

## Cabinet

**Thursday, 2 February 2023, 10.00 am, County Hall**

### Membership

#### Councillors:

Cllr Simon Geraghty (Chairman), Cllr Marc Bayliss, Cllr Adrian Hardman, Cllr Marcus Hart (Vice Chairman), Cllr Adam Kent, Cllr Karen May, Cllr Richard Morris, Cllr Tracey Onslow, Cllr Andy Roberts and Cllr Mike Rouse

### Appendices Supplement

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6	<b>Education Sufficiency Annual Update</b>	89 - 238
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Agenda produced and published by the Democratic Governance and Scrutiny Manager (Interim Monitoring Officer), County Hall, Spetchley Road, Worcester WR5 2NP. To obtain further information or hard copies of this agenda, please contact Sheena Jones (01905 846011) email: [democraticservices@worcestershire.gov.uk](mailto:democraticservices@worcestershire.gov.uk)

All the above reports and supporting information can be accessed via the Council's website [here](#)

Date of Issue: Wednesday, 25 January 2023

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# Project Screening

## Impact Assessment Id: #434

### 1. Your Details

**Name of person completing screening assessment**

Amanda Dunn

**Job Title**

Programme Portfolio Lead

**Directorate**

Commercial and Change

**Service Area**

Transformation and Commercial

**Email Address**

adunn2@worcestershire.gov.uk

**Connection to project (e.g. project manager)**

Programme Portfolio Lead

### 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**

Adult Social Care – Charging Review

**Name of Project Sponsor**

Mark Fitton

**Name of Project Manager**

Corrine Paton

**Name of Project Lead**

Corrine Paton

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

Our local charging policy for adults receiving care and support was updated and implement in April 2015 in line with the Care Act 2014. Some aspects of the policy were down to local authority discretion, such areas were mirrored from the pre-Care Act regulations, as to not disadvantage any of our adult service users.

### 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**

Senior officer responsible for the project's information assets

**Kerry McCrossan**

Does the project, any project work stream or project outcome involve any personal data? Some examples of personal data are given below. **Yes**

**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

**Does the project, any project work stream or project outcome involve:**

**Evaluating or scoring individuals (including profiling and predicting)? No**

e.g. building behavioural or marketing profiles of individuals based on their web activity

**Profiling, automated decision-making or special category data to help make decisions on access to a service, opportunity or benefit, or otherwise have a significant effect on an individual? Yes**

e.g. asking an individual to submit personal data that is then analysed by a computer system, with the result that the individual's request to use a service is either accepted or refused.

**Systematic monitoring? No**

e.g. installing a CCTV or ANPR system on council premises, or any covert surveillance including anything under RIPA.

**Processing of 'special category' personal data (or 'sensitive personal data')? Yes**

e.g. processing health or social care data.

**Processing personal data on a large scale? No**

e.g. implementing a new social care record system.

**Datasets that involve combining, comparing, or matching data from multiple sources? Yes**

e.g. matching or merging service users' personal data against or with personal data held by a third party (e.g. the NHS).

**The personal data of vulnerable people? Yes**

e.g. processing children's personal data or social service client's data.

**The use or application of innovative technological or organisational solutions? No**

e.g. using fingerprint recognition technology to control access to a building.

**The transfer of personal data outside of the European Union? No**

e.g. storing personal data in a cloud service hosted in the US or using a third party that uses technology hosted in the US.

**Preventing individuals from exercising a right or using a service or contract? No**

e.g. screening applicants before allowing them to use a web service.

**Processing personal data that could result in a risk of physical harm in the event of a security breach? No**

**The use of third parties? No**

e.g. as a service provider or hosted service

**Processing children's data for profiling, automated decision-making, any marketing purposes, or to offer any online services directly to them? No**

e.g. apps designed for use by children

## 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? Unsure**

**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 Yes**

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.

## 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 Yes**

e.g. culture, social support (neighbourliness, social networks/isolation), spiritual participation, employment opportunities.

#### **Physical Health Yes**

e.g. physical activity is expected to increase, influenza vaccination uptake increase

#### **Mental Health & Wellbeing Yes**

e.g. benefits to children's mental health, benefits to adult carer wellbeing.

#### **Access to Services Yes**

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.

## 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:**

The purpose of this programme is to oversee a change in Worcestershire County Council's local charging policy for adults receiving care and support was updated and implement in April 2015 in line with the Care Act 2014. Some aspects of the policy were down to local authority discretion, such areas were mirrored from the pre-Care Act regulations, as to not disadvantage any of our adult service users. Therefore, subject to agreement by Cabinet on 2 February 2023

the changes are related to the fairer system of assessment of ASC delivery, and operational guidance on the service provision so will not have a positive or negative environmental impact,

## 7. Results of Screening

<b>Data Protection</b>	Will require a full impact assessment
<b>Equality and Public Health</b>	Will require a full impact assessment
<b>Environmental Sustainability</b>	Does not need a full impact assessment

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**Equality and Public Health Full Impact Assessment**  
**Impact Assessment Id: #434****1.0 Screening Information****Project Name**

Adult Social Care – Charging Review

**Name of Project Sponsor**

Mark Fitton

**Name of Project Manager**

Corrine Paton

**Name of Project Lead**

Corrine Paton

**Please give a brief description of the project**

Our local charging policy for adults receiving care and support was updated and implemented in April 2015 in line with the Care Act 2014. Some aspects of the policy were down to local authority discretion, such areas were mirrored from the pre-Care Act regulations, as to not disadvantage any of our adult service users.

**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**

Does not need 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.

Background: Our local charging policy for adults receiving care and support was updated and implemented in April 2015 in line with the Care Act 2014. Some aspects of the policy were down to local authority discretion, such areas were mirrored from the pre-Care Act regulations, as to not disadvantage any of our adult service users.

The purpose of the project is to:

- Change the assessment for Respite/Replacement care to a non-residential service in order to eliminate potential unfairness and make it clearer for service users
- Charge for both carers, when two carers are required to attend a home care visit (double handed care).
- Carry out a consultation on the proposals outlined in the project outcomes section, and bring back a final recommendation to Cabinet once the Consultation is completed

### Upload Business Case or Support documents

No files uploaded

### Project Outputs

Briefly summarise the activities needed to achieve the project outcomes.

If the changes are agreed at cabinet, and implemented, the following activities will be required to deliver the project outcomes:

- Amendments to operational guidance, policies, process and practices to deliver the changes to the assessment approach for Respite/Replacement care to a non-residential service
- Amendments to operational guidance, policies, process and practices to facilitate charging for both carers, when two carers are required to attend a home care visit (double handed care).
- Carry out a consultation on the proposals outlined in the project outcomes section, and bring back an options appraisal and final recommendations to Cabinet once the Consultation is completed.

### Project Outcomes

Briefly summarise what the project will achieve.

If the changes are agreed at cabinet, and implemented, the following benefits will be realised:

- Will be able to use the Online Financial Assessment (OFA) for all assessments
- Reduction in assessments being carried out by the Care Contribution Assessment team
- Fairer system of assessments as Direct Payments and Non-direct payments clients will be assessed the same way – Care Act Compliant
- Clients would have one uplift letter at present receive 2 uplift letters if have non-res and replacement care
- Social workers will not have to request a financial assessment when a client who is already having a non-residential service requires replacement care

### 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?

No

## 1.2 Responsibility

### Directorate/Organisation

People

### Service Area

Adult Social Care

## 1.3 Specifics

### Project Reference (if known)

Not Recorded

### Intended Project Close Date \*

December 2023

## 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?

A requirement to complete a Data Protection and Equality and Public Health Impact Assessment

### Upload previous impact assessment documents if available

[Project Screening Adult Social Care – Charging Review completed 29.11.2022.pdf](#)

## 2 Organisations Involved

### Please identify the organisation(s) involved:

Worcestershire County Council

### Details of contributors to this assessment:

<b>Name</b>	Corrine Paton
<b>Job title</b>	Care Contribution Assessment Team Manager • Financial Operational Services
<b>Email address</b>	cpaton@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? \*

Our local charging policy for adults receiving care and support was updated and implemented in April 2015 in line with the Care Act 2014. Some aspects of the policy were down to local authority discretion, such areas were mirrored from the pre-Care Act regulations, as to not disadvantage any of our adult service users. Comparison with other local authorities has been completed to understand their approach to charging policy or adults receiving care and support.

## 3.2 Summary of engagement or consultation undertaken

### Who and how have you engaged, or why do you believe engagement is not required? \*

Consultation will be conducted following agreement at Cabinet, providing the recommendations are approved, after 2 February 2023. Consultation and engagement will be conducted with internal and external key stakeholders including, but not limited to partners such as Worcestershire Association of Carers, residents in Worcestershire in receipt of Adult Social Care provision and recipients of Direct Payments.

## 3.3 Summary of relevant findings

### Please summarise your relevant findings. \*

Not applicable as consultation not conducted yet.

## 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 positive impact selected. Potential neutral impact selected. Potential negative impact selected.

#### Explanation of your reasoning:

We have for a long time, had challenges with how we purchase and assess for replacement care, especially in relation to Direct Payments, as the service user decides on the timing and frequency of the replacement care according to their service plan. The impact on the reforms to processes, policies and implementation of practices are in accordance with the Care Act 2014 to ensure that services are provided equitably, regardless of the identity and protected characteristics of clients.

A potential positive impact for individuals by enabling easier and fairer access to services, irrespective of whether they are Direct Payment recipients, or not.

There is a neutral impact on individuals that do not access replacement care or have double handed care services. For direct payment clients if they have purchased respite or direct payment respite this will ensure equitable access / pay for all clients, the same if they have a direct payment or have all their serviced purchased for them.

For Direct Payment recipients, there will be a negative impact for a small number of individuals due to being charged for the services they may have historically received for free. The people accessing this service are predominantly those who are disabled, or aged over 65. The changes therefore, will have an increased negative impact financially for those disabled clients, or those who are over 65 and/or have limited mobility that use these service. Whilst we cannot mitigate and stop this impact, we can offer signposting to external organisations who may be able to support or guide individuals through this financial change, and any challenges occurring through financial difficulty; in addition to support from the Direct Payment team and Social Care teams.

### Disability

Potential positive impact selected. Potential neutral impact selected. Potential negative impact selected.

#### Explanation of your reasoning:

We have for a long time, had challenges with how we purchase and assess for replacement care, especially in relation to Direct Payments, as the service user decides on the timing and frequency of the replacement care according to their service plan. The impact on the reforms to processes, policies and implementation of practices are in accordance with the Care Act 2014 to ensure that services are provided equitably, regardless of the identity and protected characteristics of clients.

A potential positive impact for individuals by enabling easier and fairer access to services, irrespective of whether they are Direct Payment recipients, or not.

There is a neutral impact on individuals that do not access replacement care or have double handed care services. For direct

payment clients if they have purchased respite or direct payment respite this will ensure equitable access / pay for all clients, the same if they have a direct payment or have all their serviced purchased for them.

For Direct Payment recipients, there will be a negative impact for a small number of individuals due to being charged for the services they may have historically received for free. The people accessing this service are predominantly those who are disabled, or aged over 65. The changes therefore, will have an increased negative impact financially for those disabled clients, or those who are over 65 and/or have limited mobility that use these service. Whilst we cannot mitigate and stop this impact, we can offer signposting to external organisations who may be able to support or guide individuals through this financial change, and any challenges occurring through financial difficulty; in addition to support from the Direct Payment team and Social Care teams.

### Gender reassignment

Potential positive impact selected Potential neutral impact selected Potential negative impact selected

#### Explanation of your reasoning:

Adult Social Care services are delivered based on need, in accordance with the Care Act 2014.

A potential positive impact for individuals by enabling easier and fairer access to services, irrespective of whether they are Direct Payment recipients, or not.

There is a neutral impact on individuals that do not access replacement care or have double handed care services. For direct payment clients if they have purchased respite or direct payment respite this will ensure equitable access / pay for all clients, the same if they have a direct payment or have all their serviced purchased for them; consequently, for Direct Payment recipients, there will be a negative impact for a small number of individuals due to being charged for the services they may have historically received for free. This will not impact specifically, based on the protected characteristic of gender reassignment, and services will be provided equitably, regardless of the identity and protected characteristics of clients.

### Marriage and civil partnerships

Potential positive impact selected. Potential neutral impact selected. Potential negative impact selected.

#### Explanation of your reasoning:

Adult Social Care services are delivered based on need, in accordance with the Care Act 2014.

A potential positive impact for individuals by enabling easier and fairer access to services, irrespective of whether they are Direct Payment recipients, or not.

There is a neutral impact on individuals that do not access replacement care or have double handed care services. For direct payment clients if they have purchased respite or direct payment respite this will ensure equitable access / pay for all clients, the same if they have a direct payment or have all their serviced purchased for them; consequently, for Direct Payment recipients, there will be a negative impact for a small number of individuals due to being charged for the services they may have historically received for free. This will not impact specifically, based on the protected characteristic of marriage and civil partnerships, and services will be provided equitably, regardless of the identity and protected characteristics of clients.

### Pregnancy and maternity

Potential positive impact selected. Potential neutral impact selected.

#### Explanation of your reasoning:

Adult Social Care services are delivered based on need, in accordance with the Care Act 2014.

A potential positive impact for individuals by enabling easier and fairer access to services, irrespective of whether they are Direct Payment recipients, or not.

There is a neutral impact on individuals that do not access replacement care or have double handed care services. For direct payment clients if they have purchased respite or direct payment respite this will ensure equitable access / pay for all clients, the same if they have a direct payment or have all their serviced purchased for them; consequently, for Direct Payment recipients, there will be a negative impact for a small number of individuals due to being charged for the services they may have historically received for free. This will not impact specifically, based on the protected characteristic of pregnancy and maternity, and services will be provided equitably, regardless of the identity and protected characteristics of clients.

### Race including travelling communities

Potential positive impact selected. Potential neutral impact selected. Potential negative impact selected.

#### Explanation of your reasoning:

Adult Social Care services are delivered based on need, in accordance with the Care Act 2014.

**A potential positive impact for individuals by enabling easier and fairer access to services, irrespective of whether they are Direct Payment recipients, or not.**

**There is a neutral impact on individuals that do not access replacement care or have double handed care services. For direct payment clients if they have purchased respite or direct payment respite this will ensure equitable access / pay for all clients, the same if they have a direct payment or have all their serviced purchased for them; consequently, for Direct Payment recipients, there will be a negative impact for a small number of individuals due to being charged for the services they may have historically received for free. This will not impact specifically, based on the protected characteristic of race including traveling communities, and services will be provided equitably, regardless of the identity and protected characteristics of clients.**

### **Religion and belief**

Potential positive impact selected. Potential neutral impact selected. Potential negative impact selected.

#### **Explanation of your reasoning:**

Adult Social Care services are delivered based on need, in accordance with the Care Act 2014.

A potential positive impact for individuals by enabling easier and fairer access to services, irrespective of whether they are Direct Payment recipients, or not.

There is a neutral impact on individuals that do not access replacement care or have double handed care services. For direct payment clients if they have purchased respite or direct payment respite this will ensure equitable access / pay for all clients, the same if they have a direct payment or have all their serviced purchased for them; consequently, for Direct Payment recipients, there will be a negative impact for a small number of individuals due to being charged for the services they may have historically received for free. This will not impact specifically, based on the protected characteristic of religion and belief, and services will be provided equitably, regardless of the identity and protected characteristics of clients.

### **Sex**

Potential positive impact selected. Potential neutral impact selected. Potential negative impact selected.

#### **Explanation of your reasoning:**

Adult Social Care services are delivered based on need, in accordance with the Care Act 2014.

A potential positive impact for individuals by enabling easier and fairer access to services, irrespective of whether they are Direct Payment recipients, or not.

There is a neutral impact on individuals that do not access replacement care or have double handed care services. For direct payment clients if they have purchased respite or direct payment respite this will ensure equitable access / pay for all clients, the same if they have a direct payment or have all their serviced purchased for them; consequently, for Direct Payment recipients, there will be a negative impact for a small number of individuals due to being charged for the services they may have historically received for free. This will not impact specifically, based on the protected characteristic of sex, and services will be provided equitably, regardless of the identity and protected characteristics of clients.

### **Sexual orientation**

Potential positive impact selected. Potential neutral impact selected. Potential negative impact selected.

#### **Explanation of your reasoning:**

Adult Social Care services are delivered based on need, in accordance with the Care Act 2014.

A potential positive impact for individuals by enabling easier and fairer access to services, irrespective of whether they are Direct Payment recipients, or not.

There is a neutral impact on individuals that do not access replacement care or have double handed care services. For direct payment clients if they have purchased respite or direct payment respite this will ensure equitable access / pay for all clients, the same if they have a direct payment or have all their serviced purchased for them; consequently, for Direct Payment recipients, there will be a negative impact for a small number of individuals due to being charged for the services they may have historically received for free. This will not impact specifically, based on the protected characteristic of sexual orientation , and services will be provided equitably, regardless of the identity and protected characteristics of clients.

## 5 Characteristics - Public health

### Other vulnerable and disadvantaged groups

Potential positive impact selected.

#### Explanation of your reasoning:

We have for a long time, had challenges with how we purchase and assess for replacement care, especially in relation to Direct Payments, as the service user decides on the timing and frequency of the replacement care according to their service plan. The impact on the reforms to processes, policies and implementation of practices in accordance with the Care Act 2014, should result in a potential positive impact and assessed fairly irrespective of whether they are Direct Payment recipients, or not.

### Health inequalities

Potential positive impact selected.

#### Explanation of your reasoning:

We have for a long time, had challenges with how we purchase and assess for replacement care, especially in relation to Direct Payments, as the service user decides on the timing and frequency of the replacement care according to their service plan. The impact on the reforms to processes, policies and implementation of practices in accordance with the Care Act 2014, should result in a potential positive impact and assessed fairly irrespective of whether they are Direct Payment recipients, or not.

### Social and economic

Potential positive impact selected.

#### Explanation of your reasoning:

We have for a long time, had challenges with how we purchase and assess for replacement care, especially in relation to Direct Payments, as the service user decides on the timing and frequency of the replacement care according to their service plan. The impact on the reforms to processes, policies and implementation of practices in accordance with the Care Act 2014, should result in a potential positive impact and assessed fairly irrespective of whether they are Direct Payment recipients, or not.

### Physical health

Potential neutral impact selected.

#### Explanation of your reasoning:

Adult Social Care services are delivered based on need, in accordance with the Care Act 2014.

### Mental health and wellbeing

Potential neutral impact selected.

#### Explanation of your reasoning:

We have for a long time, had challenges with how we purchase and assess for replacement care, especially in relation to Direct Payments, as the service user decides on the timing and frequency of the replacement care according to their service plan. The impact on the reforms to processes, policies and implementation of practices in accordance with the Care Act 2014, should result in a potential positive impact and assessed fairly irrespective of whether they are Direct Payment recipients, or not. Subject to financial assessment, the proposed change will enable us to pass on the cost of the services to service user and as such increase the council's revenue in relevant cases.

### Access to services

Potential positive impact selected. Potential negative impact selected.

#### Explanation of your reasoning:

We have for a long time, had challenges with how we purchase and assess for replacement care, especially in relation to Direct Payments, as the service user decides on the timing and frequency of the replacement care according to their service plan. The impact on the reforms to processes, policies and implementation of practices in accordance with the Care Act 2014, should result in a potential positive impact and assessed fairly irrespective of whether they are Direct Payment recipients, or not. Subject to financial assessment, the proposed change will enable us to pass on the cost of the services to service user and as such increase the council's revenue in relevant cases.

## 6 Actions to mitigate potential negative impacts

<b>Risk identified</b>	Consultation could result in negative impacts upon reputation and the ability to deliver the change if it is unpopular.
<b>Actions required to reduce/eliminate negative impact</b>	Agreement from Cabinet to proceed with project at a meeting currently scheduled for 2 February 2023.  Financial audit and review of Adult Social Care provision to understand the negative impacts and agree next steps to understand the need of the service user in accordance with the Care Act 2014, phased approach commencing new service users with effect from 1 April 2023, and then reviews of existing service users will occur after that.
<b>Who will lead this action</b>	Corrine Paton
<b>Timeframe</b>	March 2024

### How will you monitor these actions?

Financial audit and review of adult service provision to understand any negative impacts and agree next steps with carers to understand need in accordance with the Care Act 2014

## 7 When will you review this equality and public health estimate(EPHIA)?

Following consultation and depending on the outcome of the consultation it may be necessary to review prior to implementation; in addition to prior to project closure and handover to BAU.

## 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.



## 8 Application Details

### Last Updated Date Time

22/12/2022 09:17:53

### Screening Submitted Date Time

29/11/2022 11:55:09

### Last Reopened Date Time

22/12/2022 09:14:20

### Full Impact Submitted Date Time

22/12/2022 09:17:53

### Approved/Rejected Date Time

No Date Recorded

### Current User Dashboard Request Status

Submitted

## 9.0 People with access to the original screening

[Amanda Dunn \(adunn2@worcestershire.gov.uk\)](mailto:adunn2@worcestershire.gov.uk)

[Charles Huntington \(CHuntington@worcestershire.gov.uk\)](mailto:CHuntington@worcestershire.gov.uk)

[Corrine Paton \(cpaton@worcestershire.gov.uk\)](mailto:cpaton@worcestershire.gov.uk)

## 9.1 People with access to this equality and public health assessment

[Amanda Dunn \(adunn2@worcestershire.gov.uk\)](mailto:adunn2@worcestershire.gov.uk)

[Charles Huntington \(CHuntington@worcestershire.gov.uk\)](mailto:CHuntington@worcestershire.gov.uk)

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## 10 Direct Questions

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**Data Protection Full Assessment**  
**Impact Assessment Id: #434****1.0 Screening Information****Project Name**

Adult Social Care – Charging Review

**Name of Project Sponsor**

Mark Fitton

**Name of Project Manager**

Corrine Paton

**Name of Project Lead**

Corrine Paton

**Please give a brief description of the project**

Our local charging policy for adults receiving care and support was updated and implemented in April 2015 in line with the Care Act 2014. Some aspects of the policy were down to local authority discretion, such areas were mirrored from the pre-Care Act regulations, as to not disadvantage any of our adult service users.

**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**

Does not need 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.

Background: Our local charging policy for adults receiving care and support was updated and implemented in April 2015 in line with the Care Act 2014. Some aspects of the policy were down to local authority discretion, such areas were mirrored from the pre-Care Act regulations, as to not disadvantage any of our adult service users.

The purpose of the project is to:

- Change the assessment for Respite/Replacement care to a non-residential service in order to eliminate potential unfairness and make it clearer for service users
- Charge for both carers, when two carers are required to attend a home care visit (double handed care).
- Carry out a consultation on the proposals outlined in the project outcomes section, and bring back a final recommendation to Cabinet once the Consultation is completed

### Upload Business Case or Support documents

No files uploaded

### Project Outputs

Briefly summarise the activities needed to achieve the project outcomes.

If the changes are agreed at cabinet, and implemented, the following activities will be required to deliver the project outcomes:

- Amendments to operational guidance, policies, process and practices to deliver the changes to the assessment approach for Respite/Replacement care to a non-residential service
- Amendments to operational guidance, policies, process and practices to facilitate charging for both carers, when two carers are required to attend a home care visit (double handed care).
- Carry out a consultation on the proposals outlined in the project outcomes section, and bring back an options appraisal and final recommendations to Cabinet once the Consultation is completed.

### Project Outcomes

Briefly summarise what the project will achieve.

If the changes are agreed at cabinet, and implemented, the following benefits will be realised:

- Will be able to use the Online Financial Assessment (OFA) for all assessments
- Reduction in assessments being carried out by the Care Contribution Assessment team
- Fairer system of assessments as Direct Payments and Non-direct payments clients will be assessed the same way – Care Act Compliant
- Clients would have one uplift letter at present receive 2 uplift letters if have non-res and replacement care
- Social workers will not have to request a financial assessment when a client who is already having a non-residential service requires replacement care

### 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?

No

## 1.2 Responsibility

### Directorate/Organisation

People

### Service Area

Adult Social Care

## 1.4 Specifics

### Project Reference (if known)

Not Recorded

### Intended Project Close Date \*

December 2023

## 1.5 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?

A requirement to complete a Data Protection and Equality and Public Health Impact Assessment

### Upload previous impact assessment documents if available

[Project Screening Adult Social Care – Charging Review completed 29.11.2022.pdf](#)

## 2.0 Personal Data

### Who are you processing data about?

Customers, clients or service users

Carers or representatives

### What personal data will be collected? \*

The second stage is to list all of the types of personal data that you believe the project/works/additional processing will utilise.

Please select yes for as many examples of types of data that are relevant and include any others in the free text at the bottom of the page.

#### Basic Identifiers:

##### Name

Yes

##### Date of Birth

Yes

##### Age

Yes

##### Gender

Yes

##### Sex

Yes

#### Contact Details:

##### Address

Yes

##### Email Address

Yes

**Home Phone Number**

Yes

**Mobile Phone Number**

Yes

**Postcode**

Yes

**ID Number:**

**National Insurance Number**

Yes

**Driving Licence/Number**

No

**NHS Number**

Yes

**Other General Identifier**

No

**Employment:**

**Work Related Training/Awards**

No

**Financial:**

**Income/Financial/Tax Situation**

Yes

**Appearance:**

**Photograph**

No

**Physical Description**

No

**Lifestyle:**

**Living Habits**

No

**Marital Status**

Yes

**Technology:**

**Login/Username**

No

**Device MAC Address (Wireless Network Interface)**

No

**Device Mobile Phone/Device IMEI No**

No

**Location Data (Travel/GDPS/GSM Data)**

No

**Online Identifier e.g. IP Address**

No

**Website Cookies**

No

**Other Data Types Collected**

Other Data Types Collected

Not Recorded

## 2.1 Legal basis for Personal Data

### What is your lawful basis for processing the personal data? \*

Please choose one of the following

Data Subject's consent for the purpose

Yes

Necessary for a contract with the Data Subject

Yes

Necessary to comply with a legal obligation

No

Necessary to protect the vital interests of an individual(s)

No

Necessary for a task in the public interest or exercise of official authority of Controller

No

Necessary for legitimate interests of Controller unless interests are overridden by the interests or rights of the individual (only available in limited circumstances to public bodies)

No

## 2.2 Special Data

### What special category personal data (if any) will be collected? \*

This section will not apply to all projects and should only be completed if it applies to you.

It is important that you read this section carefully, as these data types require additional care and protection.

If you do pick anything from this list, you will be required to give more details in Section 4 of this form.

You can read more about Special Category Data through this link;

<https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/lawful-basis-for-processing/special-category-data/>

#### Race

No

#### Ethnic origin

No

#### Political opinions

No

#### Religion

No

#### Philosophical beliefs

No

#### Trade union membership

No

#### Genetic Data

No

#### Biometric Data

No

#### Sex life

No

#### Health or social care

Yes

## 2.3 Legal basis for Special Data

### What is the relevant condition for processing the special category personal data? \*

You must qualify under one of the below exemptions as well as having a legal basis from the previous question.

#### Explicit Consent

The data subject has given explicit consent to the processing of those personal data for one or more specified purposes, except where Union or Member State law provide that the prohibition referred to in paragraph 1 may not be lifted by the data subject;

No

#### Employment and Social Security

Processing is necessary for the purposes of carrying out the obligations and exercising specific rights of the controller or of the data subject in the field of employment and social security and social protection law in so far as it is authorised by Union or Member State law or a collective agreement pursuant to Member State law providing for appropriate safeguards for the fundamental rights and the interests of the data subject;

No

#### Vital Interests

Processing is necessary to protect the vital interests of the data subject or of another natural person where the data subject is physically or legally incapable of giving consent;

No

#### Legitimate Interests of:



**"a foundation, association or any other not-for-profit body with a political, philosophical, religious or trade union aim".**

Processing is carried out in the course of its legitimate activities with appropriate safeguards by a foundation, association or any other not-for-profit body with a political, philosophical, religious or trade union aim and on condition that the processing relates solely to the members or to former members of the body or to persons who have regular contact with it in connection with its purposes and that the personal data are not disclosed outside that body without the consent of the data subjects;

**Note – this is not often applicable to local authorities.**

No

**Publicly Available Data**

Processing relates to personal data which are manifestly made public by the data subject;

No

**Legal or Court Proceedings**

Processing is necessary for the establishment, exercise or defence of legal claims or whenever courts are acting in their judicial capacity;

No

**Public Interest - Statutory Necessity**

Processing is necessary for reasons of substantial public interest, on the basis of Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject;

No

**Medical, Health and Social Care Provision**

Processing is necessary for the purposes of preventive or occupational medicine, for the assessment of the working capacity of the employee, medical diagnosis, the provision of health or social care or treatment or the management of health or social care systems and services on the basis of Union or Member State law or pursuant to contract with a health professional and subject to the conditions and safeguards referred to in paragraph 3;

Yes

**Public Health**

Processing is necessary for reasons of public interest in the area of public health, such as protecting against serious cross-border threats to health or ensuring high standards of quality and safety of health care and of medicinal products or medical devices, on the basis of Union or Member State law which provides for suitable and specific measures to safeguard the rights and freedoms of the data subject, in particular professional secrecy;

No

**Archiving or Scientific, Historical or Statistical Research Purposes**

Processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.

No

**2.4**

**Information Involved**

Understanding the information flows involved in a project is essential to a proper assessment of privacy risks.

**How will the data be collected? \***

This section should be filled in for every project, not just those collecting Special Category data.  
Through Liquid Logic and Controcc in-house software

**What will the data be used for? \***

This section should be filled in for every project, not just those collecting Special Category data.  
For the purpose of understanding which adult social care service users are impacted by the changes to the WCC charging policy.

**Has data already been collected?**

Yes

**Are the purposes for which you are collecting the data different? \***

If the data you are hoping to use was not collected specifically for this project, please explain in the box below why it was collected. This will include data that you have collected from other teams within WCC.

For the purpose of understand which adult social care service users are impacted by the changes to the WCC charging policy.

### **Explain why existing and/or less intrusive processes or measures would be inadequate \***

In this section, you should explain why your new method/project is absolutely necessary and show that you have thought about all other options.

The data is collected within the existing adult social care systems (Liquid Logic and Controcc) the data will be used to identify which adult social care service users are impacted by the changes to the WCC charging policy and to notify them of the changes to the current service provision financial arrangements.

## **3.0 Other organisations**

### **Are other organisations involved in processing the data?**

No

## **3.1 Storage detail**

### **How will the information be stored? \***

Please include details of whether data will be stored outside of the European Economic Area (EEA).

Please remember that cloud storage and back up servers maybe outside the EEA.

Data will be stored electronically within Council systems as part of the normal assessment process, and financial implications for care act eligibility.

### **For how long will the data be retained? \***

The data will retained by the Council, in accordance with standard data protection policies and compliance of the current data retention regulations

### **What is the deletion process? \***

Data will only be held for the minimum timescales in accordance with the current data retention regulations, supported by WCC deletion timescales, with a deletion certificate if necessary.

## **4 Consultation details**

**Consultation can be used at any stage of the DPIA process and is important to allow people to highlight privacy risks and solutions based on their own area of interest or expertise.**

**For further assistance and information please visit the [consultation toolkit section on Ourspace](#).**

### **Explain what practical steps you are going to take to ensure that you identify and address privacy risks \***

Consultation will be conducted as part of the outputs of the project to understand viable options and produce recommendations for future service delivery. Only the minimum data, in accordance with GDPR regulations, is collected as required and will not be shared with other partners or external organisations.

### **Who should be consulted, internally and externally? Do you need to seek the views of members of the public? \***

Consultation will take place internally and externally with members of the public if the cabinet paper is approved on 2 February 2023.

### **How will you carry out the consultation? \***

(You should link this to the relevant stages of your project management process)

Consultation will take place, subject to approval by Cabinet paper is approved on 2 February 2023. A range of methodologies will be utilised, ranging from face-to-face key stakeholder engagement sessions; combined with on-line and postal consultation for service users.

## **5 Risk register**

**At this stage you should identify the possible privacy risks together with their likelihood, severity and overall level, and for high risks the measures taken to reduce the risk. Add any risk to the relevant sections below.**

## Fair and Lawful Processing

Data must be processed lawfully, fairly and in a transparent manner.

Please also consider

- Have you identified at least one lawful basis for the personal data processed as part of the project?
- Does at least one Controller involved have a lawful power to act?
- Do you need to create or amend a privacy notice?
- How is your processing going to be transparent?

