via Zoom.
6. A Schedule of Activity is attached at Appendix 1.

Recommendations

7. The Task Group has identified a range of measures that this Council could put in place to ensure greater transparency, accountability and oversight, including an enhanced role for Scrutiny. Members felt that knowledge and understanding of WME activities should be much wider within the Council.

Governance, Transparency and Oversight

8. The Task Group recommends that there should be greater transparency around the Council's energy purchasing arrangements and the operations of WME. Prior to joining this Task Group, some of the Members had limited or no knowledge of the operations of WME, or the role that the Council played in its Joint Committee. Whilst there are links to WME meetings available to Members through the Council's website, there is no direction or induction for Members about WME, nor information given directly to Members about what was being considered by the Joint Committee, to encourage their interest.
9. The Task Group was informed that in 2016, the governance arrangements of the WME Joint Committee Agreement were amended and one of the new provisions included, was that decisions of the Joint Committee would be subject to scrutiny by the constituent authorities, with the option being available for an authority to call-in a decision if deemed appropriate. For this to be effective, the Task Group felt that Scrutiny should receive an annual update on WME including the Business Plan and the activities relating to the Council. This would ensure that the best interests of the Worcestershire taxpayers were being met and enhance transparency and openness.
10. Shropshire Council is the Lead Authority for the Joint Committee and provide support services such as treasurer, legal, internal audit, procurement and payroll. As well as an Internal Audit annual programme, the Joint Committee have agreed to an annual External Audit. The Task Group felt, however, that the Council's Internal Audit Department (Risk Management Team) should also have an oversight and understanding of the Joint Committee arrangements given the potential financial risk to the Council.
11. Generally, the role of elected Members is to provide strategic and policy direction and for Officers to be empowered to put that into practice. Energy procurement is the only area of the Council's procurement not directly managed by the Council's Procurement Team and the Task Group thought that it would increase the general oversight of WME if the Strategic Director (or his delegate) had an awareness of the options being considered when energy purchasing contracts were being negotiated. It has been highlighted that the Council's representative on the WME Flexible Energy Advisory Panel is the Council's Deputy S151 Officer, whereas the other three Member Authorities are represented by either a Contracting (Procurement) or Energy Officer.

Recommendation 1

The Cabinet Member with Responsibility, the Strategic Director of Commercial and Change, the representatives on the WME Joint Committee and the S151 Officer should be invited to Scrutiny on an annual basis to provide an update on WME including the Business Plan and the activities relating to the Council. The Council's Overview and

Scrutiny Performance Board should determine the most appropriate body to carry this Scrutiny out and accordingly, should be added to the appropriate Scrutiny work programme.

Recommendation 2

The Joint Committee Agreement stipulates that decisions of the Joint Committee will be subject to Scrutiny by the constituent authorities and its decisions can also be called-in within each constituent authority, using their own respective mechanism. In practical terms, for this to happen within the timescale set i.e. any call-in must be exercised by 5pm on the 5th working day after the decision is published, it is recommended that the Members of OSPB are sent the agendas and minutes of all WME Joint Committee meetings.

Recommendation 3

Acknowledging that WME is subject to the auditing arrangements in place by the host authority (Shropshire Council), the Task Group nevertheless recommends that, due to the potential financial risks involved, the Council's Internal Audit Department should ensure that it has oversight of WME Joint Committee and Business Plan.

Recommendation 4

It is recommended that in line with two of the other Member Authorities, a County Council Contracting (Procurement) Officer should act as the Council's Representative on the WME Flexible Energy Advisory Panel. This would ensure that the Procurement function has oversight, understanding and influence of the Council's energy purchasing arrangements. It would also give improved networking opportunities for the Procurement Officer with the representatives of WME and the other Member Authorities.

Recommendation 5

It is recommended that, as part of the new Councillor Induction Programme, a session is included to explain the Council's Energy Purchasing arrangements via the WME Joint Committee Agreement.

Council Representation on the WME Joint Committee

12. The Council is represented on the WME Joint Committee by two Cabinet Members, who are appointed by Council at its Annual Meeting following the County Council elections, for a term which covers the life of the Council (normally four years). At the current time, the appointments are historic and not aligned with the CMR who has responsibility for this area within their portfolio. Given the significant role that the Council's representatives have, the Task Group felt that one of these places should always be allocated to the relevant CMR (currently the CMR for Transformation and Commissioning) and the other allocated on the basis of knowledge and experience.

Recommendation 6

The Task Group recommends that the relevant Cabinet Member with Responsibility should be one of the Council's two Representatives on the WME Joint Committee.

Risk

13. The Task Group identified a number of risk areas resulting from being a member authority of WME, including the political risk resulting from potentially differing political ideologies; the financial risk to the Council arising from whether value for money is being achieved and the Council's Best Value duties complied with; diminishing dividends in the case of a downward trend; the risk of reliance on a few key personnel (referred to in paragraph 14) and the risk to the WME Joint Committee if a Member Authority gives notice of their intention to withdraw from the arrangement.
14. The Task Group identified that the critical business knowledge, expertise and experience within WME is held by a very small group of employees. This presents a considerable risk, should one or more of these persons no longer continue in their role, particularly as there doesn't seem to be any succession planning as such. WME's approach is where appropriate to use external Consultants to provide additional advice.
15. There are also similar issues with regard to Joint Committee Members who have been the WME representatives for many years and one of whom is the current Chairman of WME. The Chairman's knowledge and expertise of the energy sector is extensive and of considerable benefit and value to the operation of WME. At the point in the future when he should stand down from this role, this expertise would be lost to the detriment of WME and to the Council.

Recommendation 7

The Task Group recommends that the Council gains a better awareness and understanding of the risks and liabilities associated with being a Member authority in a Joint Committee and that, to this end, Internal Audit be asked to review the WME Risk Register on an annual basis.

Recommendation 8

The Task Group recommends that it is imperative that succession planning should be given a very high priority to reduce the potential risk resulting from a reliance on a limited number of key personnel and should be included as part of the Annual Business Plan.

Long Term Planning of WME

16. There is a short to medium term approach to business planning within WME and an approach to grow the business on a gradual, incremental basis. There is major potential for the development of WME and the Task Group felt that a more strategic long-term approach could reap significant rewards.

Recommendation 9

The Task Group recommends that the Council should seek to encourage the West Mercia Energy Joint Committee to develop a long-term strategic plan for WME, to provide a more stable future and one where it is able to flourish to its full potential.

Findings

West Mercia Energy Joint Committee

17. WME is a central purchasing body established in 2012, following the termination of the West Mercia Supplies Joint Agreement. It is comprised of four partners (Member Authorities): Worcestershire, Shropshire, Herefordshire and Telford and Wrekin Councils. Each have an equal 25% share in WME and two representatives on the Joint Committee, appointed by their respective Councils.
18. The role of the Joint Committee is a strategic one, with the objectives being to maintain effective, efficient and economic arrangements for the purchase and supply of energy and utilities at the request of and to the satisfaction of the Member Authorities and to other bodies which may be approved by the Joint Committee. The day to day running of the business and the implementation of any strategy agreed by the Joint Committee is delegated to the WME Director.
19. The Committee has strategic oversight of the business of WME, including the approval of the Annual Budget and Business Plan and the Purchasing Strategy. The four Member Authorities purchase all of their energy through WME, currently representing 13.4% of the WME portfolio. This Council has the largest of this share with 5% of the overall portfolio. Each of the partners receives an annual dividend in October, on the basis as set out in the Joint Committee agreement. Essentially, each Member Authority receives a dividend based on the agreed distributable surplus split by each Member Authority's contribution to the gross profit and a quarter share from external business (non-Member Authority).
20. WME has an annual turnover of £70m and is currently trading approximately 1.15 billion kWh of gas and electricity annually. The portfolio is now at 11,000 supply points with a 98% customer retention rate.
21. The initial Joint Committee Agreement ran for a fixed term until 2016, following which agreement was reached to move from this fixed-term life (extendable by agreement) to an ongoing commitment in perpetuity, with a restricted ability for a constituent authority to terminate their participation and withdraw from WME.
22. WME is not a legal entity in its own right, the legal arrangement is similar to a partnership between the 4 Member Authorities. WME has no shareholding, no property assets and the liabilities are shared equally between the 4 Member Authorities.
23. Shropshire Council administers the Joint Committee on behalf of the Member Authorities and WME has a Director and a small team of staff to run its operation. External Energy Consultants are also employed on a 3-year contract to assist in gauging and monitoring the markets.
24. Under the Joint Committee arrangement, the Council is not obliged to purchase its energy through WME, but as a member authority, it has always demonstrated its commitment by doing so.