### Risk that processing is not transparent, and individuals are unaware that data is being collected or why it is processed

No Risk

### Risk that information is being processed unlawfully

#### Unmitigated Risk

Likelihood - Unlikely

Severity - Minimal Impact

Score - Low

#### Mitigation/Solution

Adult social care data is collated with the purpose of delivery services; in accordance with the WCC privacy notice displayed on the Worcestershire County Council website.

#### Mitigated Risk

Likelihood - Unlikely

Severity - Minimal Impact

Score - Low

#### Result

Eliminated

## Specific, explicit and legitimate purposes

The purpose for which you process personal data must be specified, explicit and legitimate. Personal data collected must not be processed in a manner that is incompatible with the purpose for which it was originally collected.

Please also consider

- Does your project plan cover all of the purposes for processing personal data? If not your plan needs amending accordingly.
- Are all elements of the processing compatible with the original reason and justification for the processing?
- What are these specific, explicit and legitimate purposes?

### Risk of 'mission creep' and information is used for different, or incompatible purposes to that identified when originally collected

No Risk

## Adequate, relevant and not excessive

Personal data processed must be adequate, relevant and not excessive in relation to the purpose for which it is processed.

Please also consider

- Is the quality of the information adequate for the purposes it is used?
- If not, how is this to be addressed?
- Are measures in place to ensure that data is limited to that which is needed to fulfill the aim of the processing?
- Which personal data elements do not need to be included without compromising the needs of the project?

### Risk of loss of control over the use of personal data

No Risk

### Risk that inadequate data quality means the information is not fit for the identified purpose(s) potentially leading to inaccurate decision making

No Risk

**Risk that any new surveillance methods may be an unjustified intrusion on individuals' privacy**

No Risk

**Accurate and timely**

Personal data processed must be accurate and, where necessary, kept up to date, and every reasonable step must be taken to ensure that personal data that is inaccurate is erased or rectified without delay.

Please also consider

- If you are procuring new software does it allow you to amend data when necessary?
- How are you ensuring that personal data obtained from individuals or other organisations is accurate?
- Do you have processes in place to keep data up to date?
- If any data sets are to be merged, what checks are carried out to ensure that the right data records are matched/merged together?

**Any data matching or linking, including whole data sets may link wrong records together**

No Risk

**Storage limitation**

Personal data must be kept for no longer than is necessary for the purpose for which it is processed. Appropriate time limits must be established for the periodic review of the need for the continued storage of personal data.

Please also consider

- What are the risks associated with how long data is retained and how they might be mitigated?
- Has a review, retention and disposal (RRD) policy been established?
- How does the software enable you to easily act on retention criteria – does it enable bulk review/destruction; set review periods; extract for long-term preservation/retention of the corporate memory?

**Risk information is retained for the wrong length of time (both too long and too short)**

No Risk

**Risk information is not securely destroyed when its retention period has been reached**

No Risk

**Security**

Personal data must be processed in a manner that ensures appropriate security of the personal data, using appropriate technical or organisational measures (and, in this principle, "appropriate security" includes protection against unauthorised or unlawful processing and against accidental loss, destruction or damage).

Please also consider

- What technical and organisational measures are in place to ensure that the data is protected to an adequate level?
- What training on data protection and/or information sharing has been undertaken by relevant staff?
- What access controls are in place to enforce the 'need to know' principle?
- What assurance frameworks are utilised to assess adequacy of security measures in place e.g. NHS DSPT; Cyber Essentials Plus; PSN Certification?

**Risk of loss of confidentiality**

No Risk

**Risk of inadequate security controls in place to protect and secure personal data, including inappropriate access**

No Risk

**Risk that workers processing the data are not aware of their data responsibilities**

No Risk

**Risk that information is distributed using inappropriate methods**

No Risk

**Risk of re-identification of pseudonymized or anonymised data (e.g. collecting matching and linking identifiers and information may result in information that is no longer safely anonymised)**

No Risk

**Risk that information is transferred to a 'third country' without adequate safeguards**

No Risk

## Financial and reputational

**Risk of identity theft or fraud**

No Risk

**Risk of financial loss for individuals or other third parties**

No Risk

**Risk of financial loss for the Council (including ICO fines)**

**Unmitigated Risk**

Likelihood - Unlikely

Severity - Some Impact

Score - Low

**Mitigation/Solution**

Adult social care data is collated with the purpose of delivery services and retained on internal systems; in accordance with the WCC privacy notice displayed on the Worcestershire County Council website.

**Mitigated Risk**

Likelihood - Unlikely

Severity - Some Impact

Score - Low

**Result**

Reduced

**Risk of reputational damage to the Council, partners, and processors**

**Unmitigated Risk**

Likelihood - Unlikely

Severity - Some Impact

Score - Low

**Mitigation/Solution**

Adult social care data is collated with the purpose of delivery services; in accordance with the WCC privacy notice displayed on the Worcestershire County Council website. consultation is proposed as part of the project to develop proposals and recommendations

**Mitigated Risk**

Likelihood - Unlikely

Severity - Some Impact

Score - Low

**Result**

Reduced

## Health, safety and wellbeing

**Risk of physical harm to individuals**

No Risk

**Risk of physical harm to staff and workers**

No Risk

**Risk of discrimination**

No Risk

**Risk of other significant economic or social disadvantage**

**Unmitigated Risk**

Likelihood - Unlikely

Severity - Some Impact

Score - Low

**Mitigation/Solution**

Each service the resident uses will have a financial audit and review of their needs to understand the financial impact on them.

**Mitigated Risk**

No Risk

**Result**

Reduced

## Individuals Rights

Data protection legislation gives data subjects' various rights (listed below). Limiting or restricting any of these rights is likely to be a significant impact so the justification for any restriction, as well as mitigations, must be fully outlined.

**Inability to meet individuals' right to be informed**

No Risk

**Inability to meet individuals' right of access**

No Risk

**Inability to meet individuals' right to rectify inaccurate data**

No Risk

**Inability to meet individuals' right to erase data**

No Risk

**Inability to meet individuals' right to restrict processing**

No Risk

**Inability to meet individuals' right to data portability**

No Risk

**Inability to meet individuals' rights relating to automated decision making and profiling**

No Risk

## Additional project specific risks

No additional risks recorded

## 6 Declaration

I confirm to the best of my knowledge that the information I have provided is true, complete and accurate \*

Selected

I confirm that I will make sure that data protection has been and continues to be considered throughout the project life cycle and should circumstances change in the project to include any processing of personal data a further Data Protection Impact Assessment Screening will be carried out \*

Selected

## 7 Application Details

### Last Updated Date Time

29/11/2022 13:29:46

### Screening Submitted Date Time

29/11/2022 11:55:09

### Last Reopened Date Time

No Date Recorded

### Full Impact Submitted Date Time

29/11/2022 13:29:46

### Approved/Rejected Date Time

No Date Recorded

### Current User Dashboard Request Status

Submitted

## 8.0 People with access to the original screening

[Amanda Dunn \(adunn2@worcestershire.gov.uk\)](mailto:adunn2@worcestershire.gov.uk)

[Corrine Paton \(cpaton@worcestershire.gov.uk\)](mailto:cpaton@worcestershire.gov.uk)

## 8.1 People with access to this data protection assessment

[Amanda Dunn \(adunn2@worcestershire.gov.uk\)](mailto:adunn2@worcestershire.gov.uk)

[Corrine Paton \(cpaton@worcestershire.gov.uk\)](mailto:cpaton@worcestershire.gov.uk)

## 9 Direct Questions

No Questions Asked

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# Worcestershire Children First

## Mainstream Education Sufficiency Place Planning Report 2022

### Document Details

Status: V1.6

Date: January 2023

Contact: Justin Kirby [jkirby1@worschildrenfirst.org.uk](mailto:jkirby1@worschildrenfirst.org.uk)

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[www.worcestershire.gov.uk](http://www.worcestershire.gov.uk)

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## Introduction

Each Local Authority in England has a legal duty to ensure there is a place available for every school-age child in their authority area wishing to attend a publicly funded school. 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).

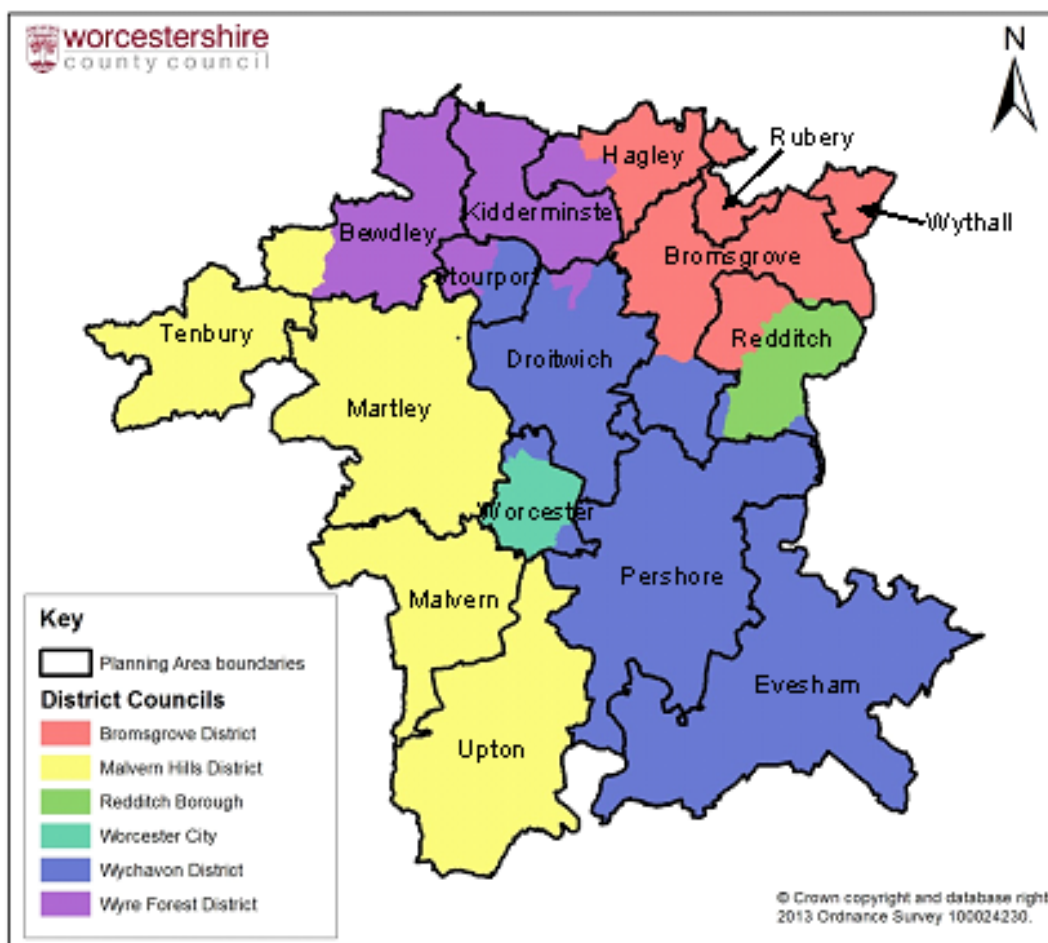
Along with this statutory duty, effective pupil place planning is critical to ensure the aims outlined in the Worcestershire's Education and Skills Strategy 2019-24, which shapes the Worcestershire vision and aims for education provision, are met. In particular, Objective 3 – to deliver more education places in good or outstanding provision by striving towards:

- 9 out of 10 pupils to receive their first or second school preference;
- Children from vulnerable groups continue to have equity of access to their preferred school;
- All children who need admittance during the school year are offered provision within 20 days;
- every child subject to the fair access policy (which enables children to move schools or access a school place at times other than the normal school entry points) should be given provision without delay; and
- home to school travel time is typically no longer than 45 minutes.

The Sufficiency Report findings provide a focus for the work of the Sufficiency and Place Planning Team and the Local Authority's strategy for the education capital programme allowing strategic decisions about investment to be made based on robust evidence of demand.

Worcestershire Local Authority seeks to maintain a 5% surplus of mainstream school places per planning area to allow families choice in the school their child attends and to allow for in-year admissions such as for families moving into a new planning area. This surplus is also imperative to allow us to meet the strategic aims of the strategy.

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



Worcestershire is unique in the range of education tier structures available 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. Other areas operate a three-tier model, where 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. Some EPAs operate both two tier (primary and secondary) and three tier (first, middle and high) in the same area, providing families with a choice. This includes some catholic school provision and some other schools that have sought to change their age range. In addition to this, a number of secondary and high schools in the County also offer sixth form provision. Table 1 details the predominant system within each EPA.

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

**Figure 1 – Tier areas in Worcestershire**

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

The forecast for each EPA takes into account demographic growth in each area, new housing developments, average pupil transfer rates and pupil migration patterns. Data used includes GP registrations from September 2021, the October 2021 school census and the 5 Year Land Supply Reports from each district council within Worcestershire. The number of pupils generated from new housing is not as predictable as demographic growth and therefore greater care is taken when considering these forecasts. In a longitudinal study of several Worcestershire housing developments over 10 years<sup>1</sup>, it was discovered that the pupil yield is higher for primary school age pupils than for secondary school age pupils. Pupil place forecasting and school capacity data is provided to the DfE via the national SCAP survey (<https://www.gov.uk/government/collections/statistics-school-capacity>).

For further information on forecasting please visit [www.worcestershire.gov.uk/info/20062/schools/133/school\\_forecast\\_data](http://www.worcestershire.gov.uk/info/20062/schools/133/school_forecast_data)

<sup>1</sup> Worcestershire County Council Pupil Product Ratio Evidence Basis

## Overview

Mainstream school provision across Worcestershire is currently sufficient: 82% of schools are rated as 'Good' or 'Outstanding' by Ofsted, compared to 83% last year. 91% of Primary school children received an offer from one of their three preferences for September 2022, this is lower than in September 2021 for Primary (98%), which was close to the 2022 England average of 98.4%. There was also a small decrease in the percentage of children applying for a Secondary school place receiving an offer from one of their three preferences: 95.1% for September 2022 compared to 95.5% for September 2021. The national average for 2022 was 95.8%.

September 2016 saw the highest intake of Reception children in the County since 2000 (6536 pupils). This cohort moved into Middle schools (Year 5) in 2021 and will arrive in Secondary Schools (Year 7) in 2023, forecast to be 6682 pupils. For most areas this will represent a single year of need, whilst in others this signifies a longer-term trend.

Over the last 5 years, the WCC EPA forecasts for mainstream Reception school places for 2 years ahead have on average been accurate to 98.8%. 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 first or primary schools. It takes approximately two years to consult, design and build additional capacity into 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 is still within 99% and 98% respectively for Primary Schools, and 99-98% for Middle and Secondary Schools. This means we are able to plan to within a 95% confidence, the place requirements of all our mainstream schools over the next four years.

For each EPA, WCF historically aimed to remain within this 95% accuracy or 0.5 Forms of Entry (FE) (15 places) for each intake point, whichever is greater. For Reception intake, this was achieved in every year over the last five years in 13 out of 16 planning areas when forecasting two years ahead. Reception numbers fell in Evesham further than forecast. The other planning areas, Hagley and Rubery, are restrained by the capacity of schools and significant demand for places comes from out of area pupils, but there are sufficient places for in-area pupils. Forecasts for Middle school intake for all three-tier planning areas were accurate within this margin over the last five years. This was also achieved for all planning areas for forecasting High school intake.

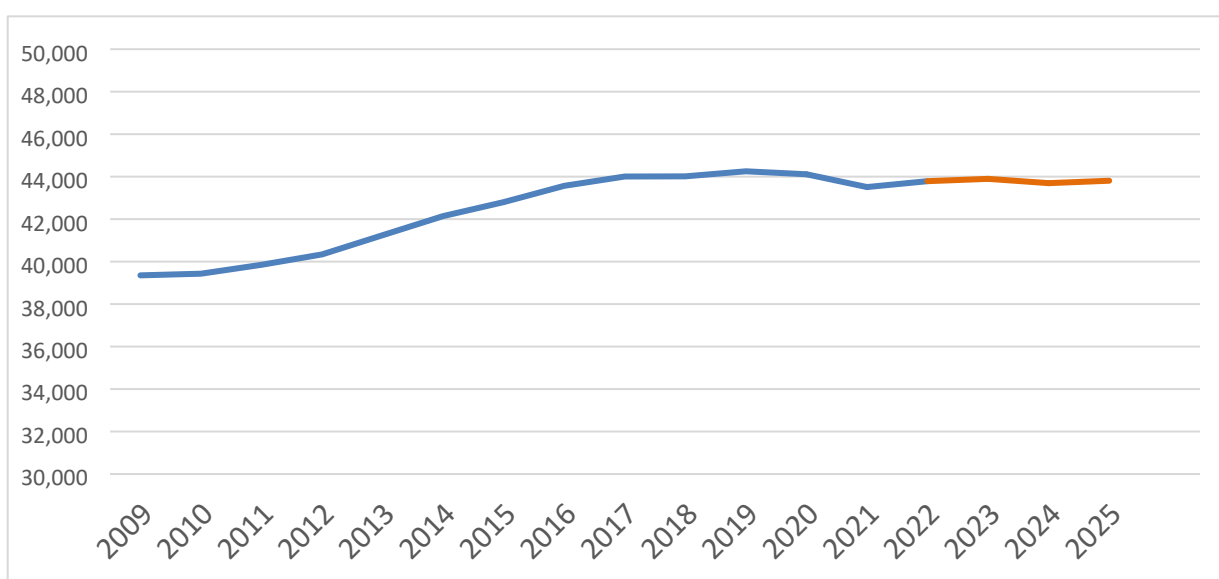
### First / Primary Year Groups

Over the last decade, the number of Primary age children (Reception to Year 6) in Worcestershire has increased by 9%. Over this time, WCF, have 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, some urban areas of Worcestershire, namely Bromsgrove, Evesham and Redditch, have experienced a much higher rate than rural areas. Conversely the numbers arriving at Reception classes in Worcester City and Kidderminster were lower this year. Worcestershire has a mix of urban and rural areas with an increasing number of families moving into urban areas, a trend seen nationally. Over the next 5-10 years a number of large housing developments are expected to increase the numbers of families living within some urban areas. At the same time, there is a challenge to ensure small rural village schools remain sustainable.

The last 2 years saw the effects of lower birth rates on Worcestershire Primary and First schools, which is expected to continue over the next few years. 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 peaked in 2019 at 44,252 and has since stabilized around 44,000. Therefore, as new housing is concentrated in pockets, namely Bromsgrove, Droitwich, Redditch and South Worcestershire, new schools and additional expansions will be required in certain areas to ensure sufficiency of places in Key Stage 1 and 2<sup>2</sup>, but in other areas there will be surplus places.

Figure 2 shows the number and forecast number of Primary age pupils in Worcestershire mainstream schools.

**Figure 2 – Historic and forecast total number of Primary age pupils (R-Y6) in mainstream schools in Worcestershire 2009-2025**



Higher Primary numbers from the last several years have now begun to reach Secondary schools, and those schools in three-tier systems are already experiencing higher numbers transferring through to the Middle schools.

### Pupil numbers in Middle Schools

High pupil numbers reached the middle schools in Bromsgrove and Redditch in 2021, creating sufficiency issues. This effect has been much reduced in the Droitwich, Pershore and Evesham planning areas, mainly by the existence or recent conversion of first schools into primary schools. The conversions increase capacity in year 5 and 6, but also divert pupils away from middle schools as they seek secondary schools elsewhere in the county or outside the county.

### Secondary Year Groups

In 2017 and 2018, the number of pupils in Secondary schools began 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, WCF have been

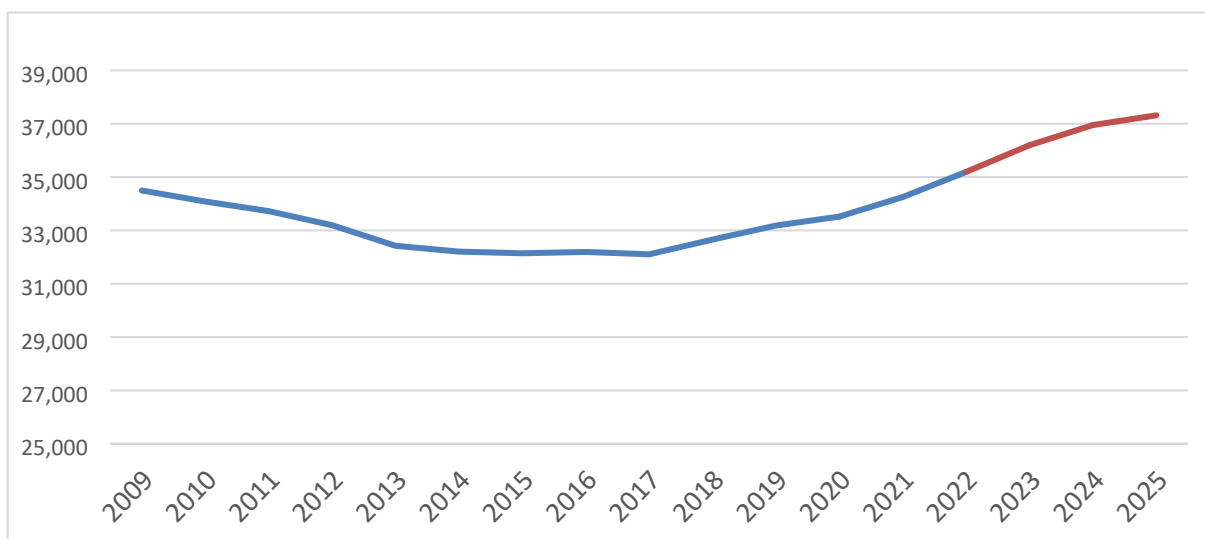
<sup>2</sup> <https://www.gov.uk/national-curriculum>

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.

Pupil 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 close to the Worcestershire border 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.

Figure 3 shows the number and forecast number of Secondary age pupils in Worcestershire mainstream schools.

**Figure 3 – Historic and forecast total number of Secondary age pupils (Y7-Y13) in mainstream schools in Worcestershire 2009-2025**



Forecast pupil numbers shown in the remainder of this report 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.

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 school age range changes, affecting mainly the Redditch, Pershore, and Evesham three-tier systems. WCF is working with schools, Academy Trusts and the Department for Education to ensure families are able to access a choice of school places within each EPA.

The remainder of this report analyses each Education Planning Area by supply and demand of mainstream school places.



## Bewdley EPA

The Bewdley Education Planning Area covers the area to the North-West of the County around the Town of Bewdley. Much 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). A map is available in Mainstream Sufficiency Appendix Maps.

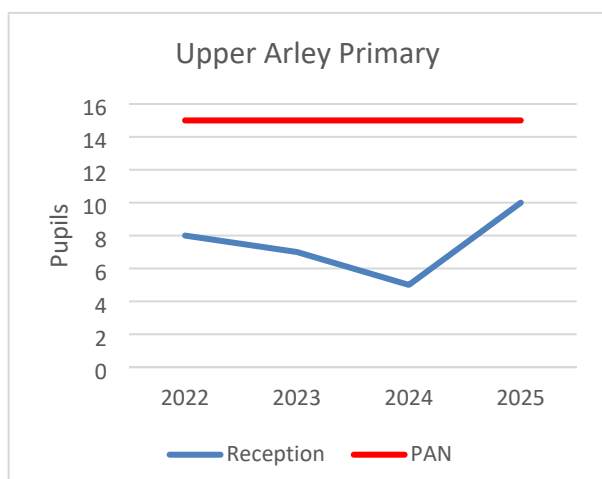
### Bewdley Primary

**There is an oversupply of school places in the Bewdley Primary EPA between 2022 and 2025.**

Upper Arley CE Primary School has low numbers on roll and could consider reducing the PAN to 10. New housing developments (not agreed by the time of writing) are likely to increase the numbers on roll over the next 4 years.

1% of primary school age pupils in the County are educated in Bewdley EPA, with 20% of schools deemed as 'Outstanding', with a further 40% deemed as 'Good'.

**Figure 4 – Detail forecast of Upper Arley Primary**



### Bewdley Secondary

**There are sufficient secondary school places in Bewdley Secondary EPA.**

Forecasts are generally in line with previous years and intake across the district has been stable, with no concerns for sufficiency. Although numbers on roll in the Bewdley feeder primary schools are above the PAN of The Bewdley School, evidence details that pupils frequently travel between Bewdley, Stourport and Kidderminster. Both Baxter College, Kidderminster and Stourport High School are within 2 miles of Bewdley and are forecast to have sufficient places.

## Bromsgrove EPA

The Bromsgrove Education Planning Area is made up predominantly of the Town of Bromsgrove and the surrounding rural areas. Much 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). A map is available in Mainstream Sufficiency Appendix Maps.

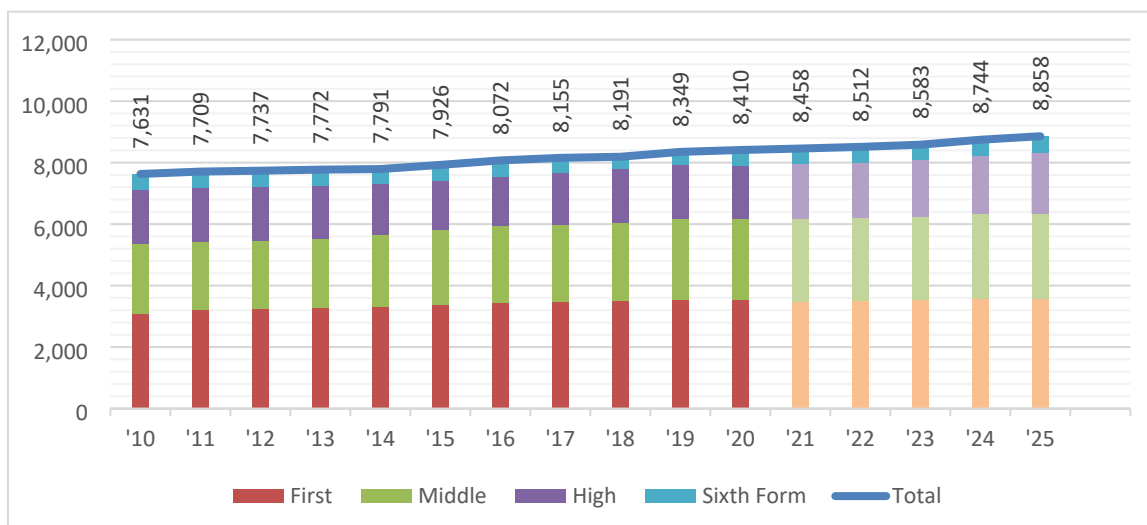
### Bromsgrove First

**There is an insufficiency of First school places in Bromsgrove EPA.**

10% of primary school age pupils in the County are educated in Bromsgrove EPA, with 36% of schools deemed as 'Outstanding', with a further 54% deemed as 'Good'.

The number of children taught in schools in Bromsgrove has increased year-on-year over the past decade, with this growth forecast to continue.

**Figure 5 - Historic and forecast number of pupils in year groups R-Year 13 in mainstream schools in the Bromsgrove Education Planning Area 2010 – 2024**



Housing developments on Perryfields and Whitford Road (1,800 dwellings 2022-2032 in Western Bromsgrove) are expected to generate pupil numbers which exceed the places available at the local schools, particularly the Orchards First School and Meadows First School. Therefore, a new First school will be delivered on the Perryfields site to serve families moving onto this development. WCF aims to deliver a new school alongside the build-out of the Perryfields and Whitford Road development, to ensure the school is delivered in line with need and to ensure other local schools are not adversely affected.

Figure 6 shows the forecast demand for Reception places in Bromsgrove Town

**Figure 6 - Forecast demand for Reception places in Bromsgrove Town 2021 – 2025**

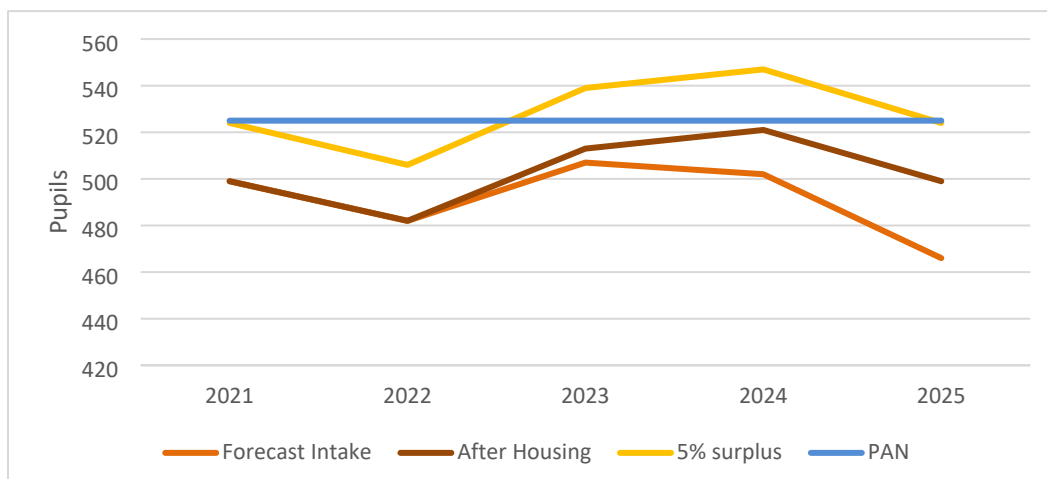


Figure 6 shows a localised forecast for the first schools of Bromsgrove town and first schools lying with 2 miles of the Whitford Road and Perryfields developments, based on known 3 year olds living within the catchments and the impact of housing. This is where the impact of the new housing will be felt. The PAN of the schools does not include the planned Perryfields first school as it is not likely to open before 2026.

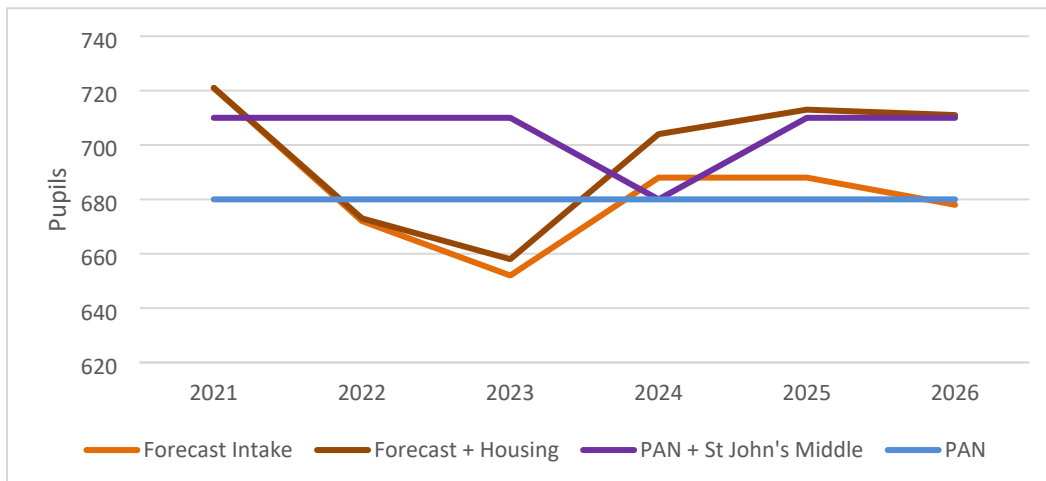
**The WCF Sufficiency and Place Planning team monitor and review at a County, EPA and school level to ensure sufficiency of places where possible meets demand.**

### Bromsgrove Middle

**There is an insufficiency of Middle school places in Bromsgrove EPA.**

Figure 8 shows the forecast number of pupils requiring a Year 5 place in the Bromsgrove Middle Schools. The published total PAN is 680 and by 2024 the number of pupils requiring a Year 5 place will exceed this. St John’s Middle School has taken 1FE (30 pupils) over the PAN of 150 for the past 2 years including September 2021, but is unable to increase to 180 every year. If St John’s Middle School take up to 180 pupils in September 2023, the school will be unable to take additional pupils in September 2024 when demand exceeds the published PAN of 680.

**Figure 7 – Current and forecast number on roll in year 5 at Bromsgrove Middle Schools 2021-2025**



Recent pupil growth in Bromsgrove First Schools is now feeding through into the Middle Schools, especially St John’s and Aston Fields. Catshill Middle School has fewer pupils in feeder school year 4’s than its PAN.