Governance and the Council's Representation

25. The Council is represented in the WME governance structure as follows:

- (i) **West Mercia Joint Committee**
There are two Cabinet Members on the WME Joint Committee who are elected for a four-year term. The Committee meets twice a year, in February to approve the Annual Business Plan and September where the financial statements for the previous financial year are presented. Currently, the representatives of the Council are the Deputy Leader (who is also CMR for Adult Social Care) and the CMR for Health and Well-being.
- (ii) **Chief Executive of Member Authorities**
The Annual Business Plan is recommended to the Joint Committee by the Chief Executives (delegated to the S151 Officer) of the Member Authorities. The Chief Executives of the Member Authorities may recommend any material variations to the Annual Business Plan to the Joint Committee, including the acquisition of new customer markets not already referred to therein.
- (iii) **The Flexible Energy Advisory Panel**
The Flexible Energy Advisory Panel is made up of officers from WME as well as an officer from each of the Member Authorities. The Panel meets every 6-8 weeks and acts in an advisory capacity to the Director of WME in areas such as pricing, strategic policy formation and trading. Currently, Worcestershire is represented by the Deputy S151 Officer, the other Member Authorities representatives include procurement and energy officers.

26. The Responsibility for the Council's overall procurement functions lies within the portfolio of the CMR for Transformation and Commissioning. The Strategic Director for Commercial and Change carries out the executive role in this regard.

The Council's Current Energy Contracts

27. The Council currently has contracts for the supply of gas and electricity which were arranged through the WME third party supplier and run until March 2022 and March 2024 respectively.
28. It also has a contract for fixed price unmetered supply (UMS) for the Council's street lighting which runs until March 2022. At the request of the Council, WME used a dynamic purchasing arrangement for the first time to arrange this contract and by opting for this arrangement, considerable savings have been achieved for the Council.

Energy Markets and Trading

29. Energy purchasing is operated through a hedging strategy, with trading blocks being created through a flexible trading model. Energy prices are renowned for being volatile and unpredictable, so successfully managing energy requires close monitoring of market prices and drivers. WME has an in-house Energy Analyst who has responsibility on a daily basis to decide whether to trade or not on the energy market based on daily reports, forecasts and prices etc. in addition to a discussion with WME's Energy Consultants. The option to unset options is crucial to this process and spreads the risk, as if the market was seen to be softening, a position could be unset, and the energy re-procured.

30. The commodity element of this flexible model is traded from the start of the supply contract through to delivery. In February each year non-commodity charges (NCC) are finalised and validated by WME. The prices at which energy and services are sold are at the discretion of the Director of WME as advised by the Flexible Energy Advisory Panel. Once the capped prices are set for the year, they are later reviewed in August and December to see whether any discounts off the cap could be given.
31. There has been a significant change in focus towards green energy and supporting the zero-carbon agenda over the past year, with an increased number of customers selecting to include green electricity as part of their contract. WME has been proactive to support this move, for instance, by securing very competitive rates for REGO (Renewable Energy Guarantees of Origin scheme) backed electricity and by supporting councils by offsetting their own generation against demand. There is potential for Power Purchase Agreements to be set up with local means of generation, but this requires a long-term commitment from the customer.
32. WME anticipated a greater focus going forward for customers to seek to reduce carbon levels which, although this brings additional costs, may be increasingly viewed as acceptable and justifiable in a desire to address climate change issues. This would be driven by customers and particularly which route they choose for this journey. A recent green questionnaire issued to WME customers will help to shape the service in the future.

Business Development

33. WME has a short to medium term planning approach with a 3-year projection contained in the Business Plan. The Task Group was informed that whilst historically WME had used fixed price purchasing of energy, the volatility in the markets in recent years had meant a more flexible approach has been adopted. The vast majority of WME customers are now on variable contracts for all their energy needs, although a small number have opted for fixed deals. The arrangements in place for each of the WME customers and the agreed rates charged for their energy, are dependent on when they joined WME and the level of service they required.
34. WME offered two options for flexible procurement to enable customers to balance their desire for risk. Customers could 'trade within period (TWP)' or 'trade in advance (TIA)'. The majority of current WME customers have opted for the 'TWP' strategy. The TWP option has opened the buying window and budget certainty has been provided through a capped price. This arrangement has provided customers with budget certainty whilst also providing discounts, if the market conditions allow.
35. Recent developments have seen a new 'procurement only' service option (POSO) being started as well as trading basket options for customers. A new fixed price, fixed term Dynamic Purchasing system arrangement has also been introduced to accommodate the needs of this Council. This option is now available to other authorities to make use of.
36. The breakdown of the WME portfolio is split with roughly three-quarters on a fully managed basis (including owning Member authorities, large external customers, such as County and City Councils, and others, including Police and Fire Authorities, NHS Trusts as well as Schools and Colleges) and just under a quarter represented by large external customers on a procurement only basis.