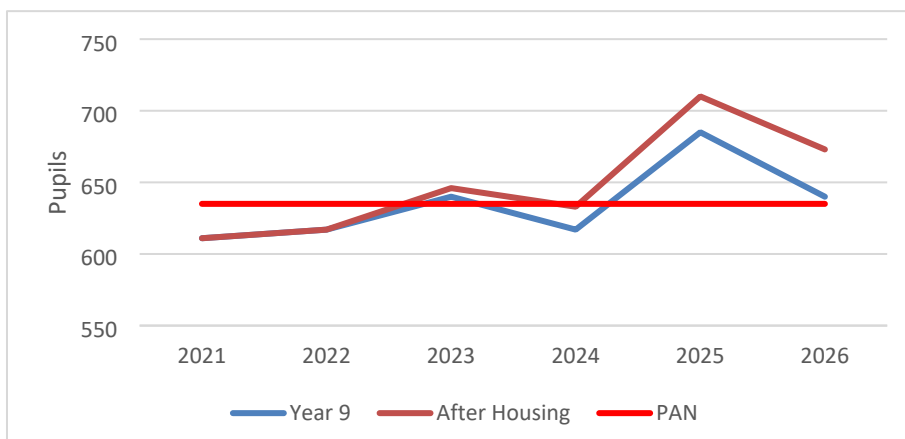
An additional 1 Form of Entry (30 places) will be needed at one of the Bromsgrove town middle schools by 2024 and forecasts indicate another 1FE by 2025.

Bromsgrove High

**There is an insufficiency of High school places in Bromsgrove EPA.**

Based on current forecasts of pupils in feeder schools, South Bromsgrove High will have insufficient places by 2023 and demand will continue to increase to another 1 FE by 2025. Depending on potential space, provision could be added to either North Bromsgrove High School or South Bromsgrove High to cover this demand.

**Figure 8 – Pupil Forecast for North & South Bromsgrove High 2021-2026**



## Droitwich EPA

The Droitwich Education Planning Area is made up predominantly of the Town of Droitwich and the surrounding rural Villages. Much 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 (Years 8 – 13). A map is available in Mainstream Sufficiency Appendix Maps.

### Droitwich First

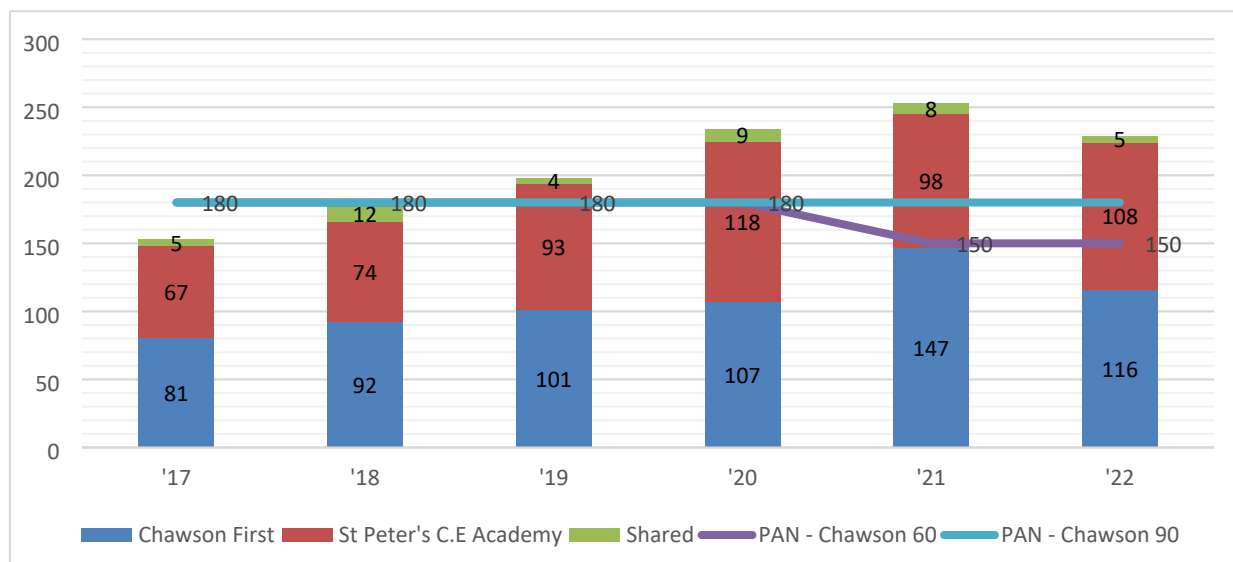
#### **There is an insufficiency of First School places in Droitwich EPA.**

5% of primary school age pupils in the County are educated in Droitwich First EPA, with 30% of schools deemed as 'Outstanding', with a further 60% deemed as 'Good'.

There are two major development sites in Droitwich, on Land north of Pulley Lane and Newland Lane, and Copcut Lane (300 dwellings between 2022-2023) that are currently being built out. In 2018-2019 a total of 490 dwellings were built in the Droitwich education planning area. As a result, we have seen a noticeable increase in the number of pre-school and reception age children living in the area, which has increased demand for school places, particularly in the catchment areas of Chawson and St Peter's First Schools.

Figure 9 details the number of pre-school age children due to start school living in the school catchment areas compared to total PAN of the schools

**Figure 9 - Children aged 0-3+ living in the Chawson First and St Peter's C.E Academy catchment areas**



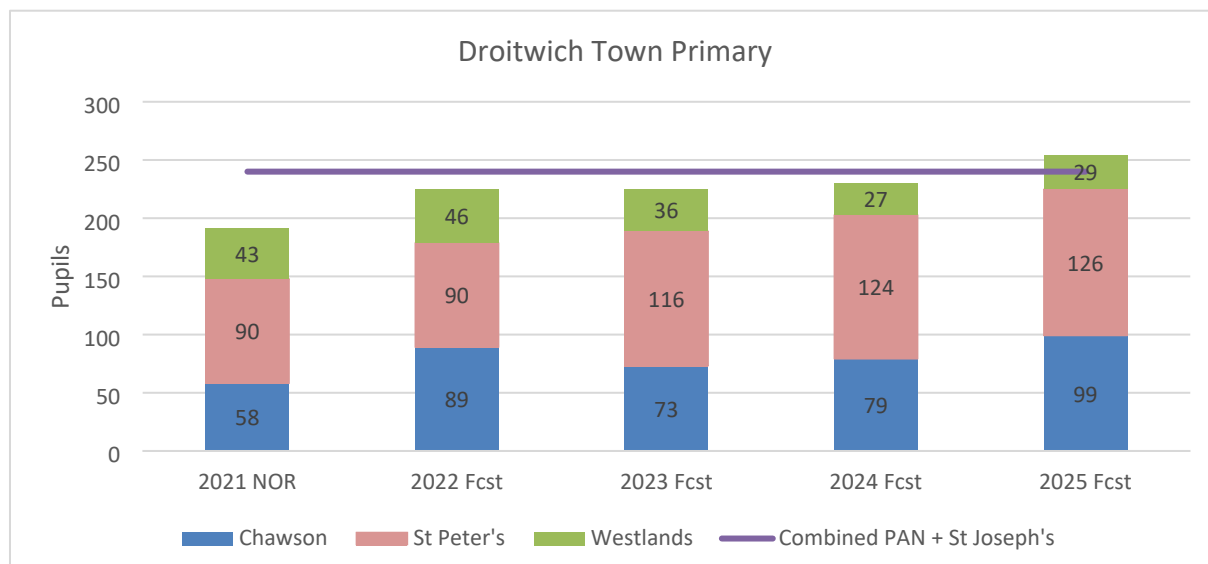
From September 2020 Chawson First School reduced the school PAN from 90 to 60 due to lower than expected pupil numbers. The school has accommodation capacity for 90 pupils per year group and will increase the PAN back to 90 to support the demand for school places.

WCF is investigating options for expansions at one of the 3 first schools within the town of Droitwich (St Peter's CofE First, Chawson Community First or Westlands First). A 2FE free first

school will be built East of Droitwich in line with planned housing as part of the South Worcestershire Development Plan Review, but not before 2026.

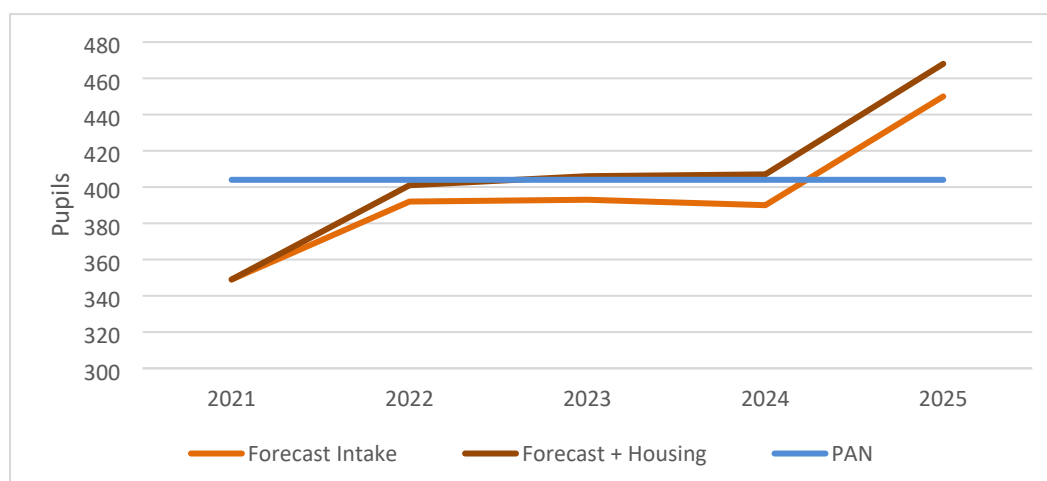
Figure 10 compares the number of known pre-school age children due to start school in the South of Droitwich with the available places.

**Figure 10 – Comparison of Known Children living in the town of Droitwich catchments with forecast reception in local schools**



This chart shows how the numbers of pupils in reception are forecast to increase above the PAN of the schools in the town of Droitwich by 2025. On average 14% of pupils from Droitwich catchments attend schools outside of Droitwich. By 2025, the forecast numbers of reception pupils across the Droitwich planning area are above the capacity of the planning area.

**Figure 11 – Comparison of Forecast Reception pupils with PAN for Droitwich EPA**



### Droitwich Middle and High

**There are sufficient middle and high school places.**

The impact of new housing on the first school forecasts over the next several years will likely impact on the requirement for additional middle and high school provision in the longer term.

The numbers of pupils forecast to arrive in year 8 in 2023 and 2025 do not exceed the PAN of Droitwich Spa High School but do not enable the LA to retain 5% of surplus places. This will be monitored to ensure places are provided at the right time.

## Evesham EPA

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). A map is available in Mainstream Sufficiency Appendix Maps.

### Evesham First

#### **There is an oversupply of First School places in Evesham**

9% of primary school age pupils in the County are educated in Evesham First EPA, with 26% of schools deemed as 'Outstanding', with a further 70% deemed as 'Good'.

Several First Schools beyond 2 miles from Evesham Town have low known pre-school age children and low forecast intakes. Some neighbouring first schools have higher numbers of known children and therefore balance out some of the demand and supply of places.

Some First schools including Bretforton, Cleeve Prior, and Pebworth are forecast to have over 50% surplus places for the next three years.

**Figure 12 – Eastern Evesham First Schools showing impact of low intakes**

School	Ofsted	PAN	2022(First Preferences)	Forecast 2023	Forecast 2024	Forecast 2025
<b>Badsey</b>	Inadequate	30	28	28	30	26
<b>Bretforton</b>	Good	15	5	7	7	4
<b>Cleeve Prior</b>	Good	15	3	7	8	11
<b>Church Lench</b>	Outstanding	15	14	14	16	15
<b>Harvington</b>	Outstanding	30	28	21	25	22
<b>Honeybourne</b>	Good	30	22	21	25	29
<b>Offenham</b>	Good	18	24	19	16	17
<b>Pebworth</b>	Good	12	1	2	3	7
<b>The Littletons</b>	Good	30	18	22	30	25
<b>Bengeworth</b>	Outstanding	90	79	74	61	63
<b>Broadway</b>	Good	20	12	11	12	13
<b>St Mary's Broadway</b>	Outstanding	15	6	10	11	12
<b>St Mary's Evesham</b>	Good	30	20	20	18	18
<b>Surplus places*</b>	N/A	N/A	90	94	88	88

\*Surplus spaces is only a local indicator in this instance as not all the urban schools are included.

Orange cells show insufficiency and blue cells show surplus places over 50%.

On average over 6 years 18% or 55 reception pupils from Evesham urban catchments attend schools outside Evesham.

Cleeve Prior First School has no schools within 2 miles range with surplus known children.

224 new dwellings are expected to be built near Pebworth First School 2022-2025, near the county boundary. This forecast assumed that 50% of the pupils would attend schools in Warwickshire rather than Worcestershire. The next 2 years should provide more reliable trends for Pebworth First School.

**Figure 13 – Western Evesham First Schools showing impact of low intakes**

School	Ofsted	PAN	2022 First Prefs	Forecast 2023	Forecast 2024	Forecast 2025
Ashton-under-hill	Good	18	15	13	9	22
Bredon Hancock's	Outstanding	30	18	27	22	35
Crothorne-with Charlton	Good	18	13	15	11	15
Eckington	Good	20	9	10	7	12
Elmley Castle	Good	15	16	7	9	5
Overbury	Good	15	12	15	16	16
Sedgeberrow	Outstanding	30	33	30	30	30
St Andrew's	Good	60	41	65	68	65
St Richard's	Good	60	43	44	46	45
Swan Lane	Good	60	42	46	40	31
Surplus places*	N/A	N/A	84	54	68	50

\*Surplus spaces is only a local indicator in this instance as not all the urban schools are included.

Some First schools including Eckington and Elmley are forecast to have surplus places for the next three years.

Crothorne-with-Charlton First School, Sedgeberrow First School and Elmley Castle First School frequently admit children from Evesham Town. Eckington First School does not receive many applications from Evesham Town as it is too far.

Bredon Hancock's Endowed First School is close to Gloucestershire and is popular so receives cross-border pupils.

One or more of the schools ought to consider lowering PAN or converting rooms into SEN spaces, most likely Eckington First School. Crothorne-with-Charlton First School has reduced its PAN from 18 to 15 from 2023.

### Evesham Middle

#### **There is an oversupply of Middle School places in Evesham**

Blackminster Middle School is an Ofsted rated good school, yet pupil numbers have decreased to 50% of its PAN of 130. Honeybourne and Cleeve Prior became Primary Schools reducing the feeder schools / pupils to Blackminster. The pupils from these schools now either transfer to Blackminster Middle School at the end of year 5 (the intake point for Blackminster Middle School), the end of year 6 or go to a Warwickshire or Gloucester secondary school. Chipping Camden Secondary School in Gloucestershire over the last 5 years admitted 50 pupils per year.



The forecast for Blackminster is unlikely to increase for the next few years so a reduction of PAN could improve its viability. It could consider repurposing some accommodation for SEND capacity.

**Figure 14 – Year 5 Evesham Firsts feeding Blackminster Middle School 2022-2025**

School	Ofsted	PAN	2022	2023	2024	2025
<b>Badsey</b>	Inadequate	30	28	28	30	26
<b>Bretforton</b>	Good	15	5	7	7	4
<b>Offenham</b>	Good	18	24	19	16	17
<b>Pebworth</b>	Good	12	1	2	3	7
<b>The Littletons</b>	Good	30	18	22	30	25
<b>Total</b>	N/A	105	76	78	86	79

Demand for middle school places within Evesham town continues to rise, however the two schools serving the town have sufficient places to meet the needs of pupils currently at their feeder schools in most year groups. In previous years some children feeding into rural middle schools have been able to attend town schools, places will now be more limited.

Bredon Hill Academy (outstanding), St Egwin’s Middle School (good) and The De Montfort Middle School (Inadequate) have high demand for the next 4 years. Many pupils applying for places are from the catchment of Blackminster Middle School (good) so this does not represent a demand for more middle school places.

### Evesham High

#### **There is a sufficiency of High School places in Evesham EPA**

Prince Henry High School (outstanding) continues to receive more applications than places available, including on average 30% from pupils living in The De Montfort High School’s catchment. This does not therefore represent a demand for more places, as these places are available at The De Montfort High School.

## Hagley EPA

The Hagley Education Planning Area covers the area to the North-East of the County around the Village of Hagley. Much 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). A map is available in Mainstream Sufficiency Appendix Maps.

### There are sufficient primary school places in Hagley EPA

5% of primary school age pupils in the County are educated in Hagley Primary EPA, with 100% of schools deemed as 'Good'.

**Figure 15 – Forecast number of known children at primary schools in Hagley EPA 2022-2025**

School	Ofsted	PAN	2022 Preferences	2022	2023	2024	2025
Belbroughton	Good	25	15	11	12	12	13
Blakedown	Good	30	23	26	17	13	21
Clent Parochial	Good	15	13	13	6	11	5
Hagley Primary	Good	90	92	98	75	72	58
St Kenelm's	Good	28	21	26	12	18	17
Housing	-	-	-	0	3	5	8
<b>Spare Places</b>	-	-	-	<b>14</b>	<b>63</b>	<b>57</b>	<b>66</b>

Hagley Primary School has had rapidly rising known children peaking above PAN in 2022. According to the latest housing supply forecasts, growth in known children is likely to be lower than the previous 5 years. Hagley Primary School tends to accept 21% applications from outside Hagley Primary School's catchment (some from Kidderminster as well as Dudley). Excluding these applications, Hagley Primary EPA will have sufficient places to meet local demand in 2022.

Belbroughton Primary School takes in nearly half its intake from outside catchment including Kidderminster and Bromsgrove.

Hagley Primary EPA on average provides around 30 places to Dudley Local Authority children per year group, therefore there is not a demand to increase places for Worcestershire children.

Haybridge High School is likely to be oversubscribed for year7 throughout the forecast period, although on average 14% of the intake is from Dudley, this is not deemed demand issue for Worcestershire children. Intake to Hagley Catholic High School from Worcester catholic schools is very low, including 1 or 2 pupils from Worcester and Droitwich, therefore most pupils are from out of county.

## Kidderminster EPA

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). A map is available in Mainstream Sufficiency Appendix Maps.

### Kidderminster Primary

#### **There are sufficient primary school places in Kidderminster EPA**

10% of primary school age pupils in the County are educated in Kidderminster EPA, with 69% of schools deemed as 'Good'.

1,400 dwellings are planned to be built in the Lea Castle area. An additional 30 pupils from the site are expected by 2026, 45 in 2028 and 60 in 2031, therefore a 2FE (60 place / year group) primary school is planned to be delivered at the housing site in 2026. New pupils from the housing will be expected to attend the existing local primary schools before the new school is delivered, therefore this table forecasts the impact of new pupils as they use up many places in primary schools within 2 miles of the development.

**Figure 16 – Forecast number of known children at primary schools near Lea Castle 2022-2025**

School	Ofsted	PAN	2022	2023	2024	2025
<b>Cookley Sebright</b>	Good	30	29	25	25	25
<b>Wolverley Sebright</b>	Good	30	26	26	22	22
<b>St Oswald's</b>	Good	30	18	23	12	18
<b>St Mary's</b>	Good	30	28	23	20	19
<b>St George's</b>	Not inspected	30	21	18	20	23
<b>Offmore</b>	Good	45	33	41	31	45
<b>Predicted additional pupils per year group from Lea Castle housing</b>	-	-	6	12	22	31
<b>Surplus / Shortfall of places</b>			34	27	43	12

Another housing development of 1,450 dwellings in the East of Kidderminster near Comberton Primary School is expected to start in 2023 and be completed in 2035, with a new 2FE primary school to be delivered in 2028. The additional pupils arriving in these developments prior to new schools opening are expected to fill available places in neighbouring eastern Kidderminster Primary Schools within 2 miles.

## Kidderminster Secondary

### **There are sufficient secondary school places in Kidderminster**

Since 2019 Wolverley Secondary School has admitted pupils above PAN (150) which created an oversupply of Kidderminster secondary school places. However, the Lea Castle housing development requires a permanent increase of the PAN at Wolverley Secondary School from 150 to 180 from 2023.

There are strong parental preferences in Kidderminster towards secondary schools in Stourport and Bewdley, though across the Wyre Forest District there are sufficient places.

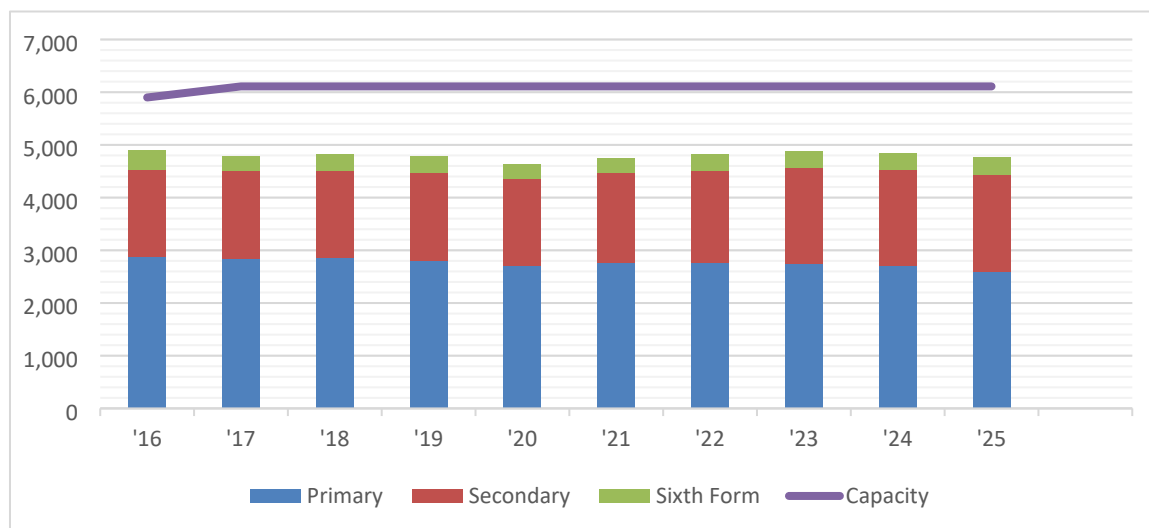
**Figure 17 – Forecast numbers on roll at Year 7 Kidderminster Secondary Schools 2022-2025**

School	Ofsted	PAN	Operating PAN	2022	2023	2024	2025
<b>Wolverley Secondary</b>	Good	150	180	163	171	164	165
<b>Baxter College</b>	Good	180	180	278	259	263	257
<b>King Charles the First</b>	Good	224	224	181	211	218	211
<b>Holy Trinity</b>	Good	75	75	-	-	-	-
<b>Predicted additional pupils from Housing</b>	-	-	-	12	23	38	50
<b>Surplus / Shortfall of Places</b>	-	-	-	25	-5	-24	-24

## Malvern EPA

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). A map is available in Mainstream Sufficiency Appendix Maps.

**Figure 18 – Malvern EPA Capacity and Numbers on Roll**



### Malvern Primary - Town

#### **There is an oversupply of primary school places in Malvern Town**

6% of primary school age pupils in the County are educated in Malvern EPA, with 13% of schools deemed as 'Outstanding', with a further 56% deemed as 'Good'.

Expansion at Somers Park on the satellite site of Malvern Vale was delivered early to prepare for new families moving into the Newlands housing development (800 dwellings). However, approval for the development is still pending. As a result, in September 2022, there was a 18% surplus of Reception school places across the town. The current Year 1 cohort of 411 is the largest year group since 2019, but Reception numbers are forecast to drop. The majority of this surplus impacts on the Malvern Town schools.

The Grove and Northleigh Primary schools reduced the number of places on offer per year group in the last 2 years by 45. Accommodation capacity is available at both schools should it be needed in future years.

**Figure 19 – Malvern Town Primary Schools and Known 3+ Year Olds**

Primary School	Ofsted	PAN	2022	2022	2023	2024	2025
Great Malvern	Good	48	53	0	1	1	0
Grove	Inadequate	30	6	22	15	16	11
Madresfield C.E.	Good	15	13	2	2	4	5
Malvern Parish C.E.	Good	30	33	9	7	8	7
Malvern Wells C.E.	RI	15	13	12	9	4	6
Malvern Wyche C.E.	Good	20	16	11	11	14	8
Northleigh C.E.	Inadequate	45	7	6	6	9	9
Somers Park	Outstanding	88	92	-	-	-	-
St James’s C.E.	Good	15	4	4	4	7	7
St Joseph’s RC	Good	30	14	-	-	-	-
St Matthias C.E.	Inadequate	30	15	3	1	2	1
Shared Malvern Town Catchments**	-			231	245	192	168
Surplus places				66	65	109	144

\*First Preference applications - blue cells show surplus places over 50%.

\*\*Total known 3 year olds in all urban shared catchments

St Joseph’s RC Primary School has had low intakes for the last 3 years, which are expected to continue.

Malvern Town has a large proportion of shared catchments so a school with low known children in catchment is not necessarily an issue. The whole town still has 66 surplus places which are forecast to rapidly rise as 2024 and 2025 are low birth years in Malvern as well as several other EPAs. One or more of the schools with very low first preference applications could consider dropping PAN or using surplus capacity to add alternative provision for example SEND provision as none exist in the district.

Malvern Primary – North

**There are sufficient primary school places in the North of Malvern.**

Although primary schools in Malvern Town have an oversupply of places, the rural primary schools to the north of the Town are oversubscribed but with known children numbers less than PAN the demand for places is not from the local catchments, it is likely from the Town catchment areas as both schools are Ofsted rated ‘outstanding’.

**Figure 20 – Known children by year of arrival in reception in Malvern Primary Schools 2022-2025**

School	Ofsted	PAN	2022	2023	2024	2025
Suckley	Outstanding	12	9	7	6	7
Leigh & Bransford	Outstanding	30	21	19	21	15

Leigh & Bransford Primary School receives several children per year from Malvern, therefore despite being oversubscribed, there is not a demand to increase places.

## Malvern Secondary

**There are sufficient secondary school places in Malvern EPA.**

The two Malvern secondary schools share the entire planning area with each other and have sufficient capacity for all secondary age children. There is a strong preference for pupils living in Rushwick for schools within Worcester and also pupils living in the south of Malvern to attend Hanley Castle in the Upton planning area.

**Figure 20 – Forecast for Year 7 Malvern Secondary Schools 2022-2025**

School	Ofsted	PAN	2022	2023	2024	2025
Dyson Perrins CofE	Good	168	143	144	141	147
The Chase	Good	240	212	213	209	218

## Martley EPA

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). A map is available in Mainstream Sufficiency Appendix Maps.

**There are sufficient primary school places in Martley EPA.**

3% of primary school age pupils in the County are educated in Martley EPA, with 11% of schools deemed as ‘Outstanding’, with a further 89% deemed as ‘Good’.

**There are sufficient secondary school places in Martley EPA.**

The Chantry School are predicated to receive more applications than the school’s PAN in 2023 and 2024. This is largely due to large intake years in some of the planning area’s primary schools. This table shows that although the pupil numbers in the feeder schools are high, a significant proportion of these pupils living outside The Chantry School’s catchment area, therefore there is not a demand for more places at The Chantry. There is sufficient provision in Stourport Secondary EPA for pupils to be “pushed-back” but there is not sufficient provision in Worcester Secondary EPA for Worcester resident pupils at year 7.

**Figure 21 – Forecast of year 7 intake at The Chantry School 2022-2025**

The Chantry School	2022	2023	2024	2025
Year 6 in primary schools	171	177	199	165

Y6 resident Stourport	15	12	15	12
Y6 resident Worcester	16	12	11	9
Y6 from out of county	4	4	6	9
Remaining intake	136	149	167	135
The Chantry PAN	175	175	175	175



## Pershore EPA

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). A map is available in Mainstream Sufficiency Appendix Maps.

First / Primary

4% of primary school age pupils in the County are educated in Pershore EPA, with 25% of schools deemed as 'Outstanding', with a further 75% deemed as 'Good'.

**There are sufficient First school places in Pershore EPA.**

**Figure 22 – Pershore Town Schools showing Known 3+ Year Olds**

School	Ofsted	PAN	2022	2023	2024	2025
Orchard Primary	Good	30	34	43	38	47
Abbey Park First	Good	30	39	41	35	45
Pinvin First	Good	25	14	18	9	10
Holy Redeemer Primary	Good	30				
Additional pupils from Pershore housing			4	6	8	9
Surplus / shortfall of places			9	-8	10	-11

The new developments in Pershore are close to the catchments of Orchard Primary, Pjnvln First and Abbey Park First Schools which in 2023 will not be sufficient to cover all Year 4 or 5 children. As Abbey Park Middle and St Nicholas Middle Schools have surplus accommodation, together a reorganised Pinvin First & St Nicholas Middle School and Abbey Park First & Middle Schools could accept any new arrivals in years R-6 surplus to Orchard Primary School's PAN.

However, outside the town, there are some first schools with overcapacity.

**Figure 23 – Pershore Schools showing low numbers of Known 3+ Year Olds**

School	-	PAN	2022	2023	2024	2025
St Barnabas	Known Children	30	34	30	26	32
St Barnabas	Housing	-	2	2	2	2
St Barnabas	Sub-total	-	36	32	28	34
Crowle	Known Children	15	6	6	7	4

Himbleton	Known Children	14	2	4	6	5
Upton Snodsbury	Known Children	14	6	9	5	7
Defford-com-Besford	Known Children	12	4	8	11	9

Blue cells show where surplus places are over 50%

The expected additional children coming from new housing in Drakes Broughton are in excess of 30 but not enough for St Barnabas First & Middle School to increase to a PAN 45 primary school. On site accommodation is sufficient but running 2 classes for 36 pupils is financially unsustainable.

Middle

**There is an oversupply of Middle school places in Pershore EPA.**

High

**There are sufficient High school places in Pershore EPA.**

This table shows the current PAN at year 7 (less the 90 places at Pershore High) and the expected PAN required for year 7 at Pershore High in 2024 if all middle school year 7 places close.

**Figure 24 – Forecast Pershore Schools Numbers on Roll when they reach Year 7**

School	Ofsted	PAN	2022	2023	2024	2025
St Nicholas Middle	RI	112	86	72	71	67*
St Barnabas First & Middle	RI	81	35	27	44	44*
Abbey Park First & Middle	RI	84	34	37	30	35*
Orchard	Good	30	29	31	30	30
Norton-juxta-Kempsey	Good	30	23	41	24	30
Inkberrow	Outstanding	30	23	22	26	24
Flyford Flavell	Good	15	12	19	16	10
Himbleton	Good	14	-	8	12	14
Housing	-	-	6	8	10	11
Total Year 7	-	-	248	265	263	265

\*assuming no changes

## Change of Age Range

The Pershore EPA are working collaboratively to propose a change from a mixed tier structure to a consistent two-tier structure. All schools and Multi-Academy Trusts have consulted on the necessary proposals to change age ranges and / or intake points from September 2025.

Pershore High School changed age range to accommodate 90 Year 7 places from September 2021. If the age range changes are agreed, an additional 192 places for year 7 will be required at Pershore High School from September 2025 and all remaining First or Middle Schools will need to become Primary Schools.

Additional education pathways from Holy Redeemer Primary School and Inkberrow Primary School to Pershore High School are likely to be more popular than previously since it was not possible to transfer directly from Primary year 6 to the lowest year at Pershore High School (Year 8). Pupils in pyramids where the catholic school age range matches the rest of the pyramid (such as Malvern and Redditch) transfer to local high schools more frequently than those where the age range is different.

## Redditch EPA

The Redditch Education Planning Area is made up of the Town of Redditch and the immediate surrounding areas. Much 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). A map is available in Mainstream Sufficiency Appendix Maps.

15% of primary school age pupils in the County are educated in Redditch EPA, with 5% of schools deemed as 'Outstanding', with a further 65% deemed as 'Good'.

The sufficiency profile of Redditch first differs between east and west, therefore they will be explained in separate sections.

### Redditch First - West

#### **There are sufficient first school places in Western Redditch as long as the new First school at Foxlydiat is delivered**

The Foxlydiat and Brockhill housing developments are to the west and north-west of Redditch respectively. Foxlydiat will be built out to 2,560 dwellings and Brockhill to 960 by 2037, which is 350 and 325 respectively by 2026. This is expected to increase demand for places at first schools in western Redditch by 1FE (30 places) in 2024 and then another 1FE (30 places) in 2026.