37. The Joint Committee has supported a controlled growth of the WME portfolio. In the early years of the business, growth was achieved by a combination of direct marketing and recommendation from customers. In 2016 WME appointed a dedicated Business Development Manager to support customer retention and the acquisition of new business. The vast majority of customers have renewed their contracts once the initial contract expired.

Risk

38. WME has a cautious attitude towards risk, which is closely managed on a daily basis. Trading risk is managed through comprehensive and robust risk management policies and controls. The trading approach is essentially to seek to remove the market risk whilst at same time trying to beat the market. The Task Group received assurance that WME is only able to purchase energy if a customer is already in place for that energy, therefore significantly reducing the trading risk.

39. Once the annual capped sales price is set, the maximum level of risk that WME will take is 10% and the Director provided assurance that this could be covered by capital and the Capital Risk Fund (5%). He explained that the Capital Risk fund is in place specifically to retain a proportion of profits to cover any potential losses. Large local authorities also built up a fund in the first few years of their contract which is available for their use as required.

40. As a Member Authority, the Council continues to benefit from an annual dividend. It is noted that the dividend levels fell between 2017 and 2019 due to an agreed margin reduction programme. The dividend level for 2020 increased as a result of trading gains. The annual dividend figures received by Worcestershire County Council for the last four years are shown below:

Oct 2017	Oct 2018	Oct 2019	Oct 2020
£344,941	£249,825	£206,459	£308,268

41. The Council needs to take a view as to what intervention might be required should dividend levels reach a certain low point, taking into account the capped rate charged to service budgets.

Best Practice

42. The Government has encouraged Local Authorities to enter contracts for energy procurement with compliant buying organisations. By doing this, they can join and secure their energy needs without having to run compliance procedures.

43. Crown Commercial Services is the largest public procurement organisation in the UK. Some of the other energy procurement providers are geographically based, for instance LASER Energy in the south-east of England.

44. Customers choose different options for their energy purchasing depending on their needs at the time and the level of effort that they wish to put in. One of the key issues is whether they want flexibility to achieve best value in the short or long term or the certainty of an assured price. Some organisations employ super brokers to procure and manage competitive energy contracts on their behalf, to meet their needs.

45. The Task Group learned that it is difficult to measure how other energy procurement organisations compared or performed against WME because specific information details are not readily available as to all the conditions and requirements that are relevant on the day a contract is entered into. Only with such specific information would a fair comparison be able to be made.

Conclusion

46. Understanding the County Council's energy purchasing arrangements has been a steep learning curve for Members of the Task Group. The Council's position as a member authority within a joint committee that purchases energy, is unusual and complex. However, through the work of this Task Group, Members have increased their knowledge and understanding of the Council's commitment to the West Mercia Joint Committee Agreement.

47. Although, it wasn't possible accurately to compare market positions to establish whether these arrangements provide the lowest price for the Council, Members were reassured by the Cabinet Member with Responsibility that she was confident that the energy purchasing arrangements through WME are fit for purpose, offer value for money and are legally compliant.

48. Despite this reassurance, some concerns have remained, including the lack of knowledge and understanding of the Council's energy purchasing arrangements outside of those directly involved in the West Mercia Energy Joint Committee; the lack of scrutiny, the reliance on key individuals and the lack of succession planning and long-term vision. The Group's recommendations try to address this as well as fostering better communications and relationships.

49. It is also worth noting that, if at any point the Council decides to withdraw as a member of the Joint Committee Agreement (which is a key decision for Cabinet), in addition to the 12 months' notice required, there is an inability to withdraw whilst any 'key contract', which was negotiated whilst the Council was a member, is still live.

50. The Task Group hopes that their recommendations will help to ensure that the Council's position is safeguarded and that risks are known, understood and kept at an acceptable level.