A new First school will be delivered on the Foxlydiat site currently expected to be open in 2027 to accommodate the additional pupils from these housing developments.

Any additional places required can be supported by the other First and Primary Schools in the western area of Redditch. Crabbs Cross and St George's have previously decreased their PAN therefore have the accommodation to increase PANs.

**Figure 25 – Known 3+ Children and Housing in Western Redditch First Schools 2022-2025**

School	Ofsted	PAN	Preferences 2022	2022	2023	2024	2025
<b>Astwood Bank Primary</b>	Outstanding	60	69	39	28	33	43
<b>Batchley</b>	Good	60	36	40	51	40	33
<b>Crabb's Cross</b>	Good	45	32	81	101	68	67
<b>Feckenham Primary</b>	Good	15	17	4	9	7	6
<b>Holyoakes Field</b>	Good	60	53	65	87	78	83
<b>Oak Hill</b>	Good	90	59	61	85	64	84
<b>Our Lady of Mount Carmel</b>	Good	60	63				
<b>St George's</b>	Inadequate	30	18	53	50	48	61
<b>St Luke's</b>	RI	30	21	48	50	45	40
<b>St Stephen's</b>	Inadequate	30	28	70	49	59	59
<b>Tardebigge</b>	Outstanding	30	40	45	41	53	50
<b>The Vaynor</b>	Good	90	74	59	61	64	55

<b>Webheath Primary</b>	Good	60	71	77	48	52	50
<b>Predicted pupils per year group from new housing</b>				7	14	25	37
<b>Surplus / Shortfall of places</b>			79	4	-28	-1	-45

Over the last 5 years on average 45 pupils per year from these school catchments attended schools in eastern Redditch. Together with returns to historic PAN there is sufficient capacity without requiring Holyoakes Field to expand to a 3<sup>rd</sup> form of entry.

#### Redditch First – East

#### **There are sufficient first school places in Eastern Redditch**

There are sufficient places in the first schools in the eastern area of Redditch. If pupil numbers in the west of the town exceed places, places are available in the eastern First schools.

#### Redditch Primary

#### **There are sufficient places in Redditch Primary Schools.**

#### Redditch Middle

#### **There are insufficient places in Redditch Middle Schools**

Ridgeway Academy School changed age range from Year 5 to Year 8, admitting its last Year 5 in 2021 to become a Secondary School. This change reduced the number of year 5 and 6 places available in Western Redditch. Some Year 7 pupils choose to attend Studley High .

**Figure 26 – Year 4 NOR and Housing in Redditch 2022-2025**

School	Ofsted	PAN	2022	2023	2024	2025
<b>Birchensale</b>	Good	150	140	146	169	168
<b>Walkwood</b>	Good	168	168	176	184	198
<b>St Bede's</b>	Good	160	167	174	169	154
<b>Woodfield</b>	Good	150	132	158	162	152
<b>Predicted additional pupils from Foxlydiate housing</b>			0	2	7	9
<b>Predicted additional pupils from Brockhill housing</b>			3	3	3	3
<b>Net Surplus / Shortfall of places in</b>			16	-31	-61	-54

<b>Western Redditch</b>						
<b>Church Hill</b>	Good	90	91	71	87	77
<b>Ipsley</b>	Good	150	161	173	132	168
<b>Net Surplus / Shortfall of places in Eastern Redditch</b>			48	-4	21	-5
<b>Net Surplus / Shortfall of places Redditch Middle Schools</b>			64	-35	-40	-59

The above table shows expected numbers on roll in year 5 if all pupils transferred to their feeder schools. Trends show that Walkwood Middle School and St Bede's Middle School attract many pupils who would otherwise transfer to Woodfield Academy or Birchensale Middle School. Across west Redditch (see orange cells), there is need for a permanent increase of 1FE (30 places) in 2023 and an additional 1FE (30 places) in 2024. Birchensale Middle School, St Bede's Middle School and Walkwood Middle School are being approached regarding possibilities for expansion or larger classes.

In Eastern Redditch, RSA Church Hill and Ipsley Middle Schools accommodated bulge year groups in September 2021 into Year 5. There are further peaks of pupils expected in 2023 and 2025. The existing accommodation for the current bulge can be used again in 2025 after the bulge leaves, but additional accommodation is required for the 2023 higher pupil numbers.

### Redditch High

#### **There are sufficient places in Redditch High Schools**

Over the last five years, there has been a growing percentage of children in the Redditch pyramid leaving to attend alternative schools from year 7. In 2021 this represented 13.6% of all children that had attended a Redditch school in year 6 seeking provision outside the county or independent schools.

**Figure 27 – Transfer rate of children on roll in the Redditch Education Planning Area to schools out of area from year 6 to Year 7**

	2017	2018	2019	2020	2021
Percentage of year 6 pupils transferring out of county area	6.7%	7.0%	10.1%	12.8%	13.6%

St Augustine's High School is an Outstanding high school and is frequently oversubscribed. Many pupils transfer from non-Catholic First Schools to St Bede's Middle School and on average 60 pupils transfer from Walkwood Middle School annually.

**Figure 28 – Forecast Year 9 numbers on roll for Redditch High Schools 2022-2025**

School	Ofsted	PAN	2022	2023	2024	2025
Arrow Vale RSA	Outstanding	224	240	240	240	240
Trinity	Good	252	252	252	252	252
St Augustine's RC	Outstanding	235	235	232	235	235
Tudor Grange Academy	Good	180	105	104	152	180
Ridgeway Academy	Inadequate	60 to 30	42	65	79	84
<b>Surplus / Shortfall of places</b>			77	58	-7	-40

This table shows the expected numbers on roll in year 9 if pupils transferred according to their feeder schools. St Augustine's Catholic High School attracts many more pupils from non-feeder middle schools. Whilst Arrow Vale RSA Academy, St Augustine's High School and Trinity High School are all oversubscribed, Tudor Grange Academy has surplus places. Tudor Grange Academy and Trinity High all have net capacity assessments over their current numbers on roll, so there are options to increase intakes in 2024-2025 if necessary.

An outstanding secondary school just outside the county border in Warwickshire, attracts pupils from the three Redditch primary schools (Astwood Bank, Webheath and Feckenham), which would otherwise feed into Ridgeway Academy. Ridgeway Academy will have changed from a Middle to a Secondary school in September 2023. Numbers on roll in year 9-11 have been increasing slowly. Data from Astwood Bank Primary School suggests the numbers transferring to Ridgeway Academy as a High School (20%) are much less than they were as a Middle (58%). This forecast assumes a 40% transfer as one would expect a trend in between these two rates.

**Figure 29 – Historic and Forecast numbers on roll for Ridgeway Academy 2021-2025**

Year	PAN	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
2020	90	33	50	35	60	67	69	60
2021	90	24	34	68	35	58	75	71
2022	90	0	28	78	65	42	57	69
2023	90	0	0	83	79	65	36	56
2024	30	0	0	58	84	79	56	35
2025	30	0	0	50	59	84	68	55

## Rubery EPA

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 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 school (Years 7 – 13). A map is available in Mainstream Sufficiency Appendix Maps.

### Rubery Primary

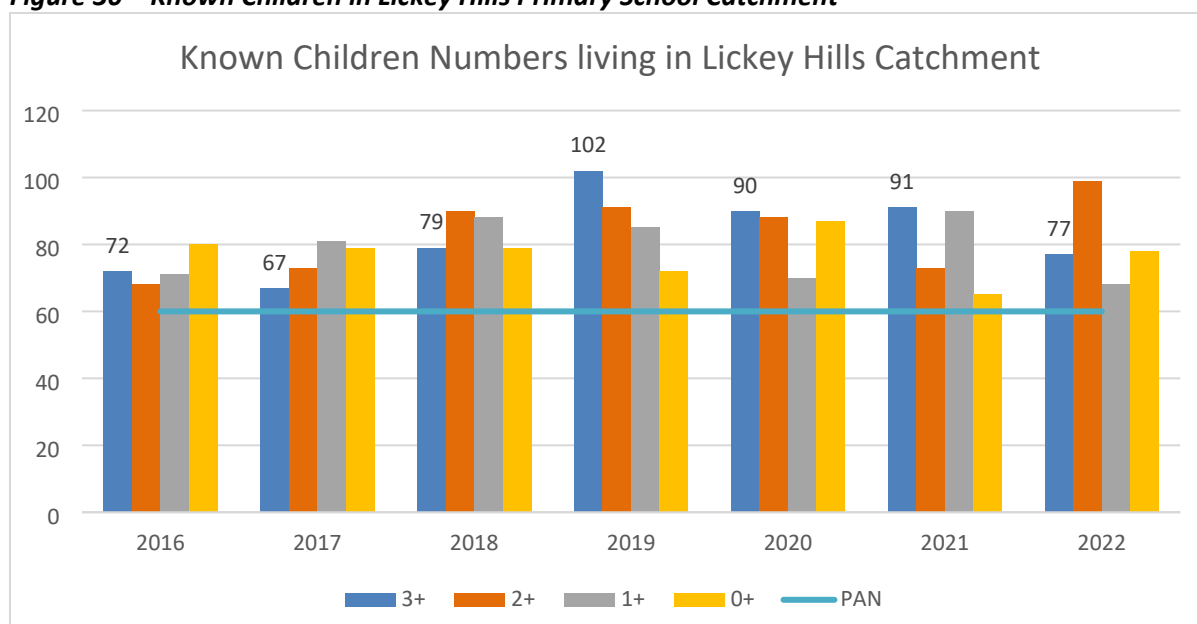
**There are insufficient primary school places in Rubery.**

2% of primary school age pupils in the County are educated in Rubery EPA, with 67% of schools deemed as 'Good'.

On the border with Birmingham all Rubery schools receive many applications from outside the county.

The Lickey Hills Primary School catchment area has numbers of known children over the school PAN. On average 20 children per year group choose to attend St Andrew's First School Barnt Green, Catshill and Blackwell First Schools. These pupils then remain in the Bromsgrove pyramid. There are also on average 20 children from the catchment area per year group attending schools in Birmingham as well as around 6 Birmingham children per year group attending Lickey Hills Primary School.

**Figure 30 – Known Children in Lickey Hills Primary School Catchment**



Additional pupils from new housing increased the known children numbers each year to now be consistently above the Lickey Hills Primary School PAN of 60. A strong parental preference for other neighbouring schools (54%) means the school has sufficient places for the first preference



applications from the catchment area and room for most of the first preference applications from neighbouring catchments.

A 1FE (30 place) Primary Free school (Austin Park) is planned to be delivered in the area. There are also 109 dwellings to be built over the next 2 years in Cofton Hackett, bordering Longbridge in Birmingham.

## Stourport EPA

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 (Years 7-13). A map is available in Mainstream Sufficiency Appendix Maps.

### **There are sufficient primary school places in Stourport EPA.**

4% of primary school age pupils in the County are educated in Stourport EPA, with 14% of schools deemed as 'Outstanding', with a further 57% deemed as 'Good'.

The known pre-school age children across Stourport EPA are decreasing. There are 400 dwellings to be built in the Astley area from 2023-2028 which will increase known children in future years. Numbers on roll at St Wulstan's Catholic Primary School (PAN 30) is likely to remain below 20 for the next 4 years.

### **There are sufficient secondary school places in Stourport EPA.**

## Tenbury EPA

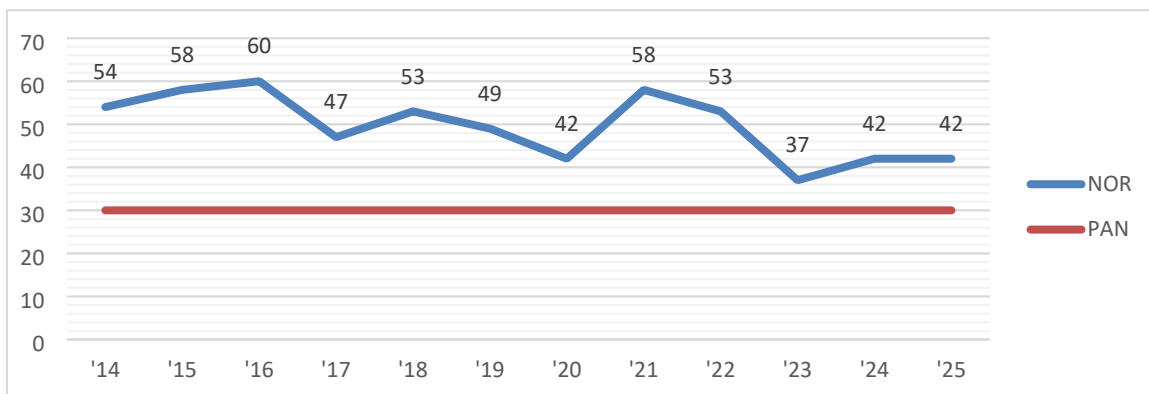
The Tenbury Education Planning Area covers the area in the North-West of Worcestershire and is made up predominantly of the Town of Tenbury Wells and the surrounding rural areas and villages. The area sits entirely within the District Council of Malvern Hills, with Shropshire to the north. The planning area is served by two Primary Schools (Years R-6), and one Secondary School (Years 7-11). A map is available in Mainstream Sufficiency Appendix Maps.

### There are sufficient primary school places in Tenbury EPA

1% of primary school age pupils in the County are educated in Tenbury EPA, with both schools deemed as 'Good'.

There has been a consistent level of children living in the Tenbury area of Worcestershire for the past decade. There was a large cohort starting at reception in 2022, but lower intakes are forecast for the following years.

**Figure 31 – Historic and forecast 3+ year olds living in the Tenbury Education Planning Area 2014-2025**



### There are sufficient secondary school places in Tenbury EPA

The secondary school serving the area, Tenbury Ormiston Academy, draws on average 22 pupils a year from Shropshire and is therefore forecast to be full or almost full in most year groups over the next several years. As such it is easily able to meet the needs of in-catchment Worcestershire children.

## Upton EPA

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). A map is available in Mainstream Sufficiency Appendix Maps.

### Upton Primary

#### **There is an oversupply of primary school places in the Upton EPA**

3% of primary school age pupils in the County are educated in Upton EPA, with 14% of schools deemed as 'Outstanding', with a further 71% deemed as 'Good'.

Castlemorton Primary School (Requires Improvement) in Upton has very low known pre-school age children and neighbouring schools do not have more pupils than they can accommodate. Castlemorton Primary School could consider a reduction in PAN to 12 or 10.

Over the last 5 years, reception pupils number on average 17% more than the number of 3 year olds resident in the planning area in the previous year. Some will have moved into the area since the previous year but on average 10 pupils per year migrate from Malvern and 12 per year come from Gloucestershire.

The table below focuses on Kempsey & Upton-on-Severn Primary Schools as they are the least affected by the pupil migration just described. There is insufficiency at Kempsey Primary School related to housing in the South Worcester Urban Expansion and developments around the village of Kempsey. The school is also separated from the rest of Upton EPA by the bridge over the River Severn at Upton.

There are planning applications for 500 dwellings in the Kempsey catchment. These are pending a decision at the time of writing. However, should they be approved and completed by 2025 they may provide an additional 15 pupils per year group in 2025. A new 2FE (60 place) primary school is planned for Kempsey but not before 2026. A temporary increase in accommodation will be needed in Kempsey or adjacent schools if these developments proceed quickly. The table shows the impact of both developments already agreed and those not yet agreed.

**Figure 32 – Known Children at Kempsey & Upton-on-Severn Primary Schools 2022-2025**

Schools	Ofsted	PAN	2022	2023	2024	2025
Upton-on-Severn	Good	30	32	23	32	28
Kempsey	Good	60	41	53	49	64
Predicted additional pupils from agreed Housing			2	2	3	3
Total		90	75	78	84	95
Surplus places			15	12	6	-5

<b>Predicted additional pupils from pending applications</b>			2	2	13	21
<b>Surplus places</b>			15	12	-4	-23

Upton Secondary

**There are sufficient secondary school places in Upton**

Over the last 5 years, 25% of the intake for Hanley Castle High School (or 44 pupils) migrate from either Malvern or outside the county. The largest cohort currently in the Upton primary phase is year 5, with 149 pupils for a PAN of 180.

## Worcester EPA

The Worcester Education Planning Area is located at the centre 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. A map is available in Mainstream Sufficiency Appendix Maps.

### Worcester Primary

There are sufficient primary school places in the EPA as a whole, but different parts of the city have different sufficiency profiles and have therefore been described separately.

18% of primary school age pupils in the County are educated in Worcester EPA, with 13% of schools deemed as 'Outstanding', with a further 78% deemed as 'Good'.

### Worcester Primary – South East

#### **There are insufficient primary school places in the South East of Worcester City.**

There are several recently completed housing developments within the area, namely, the Kilbury Drive and Perry Wood Walk sites, and 260 more dwellings expected in the Swinesherd Way site under construction between 2022-2025. There is also a high level of new housing anticipated in the area within the South Worcester Urban Expansion (over 2,000 dwellings between 2021-2030).

The pupil numbers on roll are partially offset by 17% leaving the Southeast area of the EPA to catholic schools, outside the city or other areas of the city.

A new 2FE (60 place) Primary School will be delivered as part of the South Worcester Urban Expansion (SWUE). The school will not be delivered before 2026.

Figure 33 below shows that the distribution of known pre-school age children numbers is no longer matching the PAN of primary schools. In order to address this issue, a review of the Worcester City school catchments would be required, to redistribute known children into appropriate school catchments.

As the SWUE housing site continues to be developed, another 1FE (30 places) will be generated every 3 years until beyond 2030-

**Figure 33 –Current and forecast 3+ year olds living in the catchment areas of South East Worcester primary schools due to start school 2022-2025**

Schools	Ofsted	PAN	2022	2023	2024	2025
Cherry Orchard	Inadequate	90	80	73	78	64
Lyppard Grange	Good	60	43	31	34	37

<b>Nunnery Wood</b>	Good	60	23	41	35	31
<b>Perry Wood</b>	Good	60	94	121	84	88
<b>Red Hill</b>	Good	60	32	35	24	17
<b>Stanley Road</b>	Good	60	79	76	66	84
<b>Whittington</b>	Good	30	59	49	61	53
<b>Predicted pupils from new housing</b>			6	14	20	23
<b>Total</b>		420	416	440	402	397
<b>Surplus / Shortfall of places</b>			4	-20	18	23

Worcester Primary – North

### There are sufficient primary school places in the North of Worcester

There was significant growth in the number of known children in the Claines catchment area as a result of a new housing development but this reduced in 2020. Around 15 children per year travel to primary schools in the North from the Cranham and Carnforth Primary catchments in the northeast of the city.

**Figure 34 –Current and forecast 3+ year olds living in the catchment areas of North Worcester primary schools due to start school 2022-2025**

<b>North</b>	<b>Ofsted</b>	<b>PAN</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>Claines C.E.</b>	Good	30	58	60	54	44
<b>Northwick Manor</b>	Good	90	93	104	84	79
<b>North Worcester Primary</b>	New	60	-	-	-	-
<b>Perdiswell Primary</b>	Good	60	63	78	58	59
<b>St Barnabas C.E.</b>	Good	60	57	59	50	40
<b>St George's Catholic</b>	Good	30	-	-	-	-
<b>St George's C.E. Primary</b>	RI	30	-	-	-	-
<b>Predicted pupils from new housing</b>			4	7	7	7
<b>Total</b>		360	275	308	253	229
<b>Surplus of places</b>			85	52	107	131

## Worcester Primary - North East

### There are sufficient primary school places in the North East of Worcester

A significant number of pupils from the northeast catchments go to schools in the North of the City, so despite known children being higher than PAN there is not a need for additional places.

**Figure 35 –Current and forecast 3+ year olds living in the catchment areas of North East Worcester primary schools due to start school 2022-2025**

North East	Ofsted	PAN	2022	2023	2024	2025
Carnforth Primary	Inadequate	30	57	44	28	34
Cranham Primary	Good	60	57	51	63	47
Hollymount	Good	50	92	69	60	68
Oasis Academy Warndon	Good	90	134	127	123	87
St Joseph's RC	Good	60	-	-	-	-
Predicted pupils from new housing			2	4	6	11
<b>Total</b>		290	342	295	280	247
<b>Surplus</b>			-52	-5	10	43

## Worcester Primary - West

### There are sufficient primary school places in the West of Worcester.

2,000+ dwellings are planned to be delivered in the West Worcester Urban Expansion (WWUE) over the next decade. It will impact all of the schools listed in figure 36 as well as Broadheath and Rushwick CE Primary schools. However, the effects of the housing are unlikely to be seen until after 2024. A new 2FE (60 place) Primary School will be delivered as part of the Urban Expansion in order to accommodate the new pupils after 2025.

**Figure 36 –Current and forecast 3+ year olds living in the catchment areas of West Worcester primary schools due to start school 2022-2025**

West	Ofsted	PAN	2022	2023	2024	2025
Honeywell	RI	45	53	57	62	50
Oldbury Park	Good	60	45	38	51	51
Our Lady Queen of Peace	Good	30	-	-	-	-
Pitmaston	Outstanding	90	85	89	73	81



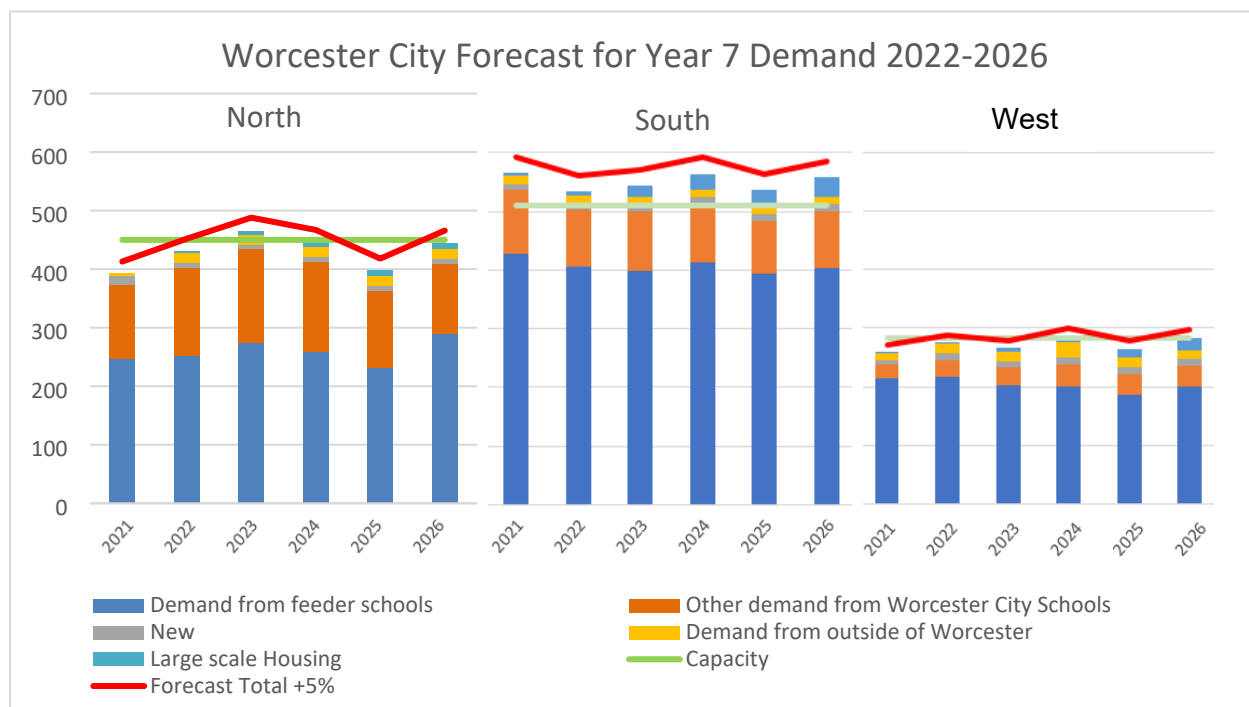
<b>St Clements CE</b>	Outstanding	30	-	-	-	-
<b>Predicted additional pupils from new housing</b>			9	19	28	36
<b>Total</b>		255	192	203	214	218
<b>Surplus</b>			63	52	41	37

### Worcester Secondary

#### **There are insufficient secondary school places in Worcester**

The majority of the pressure for secondary school places exists within the South East of the City. The South Worcestershire Councils are currently consulting on the requirement for an additional 14,000 dwellings across South Worcestershire until 2041 starting delivery in 2023. A new 4FE (120 place) secondary school is planned to be delivered in September 2026. In the meantime all Worcester City Secondary Schools have been requested to admit over PAN.

**Figure 37 - Forecast and capacity for year 7 places in Worcester Secondary schools**



The secondary school places in Worcester City will become more insufficient as admissions grow from the South Worcester Urban Expansion (SWUE). They are estimated together to become 3FE (90 places) over PAN by 2024. A new 4FE (120 place) secondary school is planned to be delivered in 2026.

## Wythall EPA

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 but borders both Birmingham and Solihull. The planning area is served by two Primary schools (Years R-6), and one Secondary school (Years 7-13), though 2 further Primary schools from outside the county feed into Woodrush Secondary School. A map is available in Mainstream Sufficiency Appendix Maps.

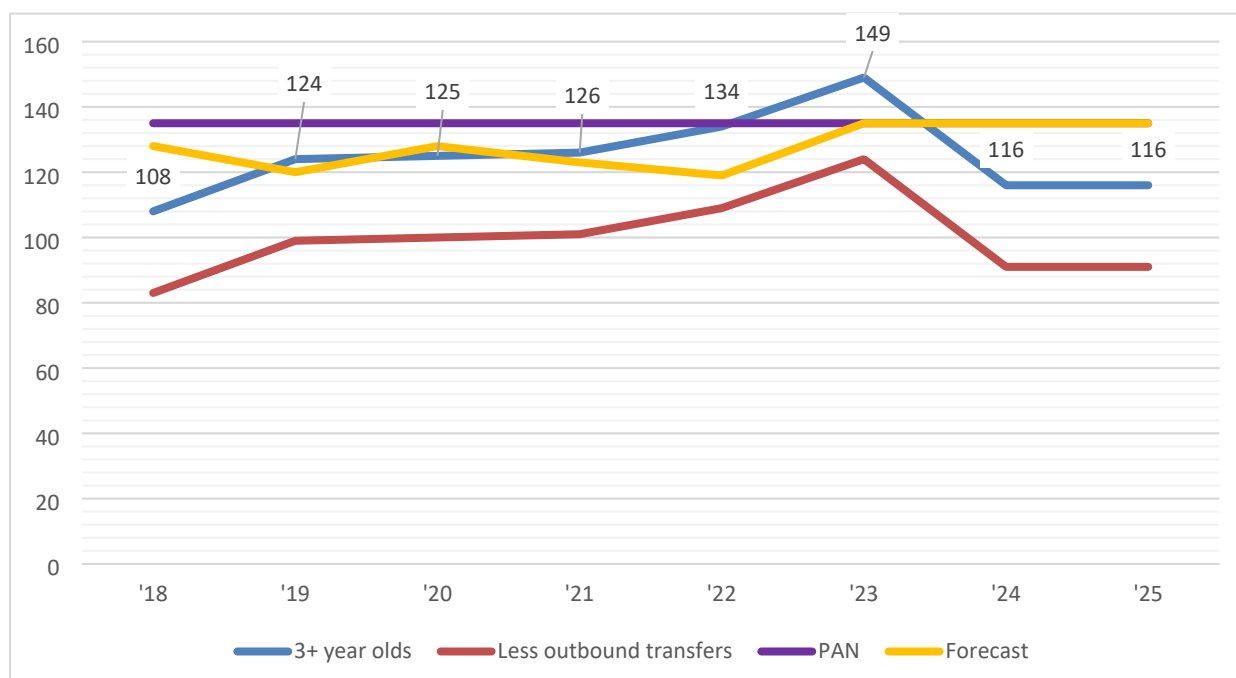
### Wythall Primary

#### **There are insufficient primary school places in Wythall**

2% of primary school age pupils in the County are educated in Wythall EPA, with both schools deemed as 'Good'.

Known children and reception numbers have been steadily rising for some years including a high birth year which will be arriving in reception in September 2023.

**Figure 38 – Forecast reception pupils in Wythall education planning area compared with known children living in Wythall in previous year**



On average over 5 years, 29 pupils on roll at the two Wythall primary schools where from outside the county. Over the same period 25 pupils living in the Wythall area attended schools outside the planning area. The combined number of known children living in Wythall due to start the reception year in 2023 will peak at 14 over PAN. However, with expected outward migration the forecast pupil numbers are expected to be lower than the PAN of 135 and admissions from outside the county will bring the schools up to PAN.

### Wythall Secondary

### **There are sufficient secondary school places in Wythall**

Woodrush High School has 2 feeder schools in the county and 3 more outside the county. It does not have sufficient capacity for all current Year 6 across all feeder schools but it does have sufficient capacity for all the Worcestershire pupils. There is requirement for additional places, however cross-border collaboration with Birmingham and Solihull authorities would be necessary to provide for all the feeder primary schools.

## Overview of Recommended Actions

The below schemes have previously been approved to respond to increased demand for school places (basic need) as outlined above.

Approved schemes	Issue	Scheme	Year
<b>Worcester Secondary</b>	Insufficiency	New School	2024
<b>Rubery Primary</b>	Insufficiency	Austin Park New Free School	TBD

The following schemes are recommended to address the need for additional school places (basic need) as outlined in this report above, however, are not yet confirmed to be delivered.

Recommended schemes	Issue	Scheme	Year
<b>Bromsgrove First</b>	Insufficiency	1FE (30 place) bulge year group	2024
<b>Bromsgrove Middle</b>	Insufficiency	1FE (30 place) expansion	2024
<b>Bromsgrove High</b>	Insufficiency	1FE (30 place) increase pupils	2024
<b>Bromsgrove High</b>	Insufficiency	1FE (30 place) expansion	2025
<b>Redditch Middle - West</b>	Insufficiency	1FE (30 place) expansion Birchensale	2024
<b>Redditch Middle - East</b>	Insufficiency	1FE (30 place) bulge Church Hill	2023
<b>Redditch Middle - East</b>	Insufficiency	1FE (30 place) bulge Church Hill	2025
<b>Droitwich First</b>	Insufficiency	1FE (30 place) bulge Chawson	2022
<b>Droitwich First</b>	Insufficiency	1FE (30 place) increase PAN - Chawson	2023

The following schools have surplus places that are not forecast to reduce over the next 3 years. Discussions are taking place with the schools over strategies for reductions or alternative uses for accommodation.

EPA	School	Forecast Intake /	Year
<b>Bewdley</b>	Upper Arley Primary	5/15	2024
<b>Evesham</b>	Pebworth	2/12	2023
<b>Evesham</b>	Cleeve Prior	7/15	2023
<b>Evesham</b>	Eckington	7/20	2023
<b>Evesham</b>	Elmley Castle	5/15	2024
<b>Evesham</b>	Blackminster Middle	65/130	2023
<b>Evesham</b>	The De Montfort School	131/150	2023
<b>Malvern</b>	St Joseph's Catholic Primary	10/30	2025
<b>Malvern</b>	St James' CofE Primary	3/15	2023
<b>Malvern</b>	Grove Primary	14/30	2025
<b>Upton</b>	Castlemorton Primary	10/30	2022

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

## 2022

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Contact: Kirstie Rushton, Provision Planning Analyst

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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 problems 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 plan<sup>1</sup> 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. Worcestershire's SEN strategy sets out the vision that 'in Worcestershire we want all children and young people with special educational needs and/or disabilities to be truly seen and respected as individuals and to be the best they can be'<sup>2</sup>. Further information regarding Worcestershire's aims for special educational needs can also be found in the All Age Autism Strategy<sup>3</sup> report.

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.

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 2025/2026).