Appendix 1 - Schedule of Activity

Date	Activity
21 August 2020	Background to the setting up of the Task Group discussed and information needs. Discussion with Strategic Director of Commercial and Change, Chief Accountant and a Senior Solicitor.
27 August 2020	Discussion with Strategic Director of Commercial and Change and the Procurement Team.
15 October 2020	Discussion with the Council's Representatives on the West Mercia Energy Joint Committee.
28 October 2020	Discussion with the Director of West Mercia Energy.
6 November 2020	Discussion with Strategic Director of Commercial and Change.
25 November 2020	Discussion of the Emerging themes with the Cabinet Member with Responsibility for Transformation and Commissioning and the Strategic Director of Commercial and Change.
15 December 2020	Task Group Meeting to discuss the draft Report.

Appendix 2 – Background Documents

- Worcestershire County Council - Cabinet reports and minutes – 27 September 2012, 21 July 2016 and 26 March 2020
- West Mercia Energy Joint Agreement – dated 20th day of June 2013
Clean conformed copy incorporating changes pursuant to the Deeds of variation of contract dated 13 February 2015, 24 July 2015, 3 January 2017 and 6 September 2018
- West Mercia Energy Business Plan and Budget 2020-21 (exempt due to commercial sensitivity)
- Economy and Environment Overview and Scrutiny Panel reports and minutes – 9 November 2019
- Corporate and Communities Overview and Scrutiny Panel reports and minutes - 10 December 2019

[All agendas and minutes are available on the Council's website here.](#)

Cabinet Member with Responsibility (CMR)**Response to a Scrutiny Report****Summary of Report details:**

Title of Scrutiny Report: The Council's Energy Purchasing Arrangements

Lead Member of the Task Group: Councillor Adam Kent

Relevant CMR: Councillor Karen May, CMR for Transformation and Commissioning

Date of Overview and Scrutiny Performance Board approval: 6 January 2021

Date of Cabinet: 4 February 2021

Purpose of the Scrutiny Task Group

To review the Council's energy purchasing arrangements from West Mercia Energy (WME) to ensure best value for Worcestershire County Council.

General comments from the CMR on the Report:

I would like to thank the Scrutiny Task Group for the time and effort that has gone in to undertaking this review, as well as for the comprehensive summary of findings and recommendations that have been present in respect of the West Mercia Energy arrangements. As acknowledged in the report, energy purchasing is both complex and highly technical, and the arrangements in place with WME add an additional dimension of complexity for Task Group members to familiarize themselves with. I appreciate the close level of engagement throughout this process and would like to further express my thanks for the opportunity to respond to the findings in the report.

In summary, I find all recommendations to be reasonable, appropriate and proportionate, though I would caveat that not all are within our exclusive gift to implement. Specific details are captured below for each recommendation, and we will use our best endeavors to ensure the outcomes, as recommended, are achieved.

Recommendations to Cabinet**Governance, Transparency and Oversight**

Recommendation 1: The Cabinet Member with Responsibility, the Strategic Director of Commercial and Change, the representatives on the WME Joint Committee and the S151 Officer should be invited to Scrutiny on an annual basis to provide an update on WME including the Business Plan and the activities relating to the Council. The Council's Overview and Scrutiny Performance Board should determine the most appropriate body to carry this Scrutiny out and accordingly, should be added to the appropriate Scrutiny work programme.

CMR Response to recommendation: Please tick ✓ as appropriate

1. Accept recommendation **in full**

2. Accept recommendation **in part***

3. Decline recommendation*

Recommendation accepted in full. I will engage with the scrutiny chair and the Strategic Director of Commercial and Change to agree the first most appropriate date for this annual review to commence, ad how this can be facilitated. OSPB will advise the appropriate body with which to engage for scrutiny purposes.

Recommendation 2: The Joint Committee Agreement stipulates that decisions of the Joint Committee will be subject to Scrutiny by the constituent authorities and its decisions can also be called-in within each constituent authority, using their own respective mechanism. In practical terms, for this to happen within the timescale set i.e. any call-in must be exercised by 5pm on the 5th working day after the decision is published, it is recommended that the Members of OSPB are sent the agendas and minutes of all WME Joint Committee meetings.