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

<sup>2</sup> [Our SEND strategy | Our SEND strategy | Worcestershire County Council](#)

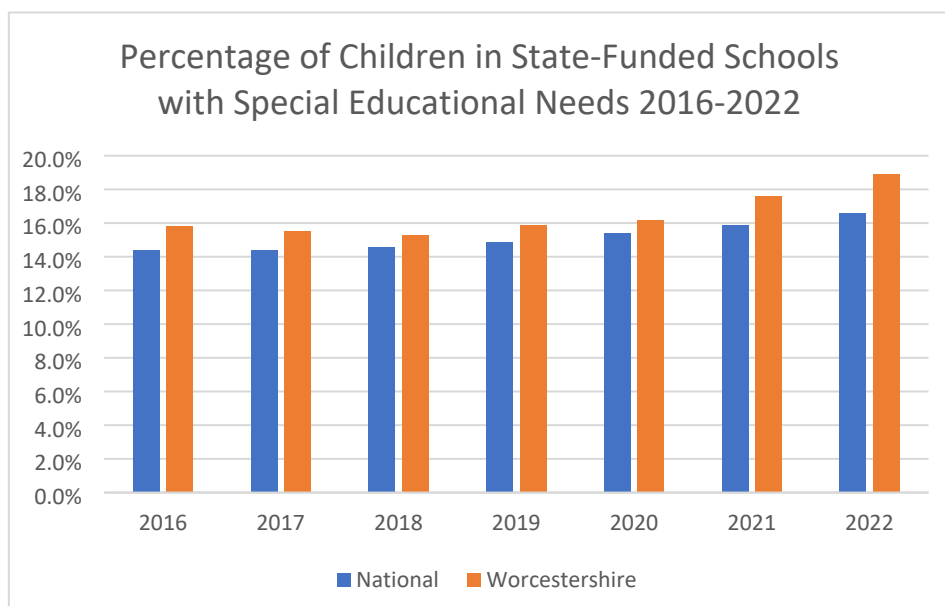
<sup>3</sup> [Appendix\\_1\\_\\_\\_All\\_Age\\_Autism\\_Strategy.pdf](#)

## 2. National Trends

### 2.1 Background

The school census, undertaken annually in January, records the special education needs of pupils attending State-Funded schools. This submission from all state funded schools enables Worcestershire County Council (WCC) to benchmark the needs of our school age children against national trends and assess changes. To provide the most accurate figures for Special Educational Needs, the January Census has been combined with the February SEN2 data to ensure all Worcestershire children with EHCPs, or SEN Support are included in the analysis.

The school census records pre-school age children in school nurseries, children in Reception to Year 14 (age 4 to 19) in all types of state funded schools including academies, free schools, alternative provision, special 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 private, voluntary, independent (PVI) early years settings, colleges, elected home educated, independent schools or not holding a school place on census day. The SEN2 data report includes all children for whom the local authority has responsibility for the management of the SEN processes, under the 1996 Education Act and the 2014 Children and Families Act<sup>4</sup>. These children have an EHCP including those attending independent provision or Electively Home Educating.



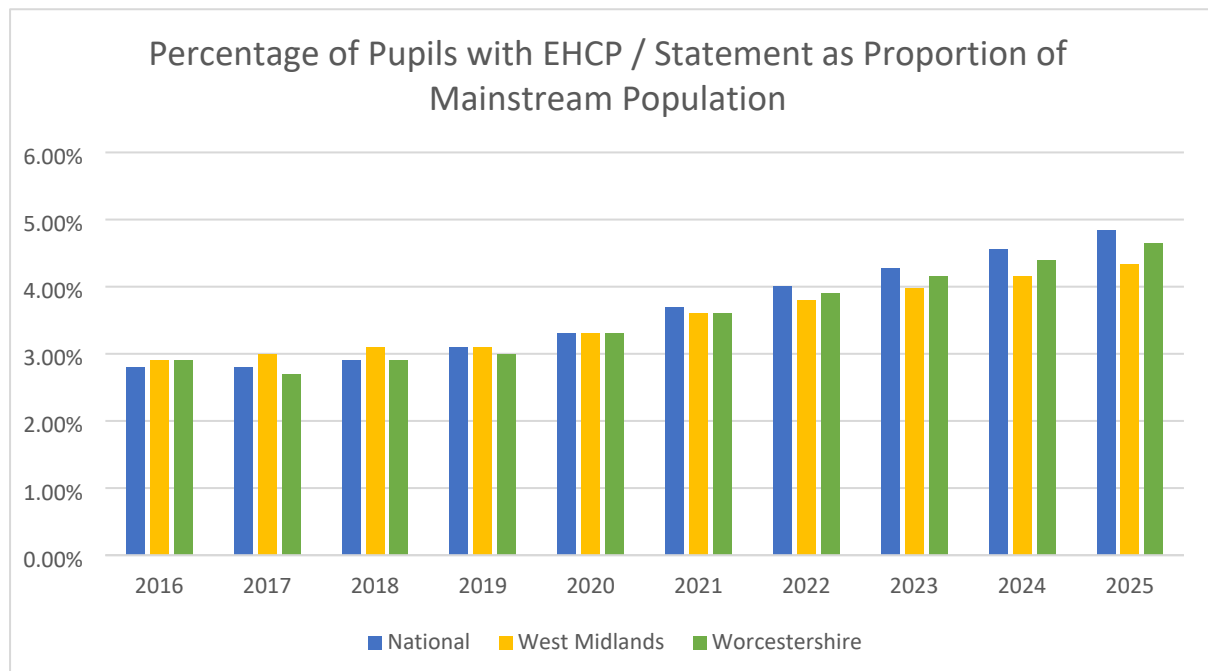
National DfE returns: Worcestershire January 2022 school census and SEN2

A review of the school census data for January 2022 shows that 18.9% of pupils educated in Worcestershire are identified as having special educational needs with 13.3% requiring SEN support and 5.6% have an EHC plan. The higher rate in Worcestershire compared to the national figures is mainly among those children receiving SEN support in mainstream

<sup>4</sup> Pg6, [SEN2 2022 Guide \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

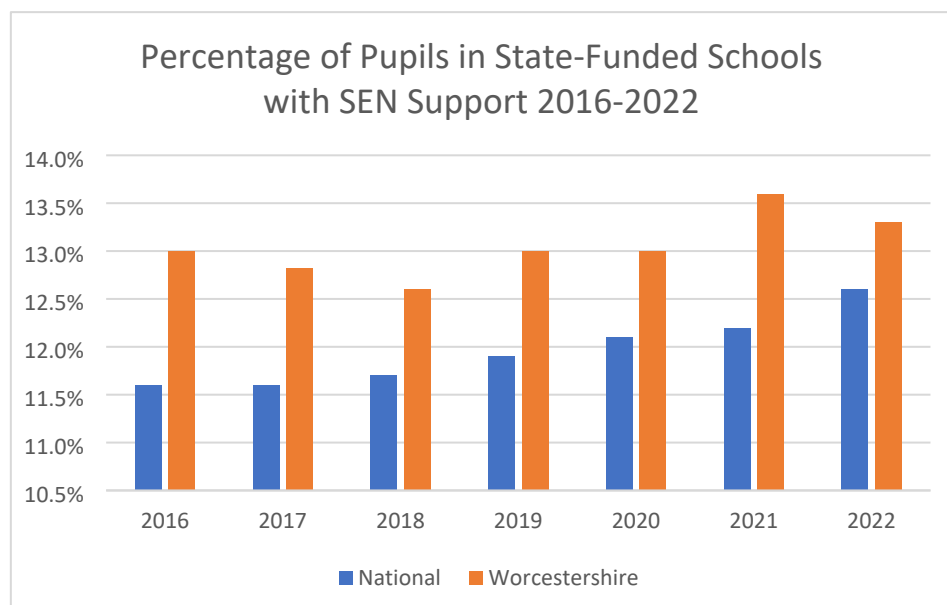


schools. The current level of pupils with an EHC plan in Worcestershire is slightly higher (5.60%) than the latest known national rate (4% of mainstream pupil population).



Source: National DfE returns: Worcestershire January 2022 school census & Forecast

The chart above forecasts percentages of children with EHCPs from 2022 onwards, as the percentage appears to be rising at a steady rate.



National DfE returns: Worcestershire January 2022 school census and SEN2

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), just over 4%

more than nationally. Evidence has shown that early intervention for children with SLCN needs has a significant impact on social, emotional and mental development<sup>5</sup>.

The number of pupils educated in Worcestershire as at the January school census has grown in recent years from 78,350 in January 2016 to 82,038 in January 2022. An increase of 400 pupils from January 2021. When the SEN2 unique data has been combined, this brings the total to 83,886. The level of children with identified SEND remained around 15% between 2016-2019, however rose to 17.6% in 2021 and is now at 18.9% for 2022. 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 continue to increase 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 educational need as:

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

Although pupils may have a combination of needs, the school census can only record a primary 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. The following categories of need are collected through the statutory school census.

<b>Code</b>	<b>Type of Need</b>
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	Social, Emotional and Mental Health
SLCN	Speech, Language & Communication Needs
SLD	Severe learning difficulty
SPLD	Specific learning difficulty

<sup>5</sup> [Bercow Review of Services for Children and Young People with SLCN](#)

The following charts detail the distribution of primary needs for Worcestershire pupils with SEND Support or an EHCP.

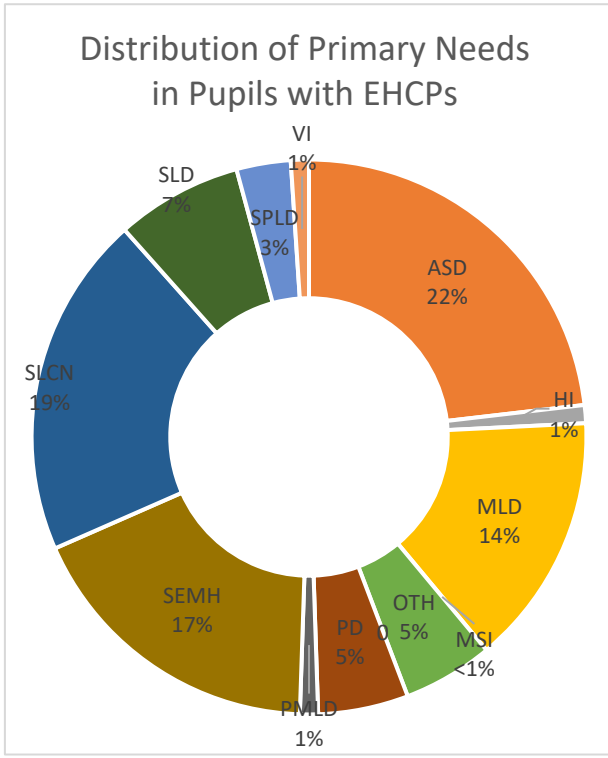
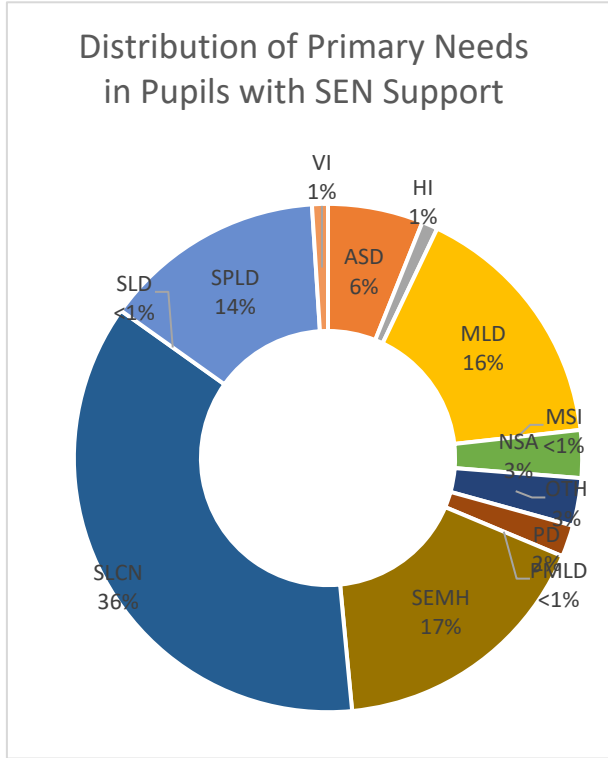


Chart 1 and 2: Distribution of Primary Needs with SEN and EHCPs Source: school census Jan 2022 & SEN2 February

This proportions are typical of the population as a whole and identifies categories of SEND that are more often supported without the need for an EHC plan. There are many more pupils with SEN Support 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 2022 identifies Speech, Language and Communications Needs as the most common area of need for pupils receiving SEN support at 12%, and Social, Emotional and Mental Health at 9%. Whereas children with the primary need categorised as Autistic Spectrum Disorder is the most common need for pupils with EHC plans at 15%. 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 and Communications Needs 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)<sup>6</sup>. This report considers children with life limiting conditions that are now better 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.

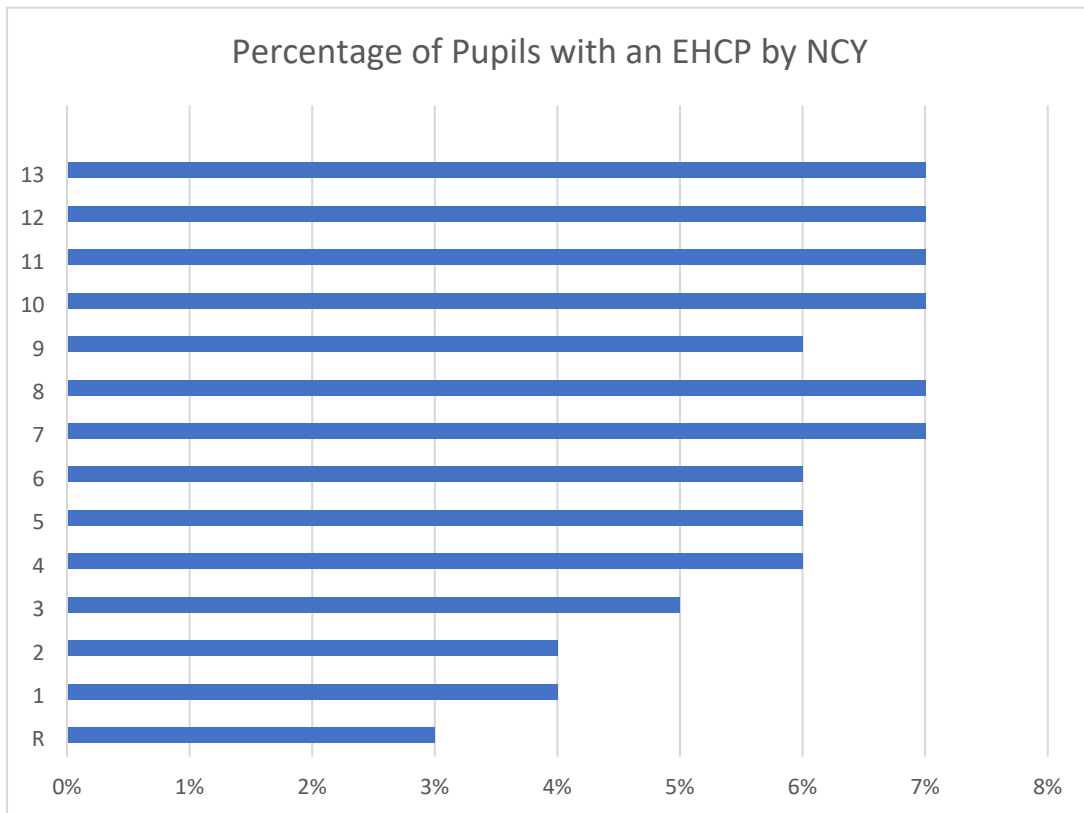
## 2.3 Need by age group

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 identified SEN 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.

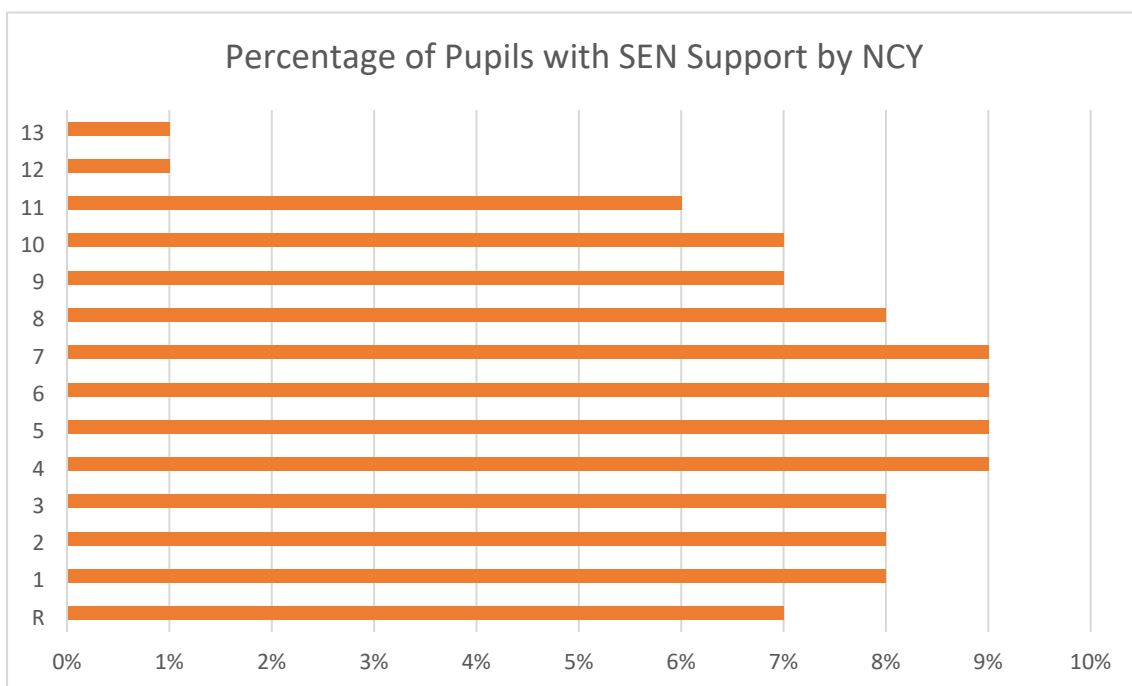
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<sup>6</sup> <https://councilfordisabledchildren.org.uk/sites/default/files/field/attachment/Data%20Report.pdf>

Further analysis of the children in schools in Worcestershire show that those in Secondary phase have the highest percentage of pupils with EHC plans.



Source: School Census, Jan 2022 & SEN2 (February)



Source: School Census, January 2022 & SEN2 (February)

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 (7%) are in years 2 and 4 through to 7, whereas the number of EHC plans peaks in Year 10.

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 January Census and SEN2 reported that there were 4,690 Worcestershire children and young people, with Education, Health and Care plans in 2022, to whom the Authority has responsibility<sup>7</sup>. This represents a 12.1% increase from 2021 however, new plans are not written uniformly through the year. 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 5.6% in January 2022. A significant contribution to this has been the rise in the post-16 population with an EHC plan following a change in Government Legislation<sup>8</sup> where the 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.

When extracting the number of children with an EHC plan up to the age of 25 compared to the total pupil population of Worcestershire, 5.6% of all pupils have an EHC plan.

*Table 2: All pupils for whom the authority maintains a statement of special educational needs or an EHC Plan*

	Jan-17	Jan-18	Jan-19	Jan-20	Jan-21	Jan-22
<b>Under age 5 (NCY 0, -1 &amp; -2)</b>	55	84	83	110	118	138
<b>Aged 5 to 10 (NCY 0 - NCY 5)</b>	842	908	992	1,214	1,293	1,410
<b>Aged 11 to 15 (NCY 6 - NCY 10)</b>	1,078	1,120	1,220	1,339	1,473	1,550
<b>Aged 16 to 19 (NCY 11 - NCY 14)</b>	628	807	966	959	939	1,044
<b>Aged 20 to 25 (NCY 15 - NCY 19)</b>	89	145	241	431	359	413
<b>Total</b>	2,692	3,064	3,502	4,053	4,182	4,555
<b>Annual increase</b>	7%	14%	14%	16%	3%	9%

*Table 2: EHC plans by age*

<sup>7</sup> SEND Code of Practice 0 to 25

<sup>8</sup> Children and Families Act 2014

	Jan-17	Jan-18	Jan-19	Jan-20	Jan-21	Jan-22
<b>All pupils for whom the authority maintains a statement of special educational needs or an EHC Plan</b>	2,692	3,064	3,502	4,053	4,182	4,690
<b>Special schools - LA funded</b>	1,228	1,332	1,385	1,517	1,524	1,641
<b>Special schools - independent</b>	89	120	134	152	208	228
<b>Mainstream schools - LA funded</b>	811	808	910	1,207	1,373	1,472
<b>Mainstream - independent</b>	56	54	80	97	81	125
<b>General Further Education</b>	394	553	669	702	696	752
<b>Specialist Further Education</b>	43	88	88	93	90	111
<b>Home educated</b>	37	40	39	44	48	31
<b>NEET</b>	18	31	106	39	25	49
<b>Alternative provision</b>	7	5	11	24	17	30
<b>Awaiting placement</b>	8	9	24	45	55	28
<b>Other</b>	1	24	56	133	65	106
<b>TOTAL</b>	2,692	3,064	3,502	4,053	4,182	4,690

Table 3: EHC plans by setting SEN2 and January Census

Of the 4,690 children, 35% attend LA funded special schools, and 32% are supported within a state-funded mainstream schools in or out of Worcestershire.

863 young people (18%) 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.

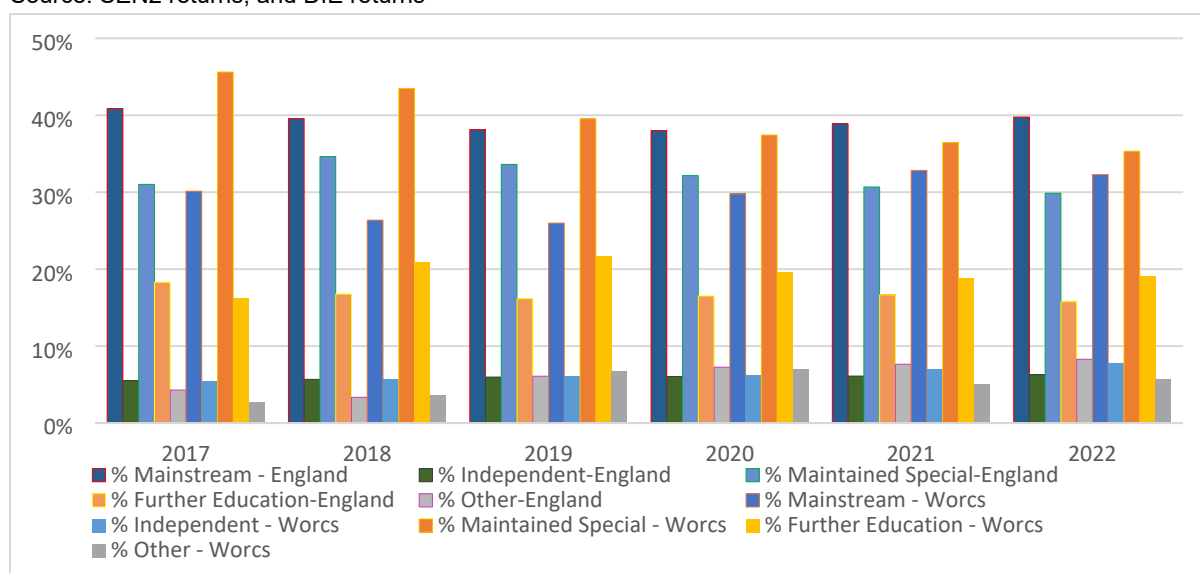
353 children (8%) are in independent schools, either special or mainstream. This demand is driven by the suitability of placements and parental choice but may be exacerbated by a shortage of spaces in LA funded special schools. However, we can see that the impact on independent schools from the rising 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 using DfE statistics.

EHCPs	2017	2018	2019	2020	2021	2022
<b>All Schools</b>	2,692	3,064	3,502	4,053	4,182	4,555
<b>Mainstream Schools</b>	811	808	910	1,207	1,373	1,471
<b>Maintained Special</b>	1,228	1,332	1,385	1,517	1,524	1,609
<b>Independent Schools</b>	145	174	214	249	289	353
<b>Further Education</b>	437	641	757	795	786	865
<b>Other</b>	71	109	236	285	210	256
<b>% Mainstream</b>	30%	26%	26%	30%	33%	32%
<b>% Independent</b>	5%	6%	6%	6%	7%	7.7%
<b>% Maintained Special</b>	46%	43%	40%	37%	36%	35%
<b>% Further Education</b>	16%	21%	22%	20%	19%	19%
<b>% Other (AP, EHE)</b>	3%	4%	7%	7%	5%	6%

Table 4: DfE Statistics, children with EHCPs in Mainstream/Independent/Special

Source: SEN2 returns, and DfE returns



The gap between the percentage of children attending maintained special schools and mainstream schools has continued to close between Worcestershire and nationally. In 2017, Worcestershire had 15% more than nationally, in 2022 the difference is now 5%. The percentage of young people in post-16 providers with EHC plans in Worcestershire is also higher than nationally with a 3% difference to national figures. The percentage of children with EHC plans going to mainstream schools in Worcestershire has dropped by 1% in the last year. The percentage of children with EHC plans in Worcestershire going to independent settings is 1.4% 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 growth in pupils placed in special schools. In 2021/22, nationally, 30.7% of children with EHC plans were



placed in maintained special schools, whereas in Worcestershire 35% of children with EHC plans were placed in maintained special schools.

## 4. Analysis of current pupils with EHC Plans

For the purposes of this analysis, we assume the number of EHCPs to rise with age and be more frequent among boys than girls in all areas of need except for physical/sensory. The Education Planning Areas (EPA) with more pupils, such as Worcester, Redditch and Kidderminster will also have more children with EHC plans. This analysis compares the actual spread of children with EHC plans against this expectation.

### 4.1 Communication and Interaction

1,020 children from the January Census and SEN2 data have an EHC plan with a diagnosis of ASD.

Wychavon has the highest number of children with an EHCP for ASD (206). Across all districts, there are far more boys with an ASD primary need EHCP, than girls. Wychavon also has the highest difference between boys and girls, with 119 more boys that have an ASD primary need compared to 44 girls.

This is consistent with national trends.

The highest number of children with an EHC plan with ASD primary need across all districts are within the age range of 11 to 15 years old.

Of the 1,020 children with an EHCP with ASD primary need, 33% are Post 16, followed by 22% in KS3 (NCY 7-9).

Children with primary need ASD are travelling large distances to attend provision, as will be detailed further in section 5.9 of this report.

WCF has submitted a bid to the Department for Education for a new Special Free School to support more pupils with ASD Primary need in a Worcestershire school.

There are 883 children with EHC plans and a primary SLCN need.

Boys with EHC plans with primary SLCN in Bromsgrove peaks in year 10, whereas the peaks for girls in Bromsgrove is in years 6 and 13.

Wyre Forest has a concentration of boys with EHC plans with primary SLCN through years groups 2 to 4.

Malvern has the lowest percentage of EHC plans with primary SLCN across the county.

The most children with an ECHP with primary SLCN are within Wychavon, 23% of the county figures.

### 4.2 Cognition and Learning

The cognition category includes children with MLD, PMLD, SLD and SpLD. Bromsgrove has the lowest number of EHCPs with primary cognition need across the districts. Wychavon has the largest number of children with cognitive needs within the county.

MLD makes up 55% of the 1,194 EHC plans with cognition and is therefore the largest cohort of the sub-categories.

The largest cohort of children with cognitive needs are Post-16, making up 36% of the total number.

### 4.3 Sensory and/or Physical

For Physical difficulties, there is a peak in year 7 across the county. Most EHC plans are within the Post-16 cohort for those with Sensory needs (hearing impairment and vision impairment).

Bromsgrove and Redditch have the highest percentage of children with physical/sensory needs within Worcestershire.

### 4.4 Social, Emotional and Mental Health (SEMH)

EHC plans for SEMH are low for Early Years and KS1 in most places. The spread of EHC plans for boys and girls with SEMH are noticeably different. There are very high peaks for boys in Kidderminster at year 7, 9 and 10. There is another peak for Redditch at year 8 which aligns with the peak identified in year 7 in 2021. The peak may also be due to year 8 being a transition year for schools in Redditch. The biggest peak for girls is in Worcester at year 10, again aligning with the same peak at year 9 in Worcester for 2021.

Of the 812 EHC plans with primary need SEMH, 76% of these are for boys.

### 4.5 Trends by areas of need

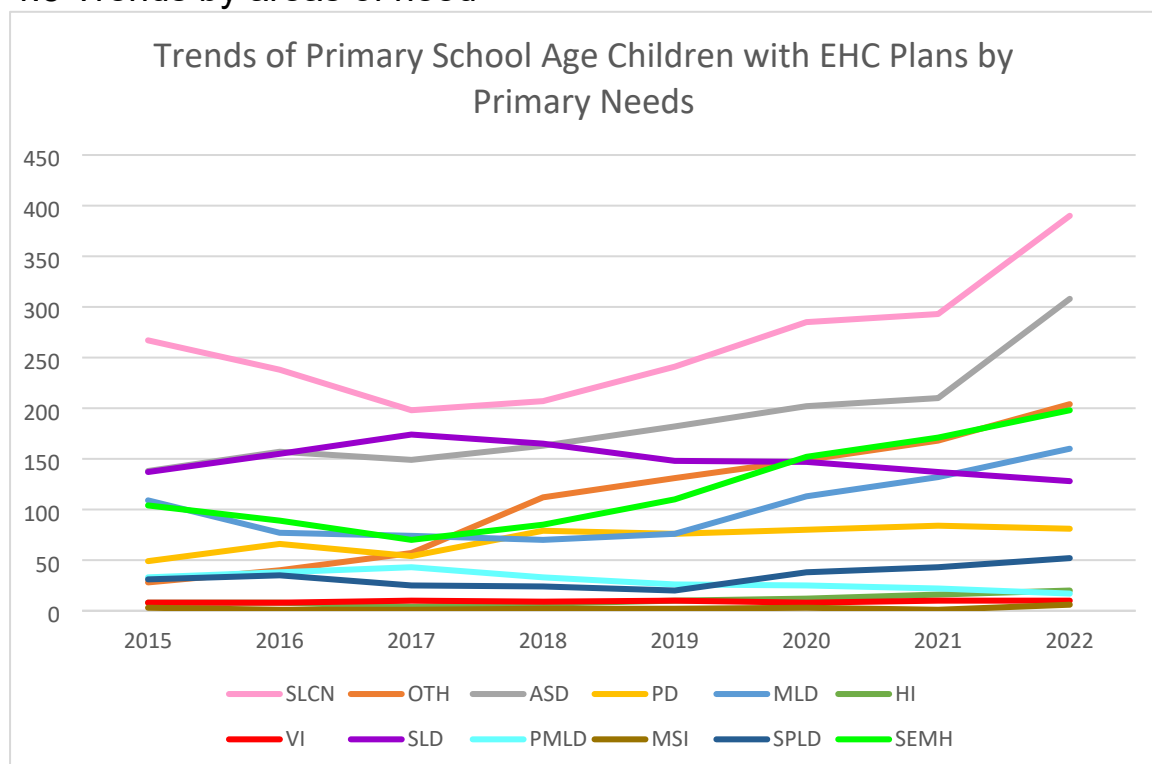


Table 5 Trends by primary need (Primary age)

Moderate Learning Difficulties, ASD, Speech, Language & Communication Needs and Social, Emotional & Mental Health difficulties are all on a rising trend since 2017 for the primary school age group. The same categories of need are also rising for secondary school age children.

Another noticeable trend is that the numbers described as “complex” have been rising steadily over the last 10 years. One of the possible reasons is the increased effectiveness of neonatal care. The “Other” category is sometimes used to classify complex cases which have aspects of ASD and either Profound and Multiple Learning Difficulties or Severe Learning Difficulties. Some of the children with complex issues also have physical or sensory disabilities and may have emotional and mental health difficulties too. The schools completing the census may have assigned the primary need as ASD, PMLD, SLD or Other. The analysis of this data can only see trends by single needs, thus overlooks this complex aspect, only picked up via anecdotal evidence from schools. For instance, many children with Social, Emotional and Mental Health issues also have ASD, which is not always listed as a secondary need.

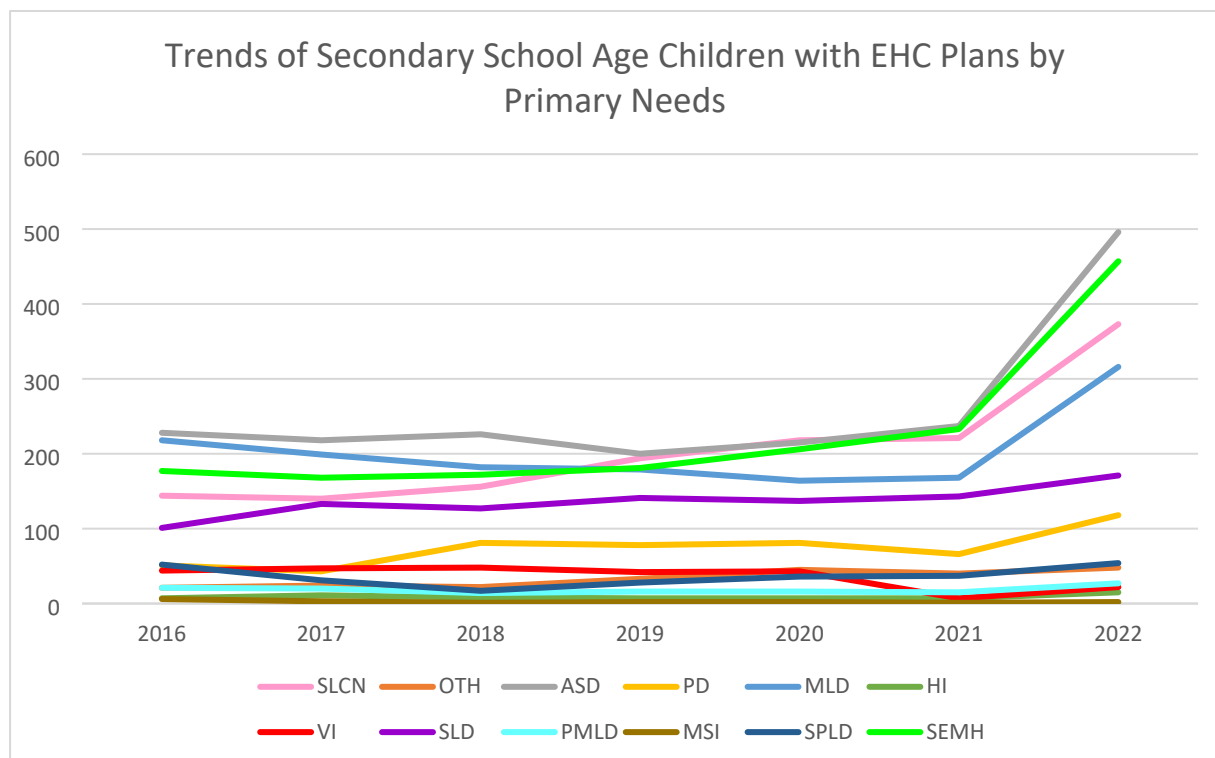


Table 6: Trends by primary need (Secondary age)

Speech, Language and Communication Needs are highest amongst primary school age children but is rising to prominence amongst secondary school age children. Moderate Learning Difficulties is increasing as a primary need in EHC plans at secondary school age. There are suggestions that this has been misapplied to forms of ASD. SEMH and ASD have had a significant increase in EHC plans for 2022.

#### 4.6 Financial considerations

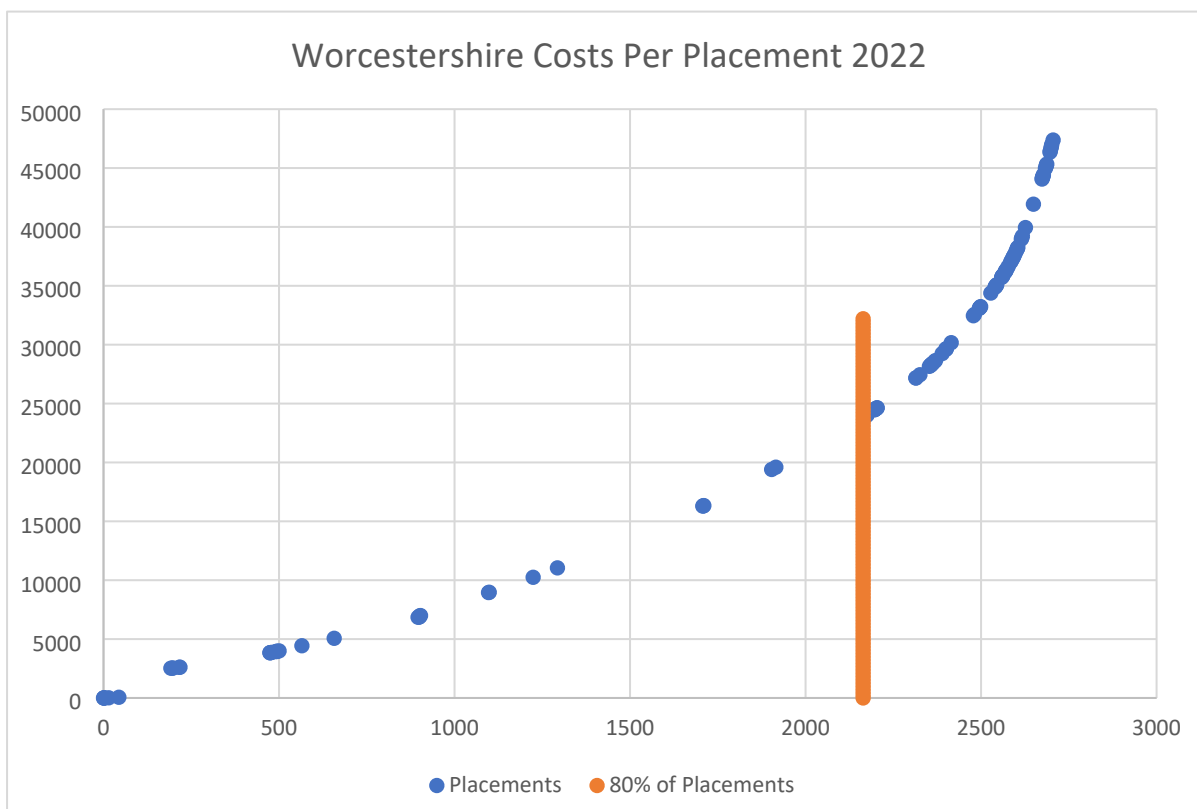
The diversity of provision for SEN is extensive. Broadly speaking there are 2 types of funding for SEN. Children attending mainstream and funded special schools attract funding from the High Needs Funding block, related to how much additional support is necessary for their education. Children and young people placed in independent settings are provided for at a unique cost based upon the individual child’s needs and the setting’s provision. These can have similar costs to mainstream provision but are frequently much more expensive. All the placements have different durations, so the costs have been annualised for the purpose of comparison as if all placements ran from April 2021 to March 2022.

School Type	Total FTE	Total Annualised Cost (£)	Avg. Cost per placement
FE	492	3,927,242	7,998
Independent	101	1,998,491	19,787
Independent Special	271	13,862,239	51,152
Mainstream	1,901	8,642,252	4,546
Special	2,037	23,254,923	11,421
Specialist FE	148	5,254,715	35,504
Grand Total	4,951	56,939,862	N/A

Table 7: Source: Worcestershire HNB Monitoring Costs per placement by Setting Type

The average cost per placement at Independent Special Schools is the highest at circa £51k, followed by Specialist FE placements at £35k.

The addition of a new ASD special school within Worcestershire would bring the average cost per placement for independent special down as these children can then attend a Worcestershire funded special school.



This graph shows that if all placement costs are added up smallest first, the lowest 80% of the placements together cost £347,515. Another way of saying this is that the 80<sup>th</sup> percentile placement has a cost per placement of £20,130 per year. At this point the graph curves rapidly upwards. The 90<sup>th</sup> percentile costs £36k per year and the 95<sup>th</sup> percentile costs £44,564k per year. In terms of cost alone, increased capacity of mainstream or funded special schools represents an investment opportunity.

Primary Need	KS1			KS2		
	FTE	Annualised Cost	Avg. Cost per place	FTE	Annualised Cost	Avg. Cost per place
ASD	80	678,437	8,480	221	1,739,370	7,870
Cognition	90	592,803	6,586	275	1,640,891	5,966
SEMH	30	308,815	10,293	214	1,845,247	8,622
Sensory / Physical	53	539,805	10,185	55	443,502	8,063
Speech & Language	161	959,049	5,956	307	1,818,338	5,922
Other	72	529,728	7,357	162	1,146,386	7,076
<b>Grand Total</b>	<b>486</b>	<b>3,608,637</b>	<b>7,425</b>	<b>1,234</b>	<b>8,633,734</b>	<b>6,996</b>

Table 8: Cost per placement by Primary Need (KS1/KS2)

For KS1 we can see that speech and language is the most common need, however, has the lowest average cost per placement. The highest cost per placement is for primary need SEMH across KS1 and KS2,.

Primary Need	KS3			KS4		
	FTE	Annualised Cost	Avg. Cost per place	FTE	Annualised Cost	Avg. Cost per place
ASD	232	3,036,135	13,086	122	2,194,109	17,984
Cognition	242	2,174,411	8,985	173	1,303,796	7,536
SEMH	203	2,604,066	12,827	114	1,770,725	15,532
Sensory / Physical	66	733,932	11,120	28	443,855	15,851
Speech & Language	182	1,137,309	6,248	101	518,625	5,134
Other	39	252,450	6,473	24	222,953	9,289
<b>Grand Total</b>	<b>964</b>	<b>9,938,303</b>	<b>10,309</b>	<b>562</b>	<b>6,517,063</b>	<b>11,596</b>

Table 9: Cost per placement by Primary Need (KS3/KS4)

For KS3 there are no independent placements for physical/sensory needs. The largest cohort in KS3 are those with primary need ASD, 47% of those attend special or independent special schools, with a higher than average cost per placement. There are 30 independent placements for SEMH at KS3, giving reason to the high average cost per place total. KS4 average placement costs are higher in all categories excluding speech and language, with many higher cost independent placements for ASD and SEMH.

Primary Need	KS5 [16-19]			19+		
	FTE	Annualised Cost	Avg. Cost per place	FTE	Annualised Cost	Avg. Cost per place
ASD	68	920,669	13,539	6	7,268	1,211
Cognition	154	911,592	5,919	14	25,199	1,799
SEMH	53	639,493	12,065	3	5,011	1,670
Sensory / Physical	30	309,941	10,331	6	15,338	2,556
Speech & Language	53	459,430	8,668	6	8,109	1,351
Other	10	29,217	2,921			
<b>Grand Total</b>	<b>368</b>	<b>3,270,342</b>	<b>8,886</b>	<b>35</b>	<b>60,925</b>	<b>1,740</b>

Table 10 Cost per placement by Primary Need (16+)

For both KS5 and 19+, cognitive needs were highest. While Sensory/Physical needs had the higher average cost per place for 19+. There were also some placements above £50k for ASD (5), physical disability (3), speech and language needs (2) and cognitive needs (11).

There are very few placements for 19+. However, there are 8 very high-cost placements at over £80k per year, of which 7 are at National Star College. Across all 19+ young people there are 41 placements above £20k per year of which 24 are above £40k per year. Therefore, state funded specialist provision for young adults 19+ Severe Learning Difficulties could be a worthwhile investment.

## 4.7 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 the 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 Specialist provision over the next 5 years, we must firstly look at trends in the total school population.

Places in mainstream schools for the 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 81,123 pupils in mainstream schools in Worcestershire, an increase of 4% from the academic year 2021/22.

Over the period 2017-2022 there were on average 671 new EHC Plans created per year. Using the average number of EHC Plans per year per age group, a model can be made to forecast the number of EHC plans per year for the county. During the academic year of 2021/22, 291 EHC plans were discontinued. Featuring this in the model, the following table shows the number of EHC plans forecast to 2028.

Age Range	2022	2023	2024	2025	2026	2027	2028
<b>Under 5</b>	314	283	246	246	246	246	246
<b>6 - 10</b>	1551	1690	1794	1794	1804	1791	1779
<b>11 – 15</b>	1358	1718	1860	2002	2164	2302	2422
<b>16 – 19</b>	1054	843	953	1120	1118	1445	1533
<b>20 – 25</b>	390	482	493	498	611	373	449
<b>Grand Total</b>	4667	5016	5346	5660	5943	6157	6429

Table 11: SEN forecasts to 2028

Using this forecast of total number of pupils (under 5 - 25) with an EHC plan in relevant provision in 2028, and distributing according to percentage of pupils in districts, and primary need, results in the following distribution across the county.

### Forecast Pupils with EHC Plans by Need and District 2028

	ASD	Cognition & Learning Difficulties	Speech & Language	Sensory / Physical	SEMH	Other	Grand Total
<b>Bromsgrove</b>	193	195	179	126	126	30	849
<b>Malvern Hills</b>	147	172	147	28	119	103	716
<b>Redditch</b>	234	308	241	124	195	16	1,118
<b>Worcester</b>	236	285	248	96	218	230	1,313
<b>Wychavon</b>	230	427	209	57	158	87	1,168
<b>Wyre Forest</b>	270	319	386	57	156	76	1,265
<b>Grand Total</b>	1,311	1,705	1,409	489	973	542	6,429

Table 12: SEN forecasts by district

Since 2017 the numbers of children with EHC plans going to mainstream schools have risen from 30% to 33% in 2021 and 32% in 2022. The numbers of children with EHC plans going to maintained special schools has reduced from 46% in 2017 to 35% in 2022.

	Eng.						Worcs.					
	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022
<b>EHCPS</b>	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022
<b>All Schools</b>	175k	279k	354k	390k	430k	468k	2,692	3,064	3,502	4,053	4,182	4,555
<b>Mainstream Schools</b>	71,594	110.6k	135k	148.2k	167.4	186.4	811	808	910	1,207	1,373	1,471
<b>Maintained Special</b>	54,352	96,734	118.9k	125.3k	132.1k	140k	1,228	1,332	1,385	1,517	1,524	1,609
<b>Independent Schools</b>	9,649	15,873	21,150	23,611	26,301	29,445	145	174	214	249	289	353
<b>Further Education</b>	32,066	46,854	57,191	64,437	71,728	73,870	437	641	757	795	786	865
<b>Other</b>	7,524	9,361	21,544	28,315	32,929	38,866	71	109	236	285	210	256
<b>% Mainstream</b>	41%	40%	38%	38%	39%	40%	30%	26%	26%	30%	33%	32%
<b>% Independent</b>	6%	5.7%	6%	6.1%	6.1%	6.3%	5.4%	5.7%	6.1%	6.1%	6.9%	7.7%
<b>% Maintained Special</b>	31%	35%	34%	32%	31%	30%	46%	43%	40%	37%	36%	35%
<b>% Further Education</b>	18%	17%	16%	17%	17%	16%	16%	21%	22%	20%	19%	19%
<b>% Other (AP, EHE)</b>	4%	3%	6%	7%	8%	8%	3%	4%	7%	7%	5%	6%

Table 13: Analysis of forecast SEN pupils

Comparing the placements of new EHC plans in 2021/22, Worcestershire placed 32% with mainstream schools, compared with 40% nationally. Worcestershire placed 35% of new EHC plans in maintained special schools, compared to 30% nationally. The percentage of children attended maintained special schools has decreased in line with the national data for the last 3 years (-1%).

### % EHCP Children by placement

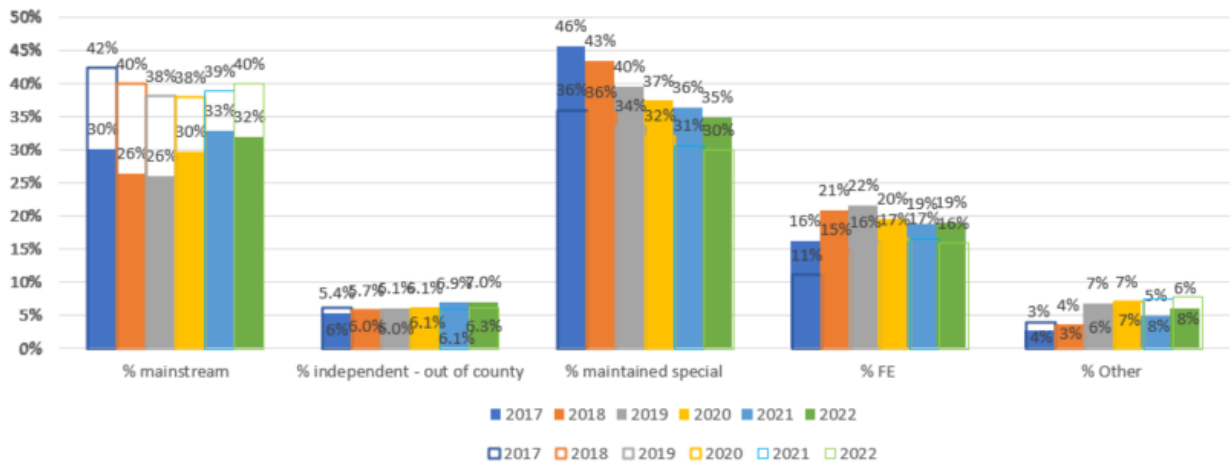


Table 14: Source DfE Statistics – National and Worcestershire EHCP Placements 2017-2022



## 5. Current Worcestershire Provision

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

Each mainstream school has a named specialist to support children at the school. The SENCO (Special Educational Needs Co-ordinator) works within mainstream settings and is the 'school teacher who is responsible for assessing, planning and monitoring the progress of children with special educational needs and disabilities'<sup>9</sup>. Schools can also employ additional specialist support for individual pupils.

Some schools have dedicated SEN Resource/units which are specially designed to support pupils with specific special educational needs alongside a mainstream education. Pupils attending Resourced Provision 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 (CAMHS) to support vulnerable children maintain a place in school. The demand for these services is reviewed separately.

### 5.1 Medical Education Provision

Section 19 of the Education Act (1996) states that "each local authority shall make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them". This duty applies to all children, whether they have special educational needs (SEN) or not.

There are a variety of pathways for children who do not attend school for more than 15 days, one of which is referral to the Medical Education Team. During the academic year of 2021-2022, the team provided education to 55 children of all ages on 3 sites; Lea Street (The Beacon) in Kidderminster, Easemore Road (The Beacon) in Redditch and Newbridge in Worcester,

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<sup>9</sup> Special Educational Needs Coordinator (SENCo) | The Good Schools Guide

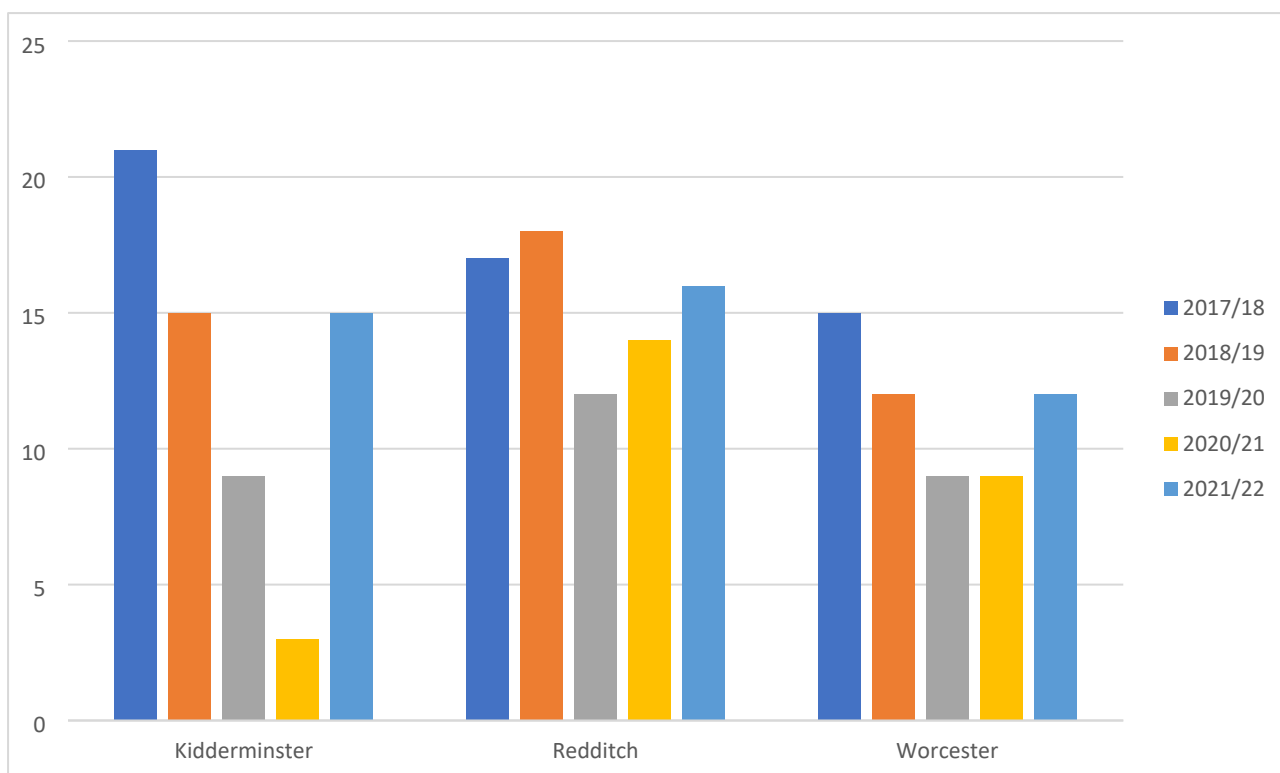
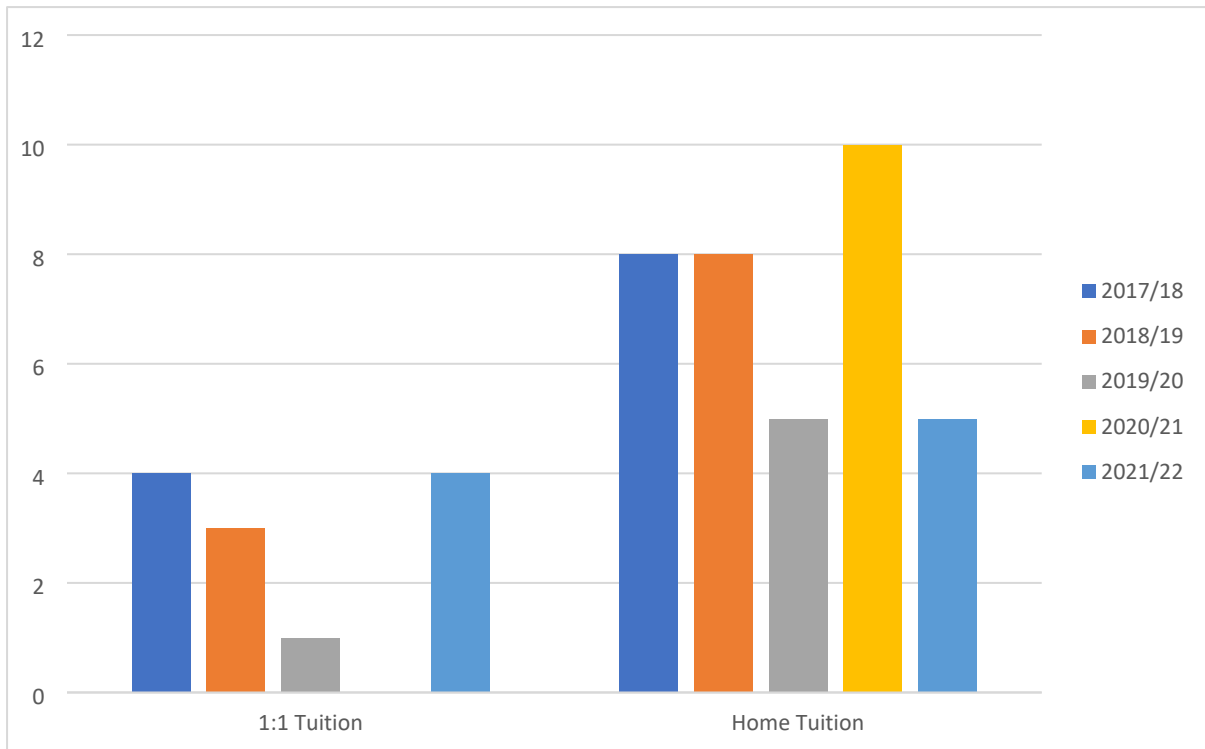


Table 14 Number of pupils attending MET per Academic Year

The above chart shows the number of children who attended one of the base provisions since 2017/18 academic year. Pupils attend between 1 and 22 hours per week as the sites are open 22 hours a week. The average amount of hours attended in 2021-2022 was 15.7 hours each in Worcester, 13.4 hours in Redditch and 14 hours in Kidderminster. Places in use in 2021/2022 were 12 in Worcester, 16 in Redditch and 14 in Kidderminster. Although Redditch had the most children attending the MET, they on average are accessing it the least amount of time when compared with the other 2 bases.

Out of the 55 pupils in 2021-2022 20 were in key stage 3 and 34 were in key stage 4, so the majority of pupils for the MET were secondary age. In 2021/22 academic year, 55 pupils were supported by the Medical Education Team. 81% had psychological health issues and 19% had medical issues. 16% of children attending with psychological health issues also have an Autism diagnosis.

Year on year more girls than boys that have accessed MET provision. Particularly in KS4. 62% of the referrals for 2021-2022 have come from CAMHS and the remaining 37% from hospitals.



With MET, there is also the option for 1:1 Tuition which can be carried out at school or hospital, or at home. The table above highlights that home tuition is the more preferred route.

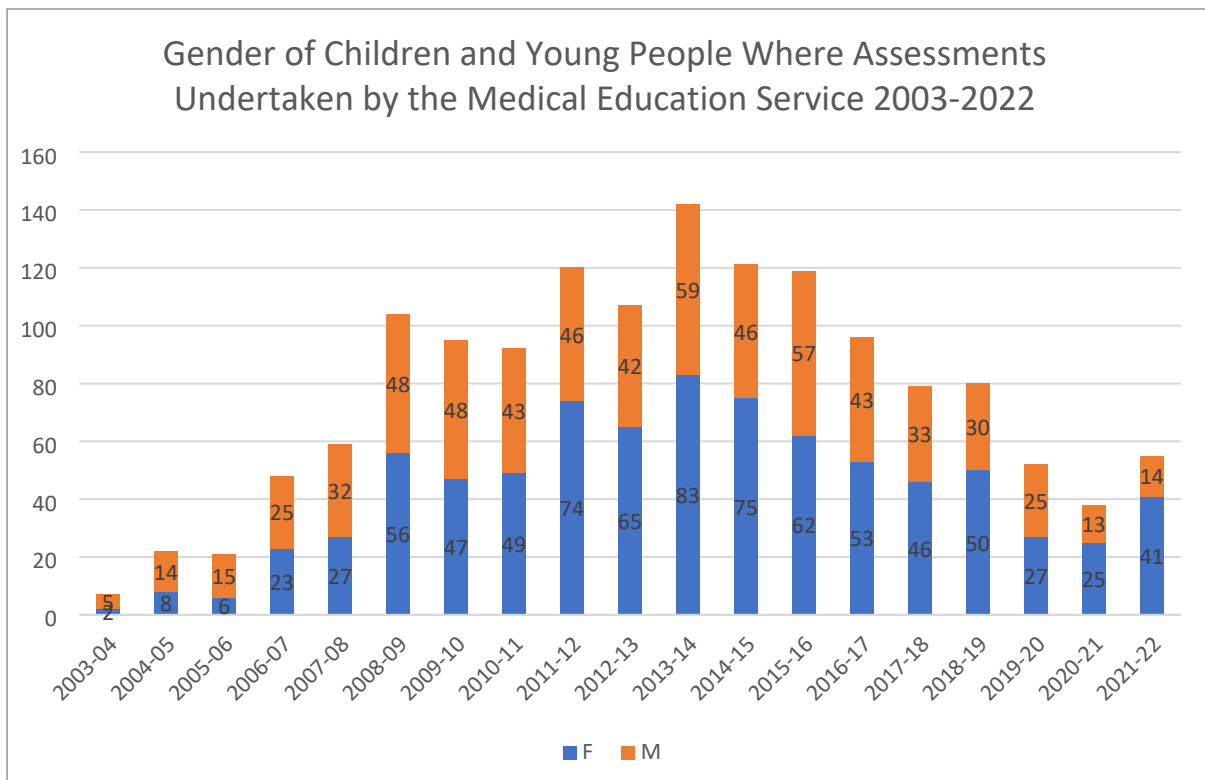


Table 15 Pupils at MET by gender

MET referrals reduced in 2019-2021, this could be due to COVID-19. Referrals are now beginning to rise again as children have better access to being assessed.

The majority of children are spending between 10-20 hours in MET provision, the largest cohort are within KS4. The most common outcome is a year 11 leaver. The second most common outcome is returning to their original school.

Following assessments in 2021/22, the main reason for needing MET provision was due to psychological illnesses.

## 5.2 Mainstream Autism Bases

Mainstream Autism Bases (MABs) are Resource Base provision within Worcestershire mainstream schools.

MABs are an integral part of the special education graduated response provision commissioned by WCF, providing focused educational provision for pupils whose academic needs are well matched to a mainstream setting, but who require specialised autism specific provision that is often difficult to replicate in mainstream schools<sup>10</sup>.

. EMABs (Enhanced Mainstream Autism Base) 'enables a higher level of need to be provided for with an enhanced range of provision and is anticipated that CYP may spend more time'<sup>11</sup> in this provision.

Current Mainstream Autism Bases across Worcestershire are listed in the table below with the total number of commissioned full-time equivalent places for 2021/22:

District	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 (10)			NBHS (10)			
Malvern Hills								Dyson Perrins (12)				
Redditch						Walkwood Middle (8)						
								TGAR Hive&Treetops (30)				
Worcester City	Oldbury Park Primary (8)						Christopher Whitehead (12)					
Wychavon (Pershore)						Abbey Park Middle (10)						
								Pershore HS (12)				
Wyre Forest	Chaddesley Corbett (10)						King Charles I HS (17)					

Table 16: MABs by phase and 2021/22 commissioned places

<sup>10</sup> Pg 5, MAB Specification V6 amended Sept 22 final from Commissioning.

<sup>11</sup> Pg 8, MAB Specification V6 amended Sept 22 final from Commissioning.

MAB Unit	16/17	17/18	18/19	19/20	20/21	21/22
Meadows/Parkside	12	12	11	9	9	10
North Bromsgrove High	8	8	10	10	10	10
Beaconside Primary	8	9	9	8	8	7
Waseley Hills High	7	9	11	7	10	11
Dyson Perrins CofE Academy	13	10	10	11	12	12
Walkwood Middle	8	7	9	13	14	14
TGAR Hive	8	3	8	7	10	7
TGAR Treetops	0	0	0	12	18	25
Oldbury Park Primary	8	8	8	8	8	8
CWLC	0	0	0	0	0	0
Abbey Park Middle	11	10	8	7	8	8
Pershore High	14	12	11	13	14	18
Chaddesley Corbett Endowed Primary	0	0	0	0	0	0
King Charles I	20	17	17	16	17	18

Table 17: MABs by phase and numbers attending year on year.

Malvern has no primary MAB provision and neither Pershore, Evesham or Redditch have first phase MAB provision. A place is accessed via a current EHC plan rather than normal school admissions.

It is important for MAB provision to exist through all phases in an Education Planning Area as this allows children to remain with their peer group throughout their mainstream education.

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 or nearing capacity for 2021/22. Those in the north of the county are forecast to have space in 2022/23 onwards for new admissions but some of those in the south of the county are forecast to remain near or over capacity for the next few years. 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 that can, to remain with their peer group and access the benefits of mainstream schools and allow specialist schools to adapt more specifically to more complex needs.

Currently, 23% of the students in KS3 and 21% in KS4 attending a MAB have a primary need of ASD. In KS1 only 2.7% of those attending the MABs have a primary ASD need. In total, from those currently attending a MAB, 53% have an EHCP with a primary ASD need, this is followed by 19% having a primary need of SLCN.

Christopher Whitehead Secondary E-MAB in Worcester City is due to open in 2023. Chaddesley Corbett Primary E-MAB in Wyre Forest opened in Sept 2022. The tables above show that in KS3/4, 5 out of 6 of the MABs are either at capacity of commissioned places or over.

## 5.3 School Age Language units

The mainstream schools listed below have Resourced Base School age Language Units to support pupils at the school who have been referred for a place within an additionally resourced Language Class provision based on a recommendation from their Speech and Language Therapist. The Local Authority commission 52 primary school places and 11 high school places used 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 secondary / high school phase.