CMR Response to recommendation: *Please tick ✓ as appropriate*

1. Accept recommendation in full
2. Accept recommendation in part*
3. Decline recommendation*

Recommendation accepted in full. In lieu of the changes outlined in recommendation 6 below, I will liaise with our representatives on the joint committee to ensure agendas and minutes are provided. Subject to the changes outlined in recommendation 6 being implemented, I will ensure these are obtained and circulated to the OSPB.

Recommendation 3: Acknowledging that WME is subject to the auditing arrangements in place by the host authority (Shropshire Council), the Task Group nevertheless recommends that, due to the potential financial risks involved, the Council's Internal Audit Department should ensure that it has oversight of WME Joint Committee and Business Plan.

CMR Response to recommendation: *Please tick ✓ as appropriate*

1. Accept recommendation in full
2. Accept recommendation in part*
3. Decline recommendation

Recommendation accepted in full. We will engage with the risk and audit committee to understand how this can be facilitated, along with any challenges with doing so.

Recommendation 4: It is recommended that in line with two of the other Member Authorities, a County Council Contracting (Procurement) Officer should act as the Council's Representative on the WME Flexible Energy Advisory Panel. This would ensure that the Procurement function has oversight, understanding and influence of the Council's energy purchasing arrangements. It would also give improved networking opportunities for the Procurement Officer with the representatives of WME and the other Member Authorities.

CMR Response to recommendation: Please tick ✓ as appropriate

1. Accept recommendation **in full**
2. Accept recommendation **in part***
3. Decline recommendation*

I accept and agree with the recommendation, however it may not be within our gift to introduce a further member to the WME FEAP. We will explore this and report back in turn.

Recommendation 5: It is recommended that, as part of the new Councillor Induction Programme, a session is included to explain the Council's Energy Purchasing arrangements via the WME Joint Committee Agreement.

CMR Response to recommendation: Please tick ✓ as appropriate

1. Accept recommendation **in full**
2. Accept recommendation **in part***
3. Decline recommendation*

Recommendations accepted in part. Given the current operational context, I have asked the Commercial Lead to prepare a short presentation outlining the arrangements with WME, along with compiling relevant supporting documentation. Their contact details will be included within the presentation, and Members (new and existing) will be invited to engage with the Commercial Lead where they wish to understand more. If OSPB finds that this is insufficient, we can look to formalise this as a dedicated induction meeting in the future.

Council Representation on the WME Joint Committee

Recommendation 6: The Task Group recommends that the relevant Cabinet Member with Responsibility should be one of the Council's two Representatives on the WME Joint Committee.

CMR Response to recommendation: Please tick ✓ as appropriate

1. Accept recommendation **in full**
2. Accept recommendation **in part***
3. Decline recommendation*

Recommendation accepted in full. One of the two positions will become vacant post election period, at which point I will propose that I step into the role at that time.

Risk

Recommendation 7: The Task Group recommends that the Council gains a better awareness and understanding of the risks and liabilities associated with being a Member authority in a Joint Committee and that, to this end, Internal Audit be asked to review the WME Risk Register on an annual basis.

CMR Response to recommendation: Please tick ✓ as appropriate

1. Accept recommendation in full
2. Accept recommendation in part*
3. Decline recommendation*

Recommendation accepted in full. This will be addressed as part of recommendation 3.

Recommendation 8: The Task Group recommends that it is imperative that succession planning should be given a very high priority to reduce the potential risk resulting from a reliance on a limited number of key personnel and should be included as part of the Annual Business Plan.

CMR Response to recommendation: Please tick ✓ as appropriate

1. Accept recommendation in full
2. Accept recommendation in part*
3. Decline recommendation*

Recommendation accepted in full. I will engage with the Strategic Director of Commercial and Change, as well as Cabinet colleagues, to understand how best to accommodate this recommendation, and report back in due course. I believe this encapsulates both member representation on the joint committee, as well as effective succession planning within the commercial team.

Long Term Planning of WME

Recommendation 9: The Task Group recommends that the Council should seek to encourage the West Mercia Energy Joint Committee to develop a long-term strategic plan for WME, to provide a more stable future and one where it is able to flourish to its full potential.

CMR Response to recommendation: Please tick ✓ as appropriate

1. Accept recommendation in full
2. Accept recommendation in part*
3. Decline recommendation*

Recommendation accepted in full. We will also seek to encourage a longer term view on energy procurement, and challenge existing views on compliant process. With the imminent changes to public sector procurement regulation, and the flexibility this will afford us, we envisage a fundamental review of our commercial strategy will be required.