District	Language Units	School type	Commissioned Places	Children Attending Autumn 2022
Wyre Forest	Burlish Park Primary	Primary	10	10
Wyre Forest	Sutton Park Primary	Primary	10	9
Wyre Forest	King Charles I High	High	11	5
Bromsgrove	Lickey Hills KS1 Primary	Primary	21	9
Bromsgrove	Lickey Hills KS2 Primary	Primary		8
Redditch	Matchborough First	First	11	9

Table 18: Language Units and Use 2021/2022 by district

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

## 5.4 Alternative provision

There is a relationship between Alternative Provision (AP), mainstream schools and special schools. Alternative Providers and Pupil Referral Units (PRUs) in Worcestershire are commissioned by the Local Authority to provide both Preventative and Permanent Exclusion places. Pupils may be dual registered with the maintained school or attend full-time. The aspiration in the first case is for the child to return to their original mainstream school where possible.

District	Alternative Provision	Age Range	Commissioned Exclusion Places	Commissioned Preventative Places
Redditch	The Beacon Primary	5-11	20	25
Kidderminster	The Beacon Primary (split site)	5-11		
Worcester	Perryfields Primary	5-11	22	30
Wyre Forest	New Free AP school (Jan 2023)	5-11	60	TBC
Redditch	The Forge Short Stay School	11-16	35	13
Worcester	Newbridge Academy	11-16	65	3
Worcester	The Aspire Academy	11-16	10	95

<b>Wyre Forest</b>	Continu Plus Academy	11-16	40	50
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Table 19: Alternative Provision

A proportion of permanently excluded pupils 2021/22 supported by AP/PRUs have SEND at 25%. Of this, 77% of permanently excluded children attending primary level AP in had primary SEMH needs compared with 50% of the permanently excluded secondary age children with SEND attending AP in 2021/22 had the same need, SEMH was also the most frequently recorded primary need for pupils with SEN Support or EHC plans in Secondary phase permanent exclusions.

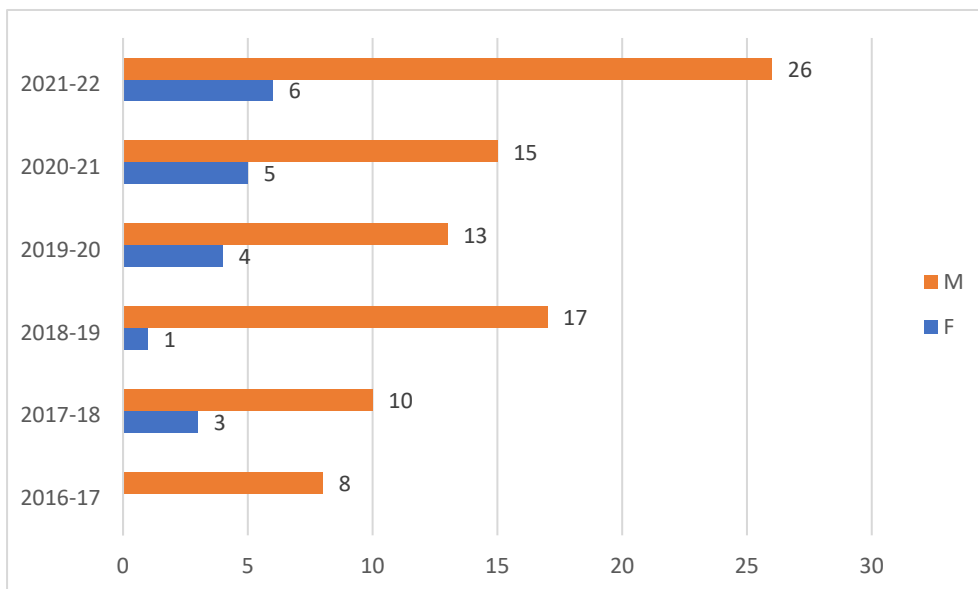


Table 20: Alternative Provision – Permanently Excluded CYP by Gender 2016/17-2021/22

Table 20 highlights that there are many more boys than girls who have been permanently excluded and accessed alternative provision over the years. 66% of boys permanently excluded over the years had a primary need of SEMH.

## 5.5 Special schools

If the needs of a child are more complex than reasonable adaptations can accommodate within mainstream schools, then a place at a special school may 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 3 with an identified specialism. Four of the schools operate nursery provision, with a further nursery assessment unit at Batchley First School in Redditch.

District	Special School	Age Range	Type	Designation
<b>Bromsgrove</b>	Chadsgrove School	2-19	Local Authority	Physical Disability
<b>Bromsgrove</b>	Rigby Hall School	4-19	Local Authority	Generic
<b>Redditch</b>	Pitcheroak School	4-19	Academy	Generic
<b>Redditch</b>	The Kingfisher School	7-19	Academy	SEMH
<b>Worcester City</b>	Fort Royal Community Primary School	2-11	Local Authority	Generic

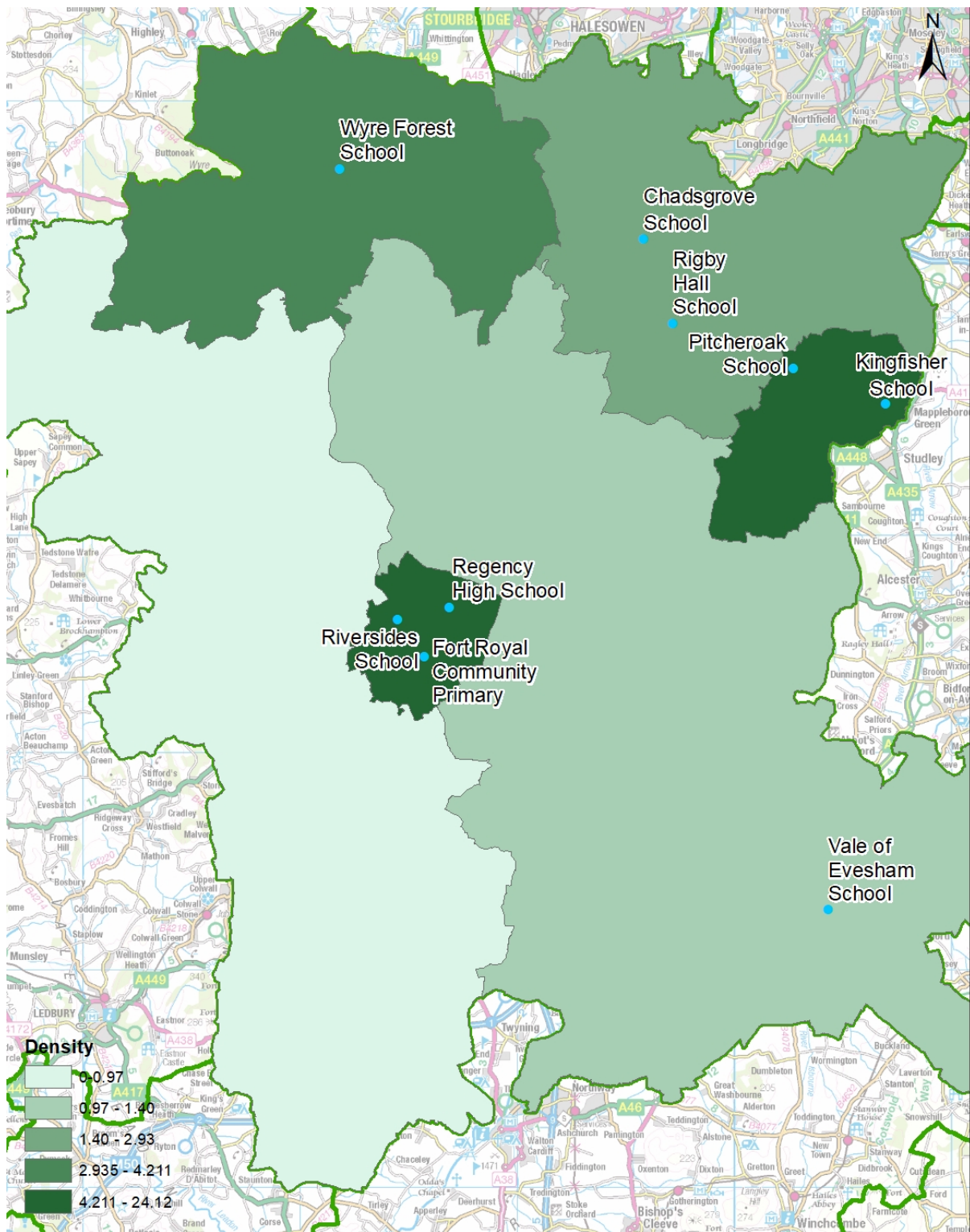


<b>Worcester City</b>	Regency High School	11-19	Academy	Generic
<b>Worcester City</b>	Riversides School	7-16	Academy	SEMH
<b>Wychavon</b>	The Vale of Evesham School	2-19	Academy	Generic
<b>Wyre Forest</b>	Wyre Forest School	3-19	Local Authority	Generic

<b>District</b>	<b>Supported Provision</b>	<b>Age Range</b>	<b>Type</b>
<b>Redditch</b>	Batchley First Nursery Plus	2-4	Community

*Table 20: Special Schools List*

There is no set pupil admission number (PAN) at a special school. Places are commissioned by the Local Authority with each school dependant on demand, needs of children and physical capacity of the accommodation.



<b>WORCESTERSHIRE CHILDREN FIRST</b>	Scale: 1:150,000	
County Hall, Spetchley Road, Worcester WRS 2NP	<b>Children attending Worcestershire State-Funded Special Schools</b>	© Getmapping Plc and Bluesky International Limited 2018

As can be seen most of the schools are in the north of the county, there are no state funded special schools in Droitwich or Malvern. Based on population figures, more provision is required in Worcester, Kidderminster and Redditch.

Refer to Appendix 1 – details the Sufficiency of Special School provision in Worcestershire

## 5.6 Independent special schools and Out of County Provision

Independent special schools can provide places for pupils with very specific and often complex needs, meaning that in some instances, children will be placed in schools that are out of the County. Independent provision is not recorded on the school census as they are not Worcestershire LA-funded schools, however the EHC plan remains the responsibility of Worcestershire LA, the child’s place of residence.

Data from January 2022 shows that 227 children and young people with EHC plans attend independent special schools. Around 56% of them have placements in one of the following 5 schools: Norton College (Norton), Gloverspiece, Cambian New Elizabethan (Hartlebury), Nurture Learning (Kidderminster) and the Bridge School (Malvern).

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.

Do we have the data showing the primary areas of need, age range, travel of the children in Independent Special Schools?

The largest cohort of children with an EHCP attending out of county are within post 16 provision, followed by mainstream. 39% of children are attending Specialist settings. The majority attending out of county are males (64%).

<b>Establishment Type</b>	<b>Number of Children Attending</b>
Mainstream	112
Independent	19
Special	94
Independent Special	21
FE	161
Specialist FE	79
<b>Total</b>	<b>486</b>

Source: Jan Census and SEN2 – children attending out of county provision by establishment type

A deeper dive into the needs of these children can be found below.

### Children with an EHCP attending out of county provision by Primary Need:

<b>Establishment Type</b>	<b>ASD</b>	<b>Physical/Sensory</b>	<b>Cognitive</b>	<b>Other</b>	<b>SEM H</b>	<b>Speech and Language</b>
Mainstream	21	8	23	1	23	22
Independent	7	-	5		3	1
Special	31	-	16		11	13
Independent Special	9	-	1	1	8	-
FE	38	12	53	1	17	29
Specialist FE	13	21	35	1	3	7
<b>Total</b>	<b>119</b>	<b>41</b>	<b>133</b>	<b>4</b>	<b>55</b>	<b>72</b>

Source: Jan Census and SEN2 – children with known Primary Need

31% of children with an EHCP and known primary need have cognitive needs (MLD/SpLD/SLD/PMLD) the largest number of these are attending FE/Specialist FE

provision and are post 16. The top attended provisions for this cohort are Queen Alexandra College (Specialist FE) and Warwickshire College Group (FE).

Of the specialist state-funded schools, Alderman Knight (Tewkesbury) has the highest intake of children with EHCP in out of county provision. 41% of those attending, have a primary need of ASD.

This data highlights an insufficiency in post-16 provision within the county as this is largest cohort to be attending out of county provision – particularly for those with cognitive needs.

Accommodating children with EHCPs in out of county provision has a significant impact on costings of sending these children to these establishments.

## 5.7 Specialist Nursery provision

Most children aged 0-5 with SEND will be taught in local early years settings. All Ofsted registered Nursery Education Funded early years settings, are able to claim additional funding per hour to support the needs of children with SEND, known as the graduated response.

A multi-agency Pre-School Forum (PSF) panel meets termly to receive referrals from health visitors, Child Development Teams, GPs and Speech & Language service to ensure all children who may need an Education Health Care Needs Assessment are reviewed and actions agreed to assess whether specialist education provision is required in their pre-school years.

Some pre-school age children are referred for Specialist Nursery provision, these children are included in the school census. Other early years providers including child minders and private nurseries return child level details on 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 Graduated Response funding to support their emerging needs in Jan 2022 (GR1-4 plus EHC plan<sup>12</sup>)

### 2, 3 and 4-year-old children in funded early years settings

	Number	Percentage	2	% of 2s	3	% of 3s	4	% of 4s
<b>No special educational need</b>	9007	84.68%	958	87.17%	4997	85.71%	3052	82.31%
<b>Graduated Response 1 (GR1)</b>	280	2.63%	33	3.00%	143	2.45%	104	2.80%
<b>Graduated Response 2 (GR2)</b>	608	5.72%	50	4.55%	313	5.37%	245	6.61%
<b>Graduated Response 3 (GR3)</b>	248	2.33%	14	1.27%	130	2.23%	104	2.80%
<b>Graduated Response 4 (GR4)</b>	350	3.29%	31	2.82%	196	3.36%	123	3.32%
<b>Exceptional Early Years Funding / EHC plan</b>	144	1.35%	13	1.18%	51	0.87%	80	2.16%
<b>Grand Total</b>	<b>10637</b>	<b>100%</b>	<b>1099</b>		<b>5830</b>		<b>3708</b>	

Table 21: EY Graduated Response

<sup>12</sup> GR Ratings are explained on [WCC website](#)

The main Primary need for 2, 3 and 4 year olds funded through the Graduated Response/Early Years funding is SLCN. This is followed by ASD in 3 and 4 year olds, and PD/SpLD in 2 year olds.

The five nursery assessment units across the County support in assessing the education provision for pre-school age children due to 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). In January 2022, 122 children were being assessed in Nursery Assessment provision. Some of these children start school in a mainstream reception class with support and others start in Special School reception classes.

Specialist early years language units are delivered in each district of Worcestershire. This targeted intervention provides children with specialist provision for typically 6 hours per week to support their speech, language and communication needs, since early intervention with speech development can eliminate or much reduce the need for SEND support later.<sup>13</sup> It is found that around 10% of all children in early years have difficulty developing speech and 3.5% have significant enough needs to benefit from early years language classes.

Provider	Area	Full Time Equivalent places	No. of cyp per year	No. of Groups per week
WEYLC Cranham	Worcester	12 FTE	33	3 groups 6-8 cyp
Batchley First School	Redditch	10 FTE	29	4 groups of 6 cyp
	Bromsgrove	7 FTE	22	4 groups of 6 cyp
<i>Riverboats - Upton upon Severn</i>	Malvern	3 FTE	11	tbc
	Wychavon	6 FTE	19	tbc
<i>St Mary's CE (VA) Primary School</i>	Wyre Forest	10 FTE	29	tbc

District	Known Children 2020	3YOs	4YOs	Language class attendance	Setting	% of Known Children
<b>Bromsgrove</b>	1,915	10	13	23	Charford First School	1.20%
<b>Malvern</b>	1,183	0	7	7	Riverboats Speech and Language Class Centre	0.59%
<b>Redditch</b>	1,812	13	11	24	Redditch Early Years Language Class	1.32%
<b>Worcester</b>	2,028	6	15	21	Cranham Primary Early Years Specialist Language Class	1.04%

<sup>13</sup> [Bercow Review of Services for Children & Young People with SLCN](#)

<b>Wychavon</b>	2,338	0	0	0		0%
<b>Wyre Forest</b>	1,795	5	4	9	Kidderminster Early Years Language Centre	0.50%
<b>Total</b>	11,071	34	50	N/A		

Table 22: Early Years SLCN units: source Tribal

## 5.8 Post-16 Specialist provision

Most specialist post-16 provision is not recorded as part of the school census, unless sixth form provision run by a school. Seven of the state funded special schools listed above offer Post 16 provision (NCY 12 -13) and a few young people stay on past this age (NCY14). Many (52%) of 16-25-year-old young people with EHC plans attend further education establishments with 18% in special schools and 8.5% in specialist further education.

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 secure education or training for young people aged 19 to 25 who do not have EHC plans.

The number of young people aged 20 to 25 with an EHC plan has increased from 145 in January 2018 to 413 in January 2022. As the numbers of young people with EHC Plans grow there could be an increase in the number of post 16 young people needing specialist FE provision. However, there are a small number of young people between 16 and 25 who stop attending education, many for the reason of starting in employment.

66% of young people aged 20-25 with an EHC plan attend mainstream FE colleges, such as Heart of Worcestershire (HOW), Kidderminster colleges or the Warwickshire group of colleges (Malvern, Pershore and Evesham). 21% of young people in this age bracket attend independent specialist post-16 institutions such as National Star College, Gloucestershire; Queen Alexandra College, Birmingham; Glasshouse College, Stourbridge and Chadsgrove Educational Trust, Bromsgrove. WCF 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.

## 5.9 Travel to Specialist provision

One way to monitor how well the needs of pupils with special needs are being met is to analyse the distances they are travelling to education settings.

Distance Band	Mainstream	Independent	Special	Independent Special	FE	Specialist FE	Total
< 2km	827	3	315	14	70	1	<b>1230</b>
2-5km	394	4	457	11	82	1	<b>949</b>
5-10km	212	3	244	20	60	8	<b>547</b>
10-20km	182	16	375	46	98	27	<b>744</b>

>20km	120	8	205	44	260	43	<b>680</b>
No Data	39	2	27	5	209	41	<b>323</b>
<b>Total</b>	<b>1774</b>	<b>35</b>	<b>1623</b>	<b>140</b>	<b>779</b>	<b>121</b>	<b>4473</b>

Table 23: Travel Distance by setting type

This table shows there are similar numbers of pupils with EHC plans in funded Specialist and Mainstream provision. However, in general, pupils have to travel further to independent providers and specialist further education.

Although the number of young people at specialist further education settings are low, the majority to travel relatively long distances > 10km to access their education provision.

Some of the independent schools are beyond 50km away. Children with ASD and Social, Emotional and Mental Health EHC plans tend to have to travel further away.

The next section breaks this pattern down by primary SEN.

Distance Band	ASD	Cognition	Speech	Sensory/Physical	SEMH	Other	No Data	Total
< 2km	237	306	342	80	183	69	10	1,227
2-5km	200	281	185	54	131	89	6	946
5-10km	124	143	116	44	78	33	9	547
10-20km	174	189	89	92	124	48	25	741
>20km	156	171	76	41	170	14	48	676
No Data	127	109	74	17	132	4	79	542
<b>Total</b>	<b>1,018</b>	<b>1,199</b>	<b>882</b>	<b>328</b>	<b>818</b>	<b>257</b>	<b>177</b>	<b>4,679</b>

Table 24: Travel Distance by Primary Need

This table shows that the largest proportion of children with an EHCP are travelling to education provision within 2km of their home address. Whereas, 14.4% are travelling over 20km for provision.

Distance Band	KS1	KS2	KS3	KS4	KS5	19+	Total
< 2km	16	26	16	12	2	2	74
2-5km	13	7	13	10	5	5	53
5-10km	6	7	9	7	9	3	41
10-20km	10	10	22	18	18	10	88
>20km	1	1	6	2	7	23	40
No Data				2	3	12	17
<b>Total</b>	<b>46</b>	<b>51</b>	<b>66</b>	<b>51</b>	<b>44</b>	<b>55</b>	<b>313</b>

Table 25: Travel Distance for PD by Key Stage

The table above shows that for children with physical disabilities at Primary school age, the travel distances are relatively low. This then increases, particularly for 19+.

The no data records are where there was either no confirmed primary need, no school, or no home address available.

Distance Band	Ordinarily Available	E1	E2	E3	E4	Non-Banded	Total
< 2km	17	235	631	394	61	54	1,392
2-5km	21	168	388	234	67	81	959
5-10km	9	81	176	108	34	70	478
10-20km	3	99	179	145	59	140	625
>20km	3	37	76	87	34	206	443
No Data	0	16	17	12	10	89	144
<b>Total</b>	<b>53</b>	<b>636</b>	<b>1467</b>	<b>980</b>	<b>265</b>	<b>641</b>	<b>4,402</b>

Table 26: Travel Distance by Funding Band

Table 26 shows the travel distances compared to the Top up funding bands of pupils. The majority of children across all funding bands are travelling less than 2km to education provision. However, 24% of funded children are travelling 10km+ to school.

Excluding further education settings entirely, when comparing travel distances by home Education Planning Area, those children from Malvern and Wychavon tend to travel the furthest.

Distance Band	Bromsgrove	Malvern Hills	Redditch	Worcester	Wychavon	Wyre Forest	Total
< 2km	35	3	62	118	63	103	384
2-5km	71	15	126	154	49	83	198
5-10km	46	45	48	13	89	38	279
10-20km	50	121	54	22	130	48	425
>20km	19	34	36	42	66	58	355
No Data	6	1	4	3	3	5	22
<b>Total</b>	<b>227</b>	<b>219</b>	<b>330</b>	<b>352</b>	<b>400</b>	<b>335</b>	<b>1,863</b>

Table 29: Travel Distance for Special Schools for Worcestershire districts.

This table shows only the travel distances across the districts to state funded and independent special schools. It shows that children residing in Wychavon are travelling greater distances (more than 10km) to a special school than children living in other districts. Most of these children have cognitive needs.

## 6 Combined Special School Forecast

All pupils attending the Worcestershire state funded special schools are recorded on the statutory school census completed in January each year. The demand trends can then be extrapolated forward to forecast likely future demand. For all special schools the future demand is based upon housing and admissions trends in the previous 5 years, therefore there is a risk that forecasts do not take in to account any unmet demand for Special School places in the County. Population in mainstream school has seen an increase of around 0.5-



1% year on year since 2017 with the most significant increase 2019/20, within special schools, this has increased around 4-5% year on year.

Over the last several years, demand for places in special schools has been high, driven by parental demand for high quality specialist education provision. Special schools in Worcestershire have very successfully adapted to high demand and increased the number of pupils attending the schools, with all 9 schools deemed Good or Outstanding by Ofsted. However, there are constraints to further growth for example the physical accommodation or school sites available to grow. 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 need to be considered.

The emphasis over the next several years is to ensure that where suitable mainstream schools can support as many pupils with EHCPs as possible.

In 2021/22 Worcestershire's statistical neighbour authorities placed between 4% and 28% of school-age children with EHC plans in LA maintained special schools. Worcestershire ranks third out of ten statistical neighbours, placing 21% of children in this provision. Worcestershire placed 7% of children in independent schools (both mainstream and special). This is ranked fourth out of ten amongst statistical neighbours. National statistics show that 30% of children with an EHC plan attending maintained special schools in 2021/22 whilst for Worcestershire it was 35%.

The 2022 figures are taken from the number on roll as reported from each school census. From this, the next 4 years are forecast using the combination of individual forecasts (as detailed in Appendix 1) for each special school.

	<b>Chadsgrove</b>	<b>Rigby Hall</b>	<b>Pitcheroak</b>	<b>Kingfisher</b>	<b>Fort Royal</b>	<b>Regency High</b>	<b>Riversides</b>	<b>Vale of Evesham</b>	<b>Wyre Forest</b>	<b>TOTAL</b>
<b>2022</b>	137	202	152	135	241	248	69	184	323	<b>1,691</b>
<b>2023</b>	153	219	166	121	218	247	70	198	284	<b>1676</b>
<b>2024</b>	157	231	169	115	232	262	77	211	300	<b>1754</b>
<b>2025</b>	153	244	167	118	243	275	79	217	314	<b>1810</b>
<b>2026</b>	151	250	165	122	263	275	80	228	332	<b>1866</b>
<b>2027</b>	153	263	171	127	287	278	84	241	350	<b>1954</b>

Table 32: Combined Special School Forecast

Numbers across all schools are expected to be at their highest by 2027 as population grows in Worcestershire, therefore, the demand for Special School places is expected to continue to rise. There is forecast to be a particular significant rise in totals for Rigby Hall (Bromsgrove), Fort Royal (Worcester), Regency High (Worcester), Vale of Evesham (Wychavon) and Wyre Forest. These projections align with mainstream pupil forecasts in these areas also.

Although Droitwich is within Wychavon district the distance to special schools in Worcester City and Bromsgrove are less than to the Vale of Evesham school, therefore we expect children from Droitwich to mainly attend Worcester City or Bromsgrove Special Schools.

More in-depth analysis of each special school can be found in the appendix 1.

## 7 Conclusion

This report assesses the sufficiency of current provision to meet the needs of children with SEND living within Worcestershire.

Ambitions 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.

The percentage of children identified with special educational needs and disabilities has increased slowly over the last 10 years in Worcestershire. This is likely to continue to increase slightly year on year as a percentage of the total population following continual advancement in identification and diagnoses. Where previously babies with difficulties of various causes wouldn't survive early childhood, today they are living fulfilling lives through school and beyond, but with a variety of special needs.

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, specialist FE as well as independent schools which are currently supporting 450 children and young people 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.

Most schools report that children's needs are becoming more complex which supports the trend seen nationally that special schools are providing places for more complex children. High level of complex needs more often require more physical space 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 EHCPs. MABs and language units also provide resourced provision within mainstream schools, enabling special schools to meet the needs of pupils with the most complex needs.

There is a significant cohort that are attending other provision within Worcestershire and outside of the county, such as Independent Specialist, non-maintained specialist and NEET. For 2021/22, 49 children are NEET (Not in Education, Employment or Training) which has almost doubled since 2020/21. The total of children attending specialist independent/non-maintained special schools has steadily increased from 2017 (54) to 2021/22 (228).

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 2022 census' the number of children requiring SEN support increased to 13.6%. 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. 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.

During 2021/2022, there has been internal work with Fort Royal special school to create additional places for Sept 2022. Kingfisher also expanded to enable places for 20 more children from September 2021.

Chadsgrove special school now has post 16 provision, with the Chadsgrove Educational Trust Specialist College catering to those aged 19-25 years old.

Moving forward, there are many projects in which will have an impact on our SEND Sufficiency. We have agreed to expand Tudor Grange Academy Treetops MAB which will aid with the continuing growth of children with Autism needing access, the opening of Christopher Whitehead MAB and the addition of a MAB to the new Worcester City Secondary school will also help to ease pressure.

In Oct 2022, we have also submitted a bid application for an ASD special school, this is to be located within Malvern should it be successful. It is highlighted in the special school appendix that there is a significant need for specialist provision within Malvern.

In early 2023, we will be in open discussion with Worcestershire's special schools to address the provision need for 2023 to ensure we are meeting our sufficiency duties.

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 of Special School Education Provision in Worcestershire 2022 Appendix 3

Document Details:

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Contact: Kirstie Rushton, Provision Planning Analyst

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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.

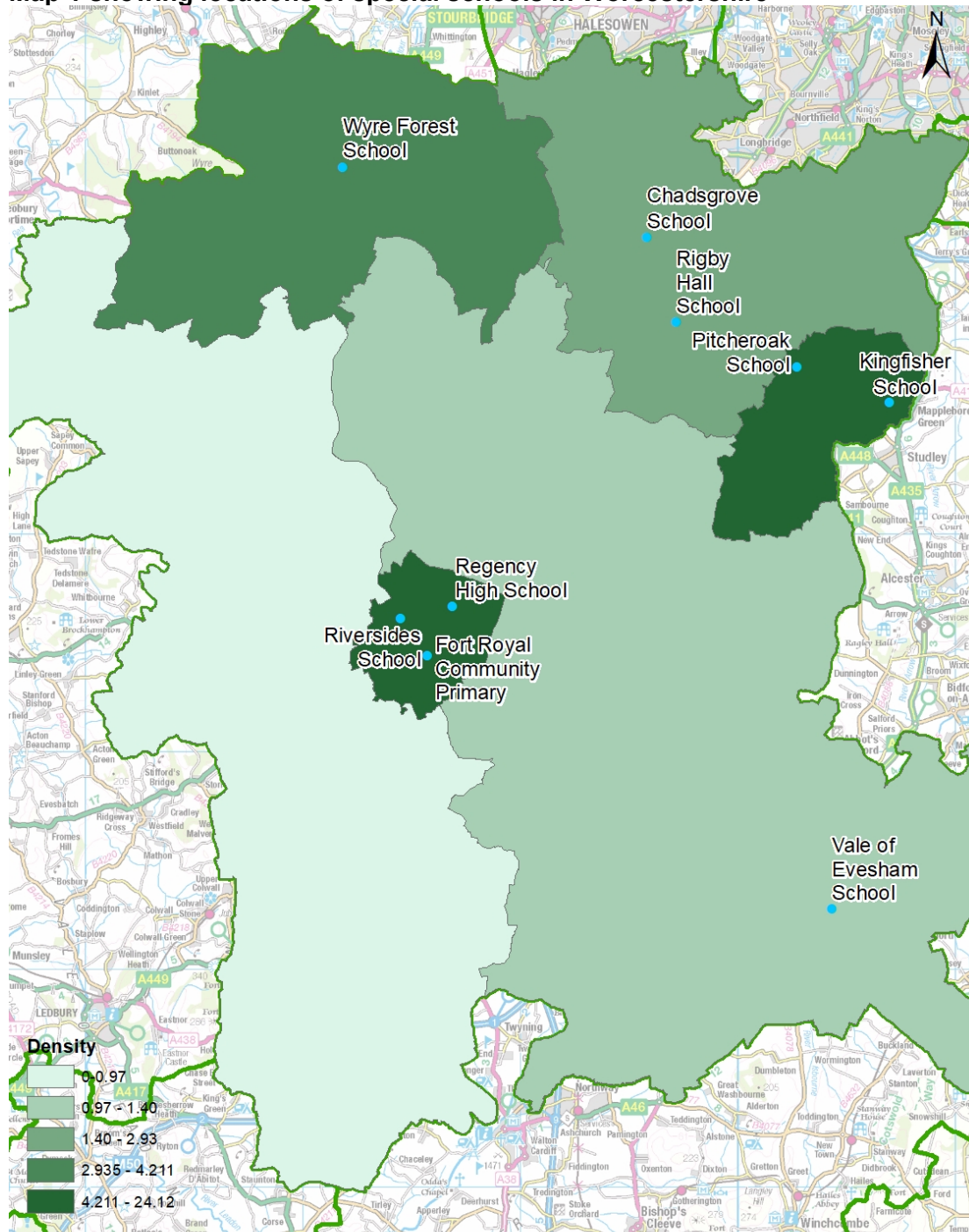
'Special educational needs'<sup>1</sup> is a legal definition and refers to children with learning difficulties or disabilities that make it harder for them to learn than most children the same age or a disability which prevents or hinders them to make the same use of mainstream education. An education, 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 has a total of 9 special schools, 6 generic special schools which were designed to cater for a wide variety of special needs. Chadsgrove School in Bromsgrove specialises in sensory and physical needs. Worcestershire also has 2 schools which specialise in Social, Emotional and Mental Health, Kingfisher Special School in Redditch and Riversides Special School in Worcester. The other special schools are deemed generic special schools, Wyre Forest School, Kidderminster, Fort Royal Primary Special School, Worcester, Regency Secondary Special School, Worcester, Pitcheroak School in Redditch, Rigby Hall in Bromsgrove and Vale of Evesham in Evesham.

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<sup>1</sup> Children and Families Act 2014

**Map 1 showing locations of special schools in Worcestershire**



<b>WORCESTERSHIRE CHILDREN FIRST</b>	Scale: 1:150,000	
County Hall, Spetchley Road, Worcester WR5 2NP	<b>Children attending Worcestershire Special Schools</b>	© Getmapping Plc and Bluesky International Limited 2018

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

The darker green areas are those with the highest population density with an EHCP.

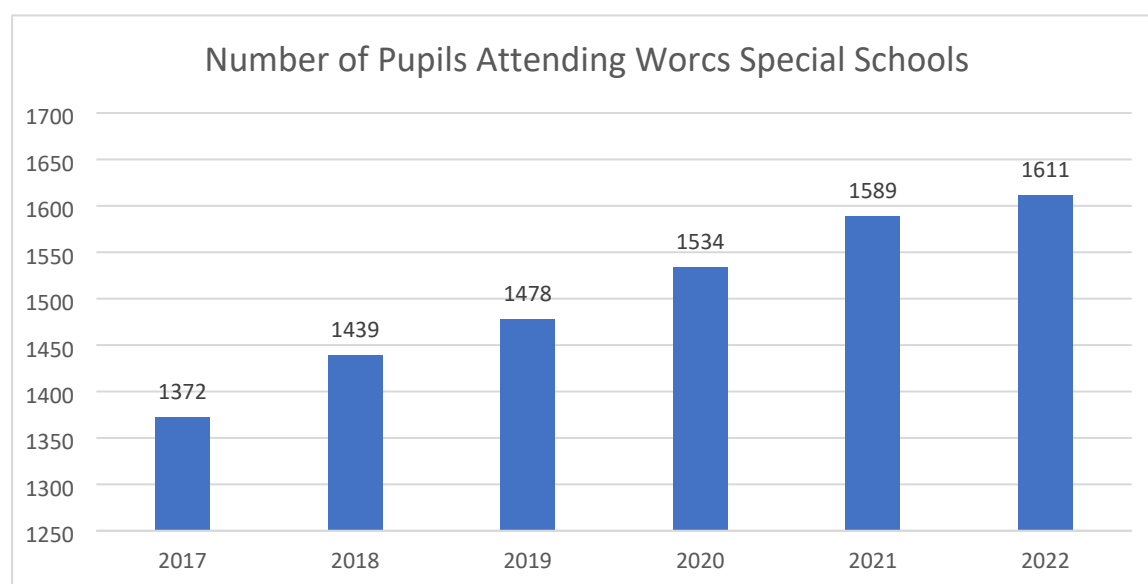


## 2. General Observations for Worcestershire Special Schools

The SEN2<sup>2</sup> statutory return reported that there were 4,555 children and young people in Worcestershire, with Education, Health and Care plans in January 2022, whom the Authority has responsibility for. This represents a 59% increase on the 2692 children and young people with EHCPs in January 2017, a trend that has been seen over the last several years.

Of the 4,555 children and young people in Worcestershire with an EHCP 1,611 are recorded to be attending one of the 9 Worcestershire Special Schools in January 2022.

**Graph 1: Growth of pupils in Special Schools**



Source: January Census and SEN 2 February

Special Schools	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
<b>Chadsgrove School</b>	132	128	125	126	128	132	137
<b>Fort Royal</b>	193	220	212	208	218	220	241
<b>Kingfisher</b>	68	74	83	92	99	137	135
<b>Pitcheroak</b>	143	146	153	155	151	156	152
<b>Regency</b>	172	178	199	207	233	241	248
<b>Rigby Hall</b>	133	137	134	166	166	196	202
<b>Riversides</b>	62	66	65	63	69	66	69
<b>Vale of Evesham</b>	163	169	189	178	190	177	184

<sup>2</sup> The annual SEN2 survey is a statutory duty of the LA collecting data on all children and young people with Education and Health Care Plans. Such data can be compared across all of England.

<b>Wyre Forest</b>	238	256	257	261	267	289	323
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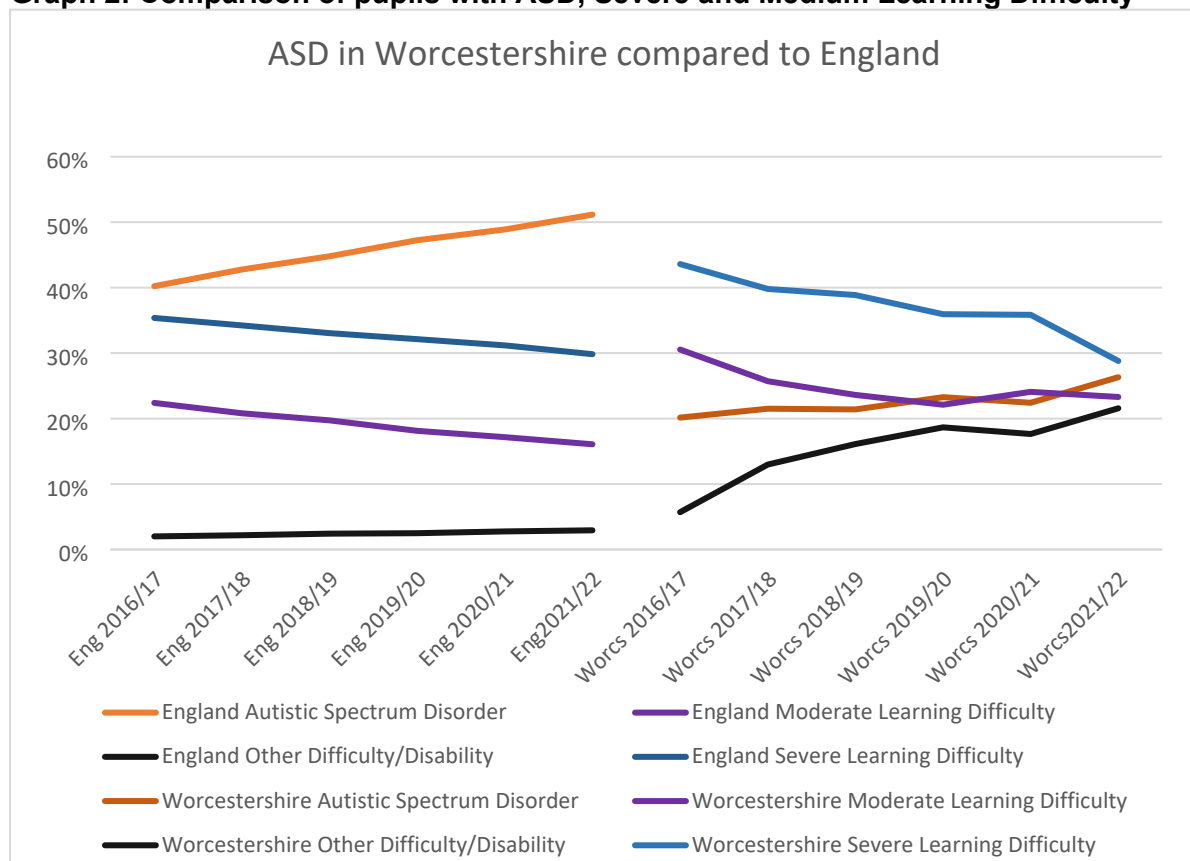
Source: NOR January Census

All of the special schools recognise there is an increased level of severity and complexity of special need than was the case 10 years ago. There is a trend between the needs of ASD and Moderate Learning Difficulty (MLD), this may be linked to an increase in diagnosis of ASD as health and education professionals recognise signs earlier and the underlying condition is becoming more prevalent.

The chart below shows how the number of pupils in state funded Special Schools with a primary MLD need is reducing by roughly 1-2% each year and numbers of pupils with primary ASD need are increasing around 2% each year in England.

More pupils are being recorded with a primary need of 'Other difficulty/disability' in Worcestershire Special Schools, this category has seen a 4% rise since 2020/2021 and a 16% increase since 2017. There is an assumption that pupil with more complex difficulties and disabilities are being recorded this way. The number of pupils with Severe Learning Difficulty primary needs, like MLD, are reducing in both Worcestershire and England

**Graph 2: Comparison of pupils with ASD, Severe and Medium Learning Difficulty**



Source: DfE statistics England and Worcestershire children with EHCPs in state-funded special schools by Primary Need.

Each special school is experiencing higher numbers of consultations for placements. Some schools have been able to increase class sizes to accommodate more pupils into the schools. Children attending special schools have differing levels of need.

The number of consultations by school does not amend the forecasting methodology, as there is usually more than one school consulted for the same child.

The demand for post-16 and 19-25 are growing and most of the schools are considering expanding in this direction. For 19+ provision, a special school must register separately as an establishment of specialist further education.

### 3. Methodology of Forecast

The 'Known Children forecast' uses the last 5 years of pupils on roll at each school to model the arrivals and departures of children as well as likely cohort progression. The forecast combines these trends with the forecast SEND by age, primary area of need and geographical spread of SEND demand. Forecasts were shared with each school, to review and provide local intelligence.

For schools with Reception classes, the 'Special School Forecast based on Known Reception Figure' uses the known Reception number and forecasts totals based on this known figure.

For schools that don't include Reception classes, the 'National Trend Forecast' uses school trends, the county mainstream forecast of which children with EHCPs are a subset. The national average suggests that 37% of children with EHCPs at all public funded schools (R-14) are placed in special schools. This figure is then split according to where the children live and which special schools pupils are most likely to attend.

### 4. Forecast by School

#### 3.1 Chadsgrove School (Physical Disability)

Chadsgrove School is a Community Special School specialising in physical disabilities (PD). The school has an age range of 2 – 19 years and an 'outstanding' Ofsted grading (March 2020). 69% of children at this school have PD as a primary need, the largest year group on roll currently is year 7.

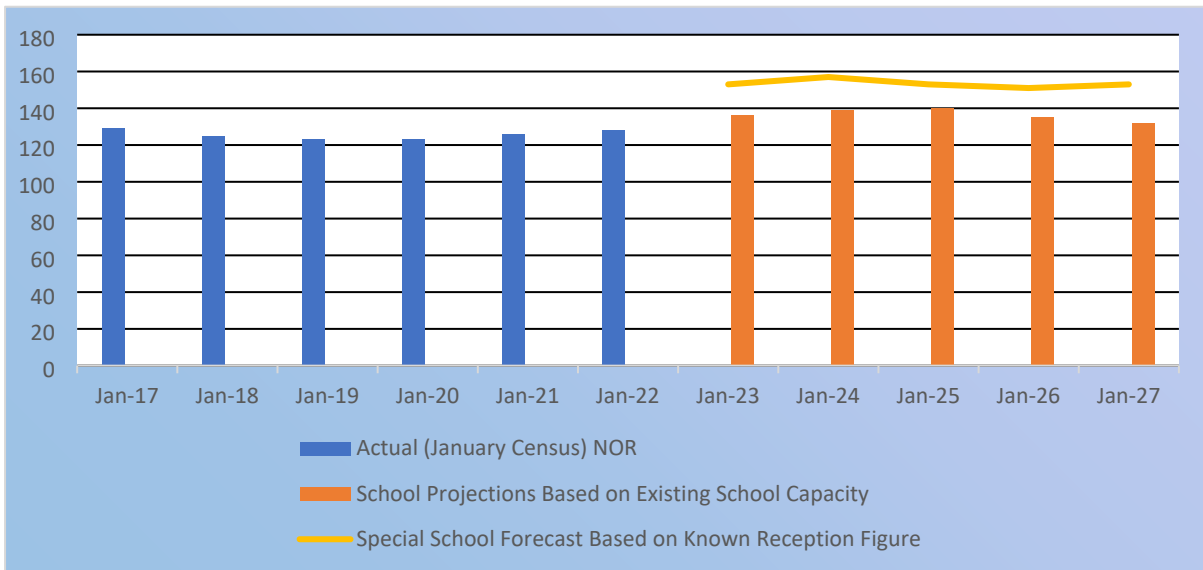
**Table 1** shows the forecast number of pupils on roll expected based on the known Reception figure for September 2022. The numbers of pupils in higher year groups (Years 7+) are expected to continue to increase whereas those between reception and Year 6 are forecast to stabilise.

**Table 1: Forecast numbers on roll at Chadsgrove 2023-2027**

Forecast	N1	N2	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total Excl N1 + N2
Jan-23	3	1	9	11	10	7	6	6	10	8	18	8	8	9	16	18	9	153
Jan-24	4	4	9	9	11	11	7	7	5	11	9	18	9	7	11	18	15	157
Jan-25	4	6	9	9	9	12	11	8	6	6	11	9	18	8	9	13	15	153
Jan-26	4	6	9	9	9	10	12	11	8	7	7	11	9	18	10	11	10	151

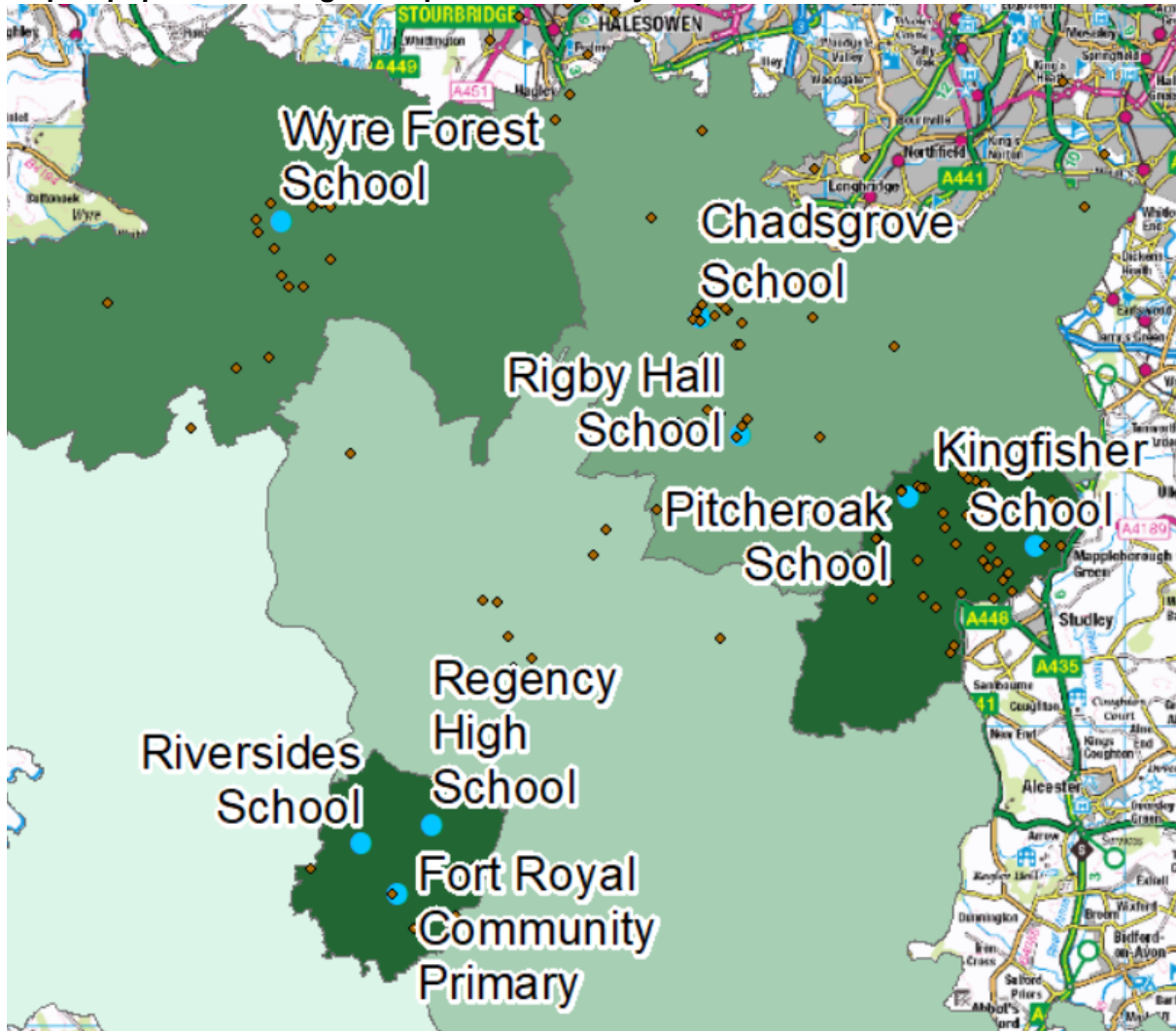
Jan-27	4	6	9	9	9	10	10	12	11	9	8	7	12	8	19	12	8	153
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**Graph 3: Numbers on roll, forecast and trends for Chadsgrove School**



Graph 3 includes numbers on roll from January 2017 to January 2022 and then two variations of forecasts, one from the school’s projections based on local knowledge and expectations.

### Map of pupils at Chadsgrove Special School by distance



The largest cohort of children attending Chadsgrove school are from the Redditch district. The children travelling the furthest distance to attend (20km+) are from Worcester and Wychavon.

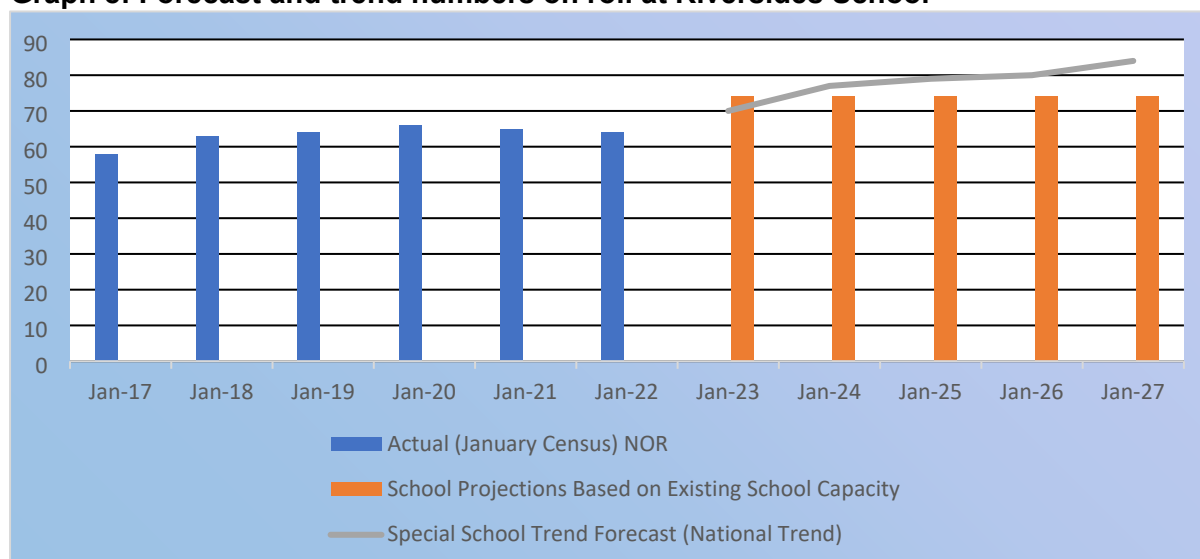
### 3.2 Riversides School (SEMH)

Riversides is an Academy special school, one of two specialist SEMH schools in the county and has maintained a 'Good' Ofsted rating from their inspection in 2021. The school has an age range of 7-16 years old.

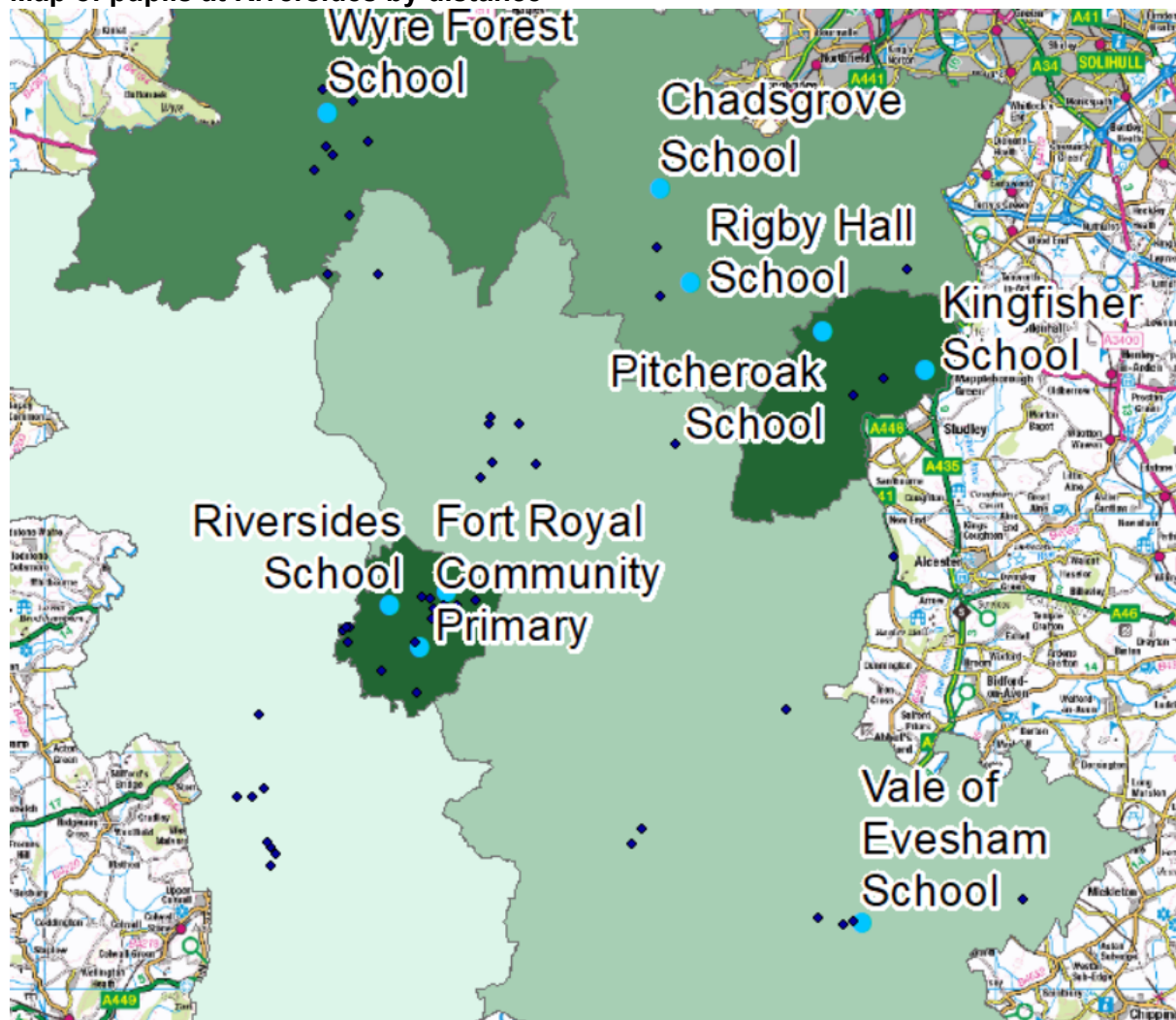
**Table 6: Forecast numbers on roll at Riversides School**

Forecast	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-23	-	-	-	2	3	8	11	8	8	12	12	6	-	-	-	70
Jan-24	-	-	-	4	4	5	10	13	8	8	13	11	-	-	-	77
Jan-25	-	-	-	5	7	8	8	9	12	14	9	9	-	-	-	79
Jan-26	-	-	-	5	7	8	8	9	12	14	9	9	-	-	-	80
Jan-27	-	-	-	5	7	8	11	10	9	12	14	9	-	-	-	84

**Graph 8: Forecast and trend numbers on roll at Riversides School**



### Map of pupils at Riversides by distance



Outside of Worcester, children are travelling over 5 miles to attend Riversides. Just under 10% of its pupils in Redditch and Bromsgrove who are closer to Kingfisher (also an SEMH specialist school) who are travelling 10km+ to attend Riversides.

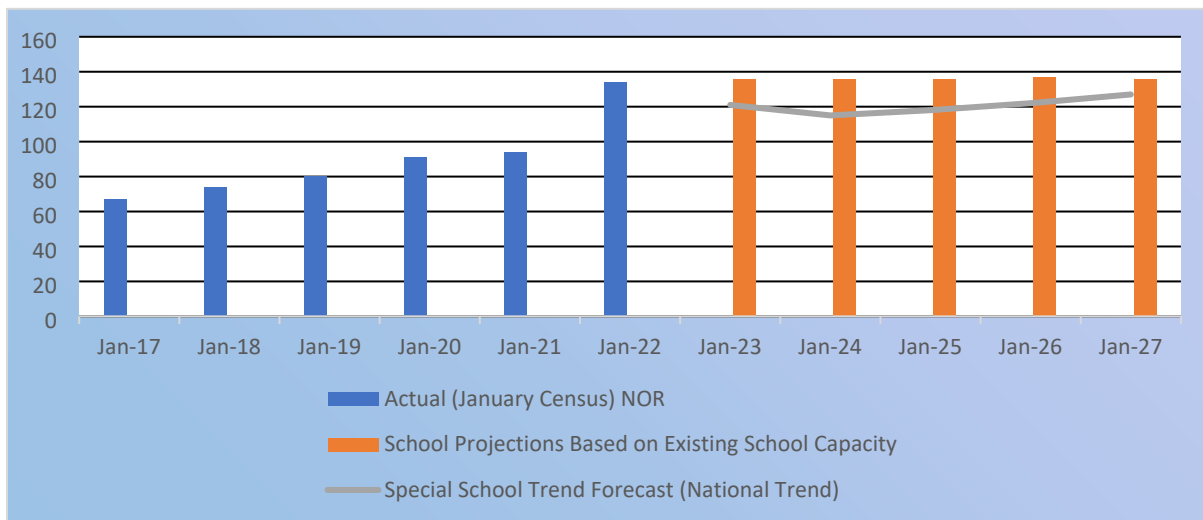
### 3.2 Kingfisher School (SEMH)

Kingfisher school is also an Academy special school specialising in SEMH needs, rated 'Outstanding' by Ofsted in 2019. Kingfisher increased the capacity of the school and changed the age range from September 2021 to include provision for post-16.

**Table 5: Forecast numbers on roll at Kingfisher School**

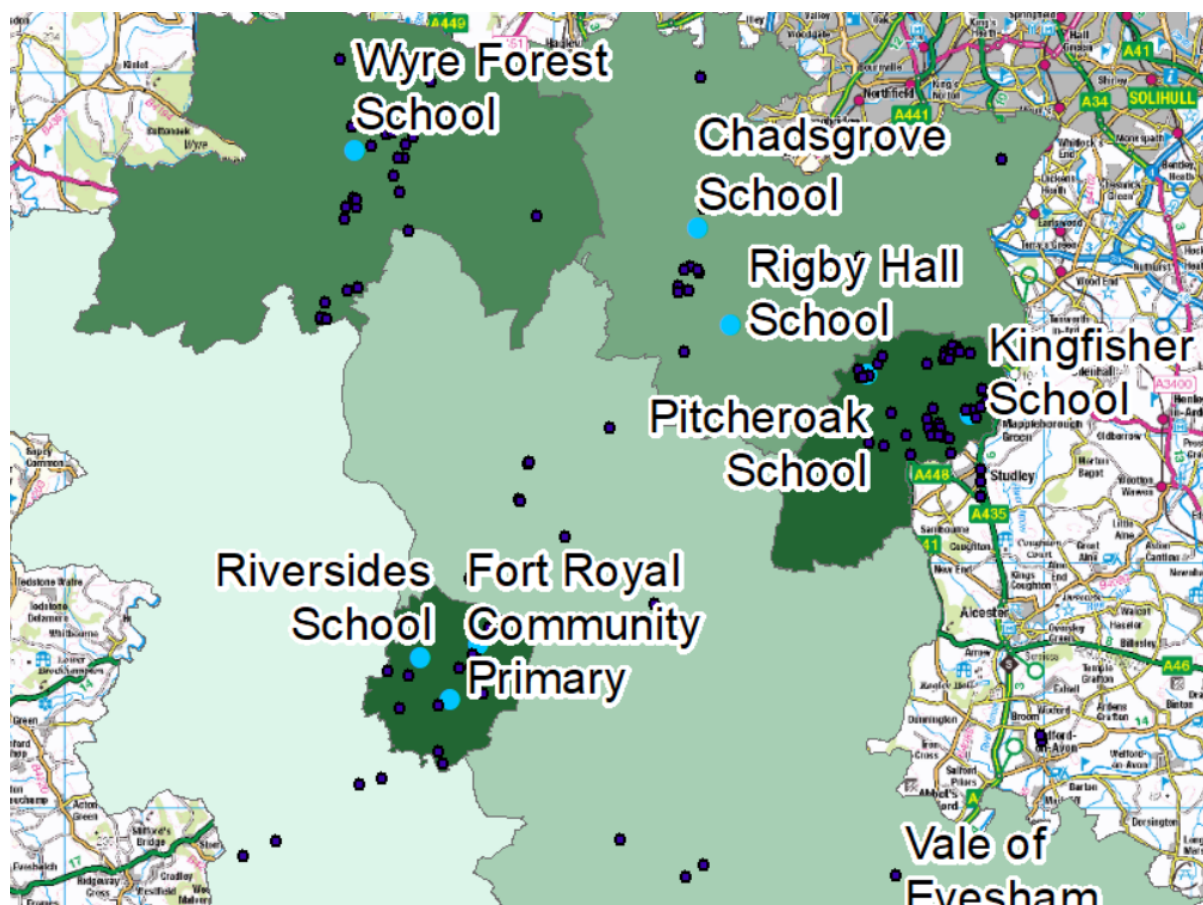
Forecast	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-23				1	5	8	7	17	17	13	12	15	8	18	-	121
Jan-24				2	6	6	11	10	18	18	15	12	6	11	-	115
Jan-25				2	7	7	9	15	11	20	20	15	3	9	-	118
Jan-26				2	7	8	10	13	15	13	21	20	7	6	-	122
Jan-27				2	7	8	11	13	14	17	14	21	11	9	-	127

**Graph 7: Forecast and trend numbers on roll at Kingfisher School**





Map showing pupils of Kingfisher Special School by distance



35% of Kingfisher's pupils are within the Redditch district and travel less than 5km to attend. Kingfisher has children attending from all over the county, 43% travel over 20km between their home and the school.

### 3.3 Rigby Hall Day Special School (Generic)

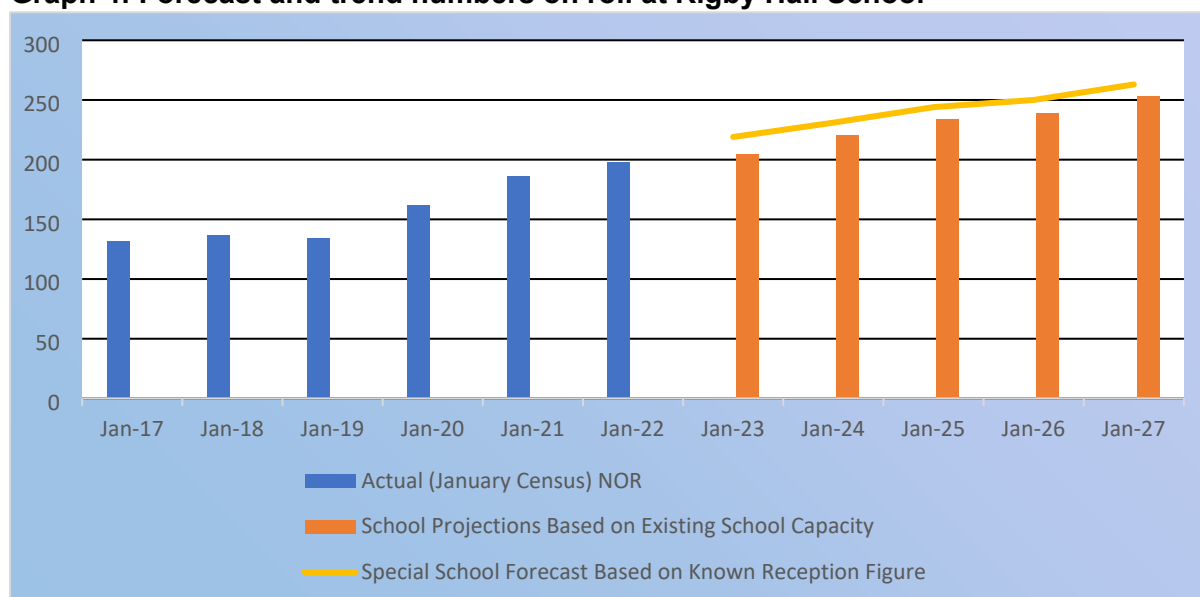
Rigby Hall School is a Community Special School, the school has an age range of 4 – 19 years and a 'Good' Ofsted grading (February 2022). The majority of children at Rigby Hall have Speech Language and Communication Needs (SLCN) or Moderate Learning Difficulties (MLD).

Table 2 shows the forecast number of pupils on roll expected based on the known Reception figure for September 2022

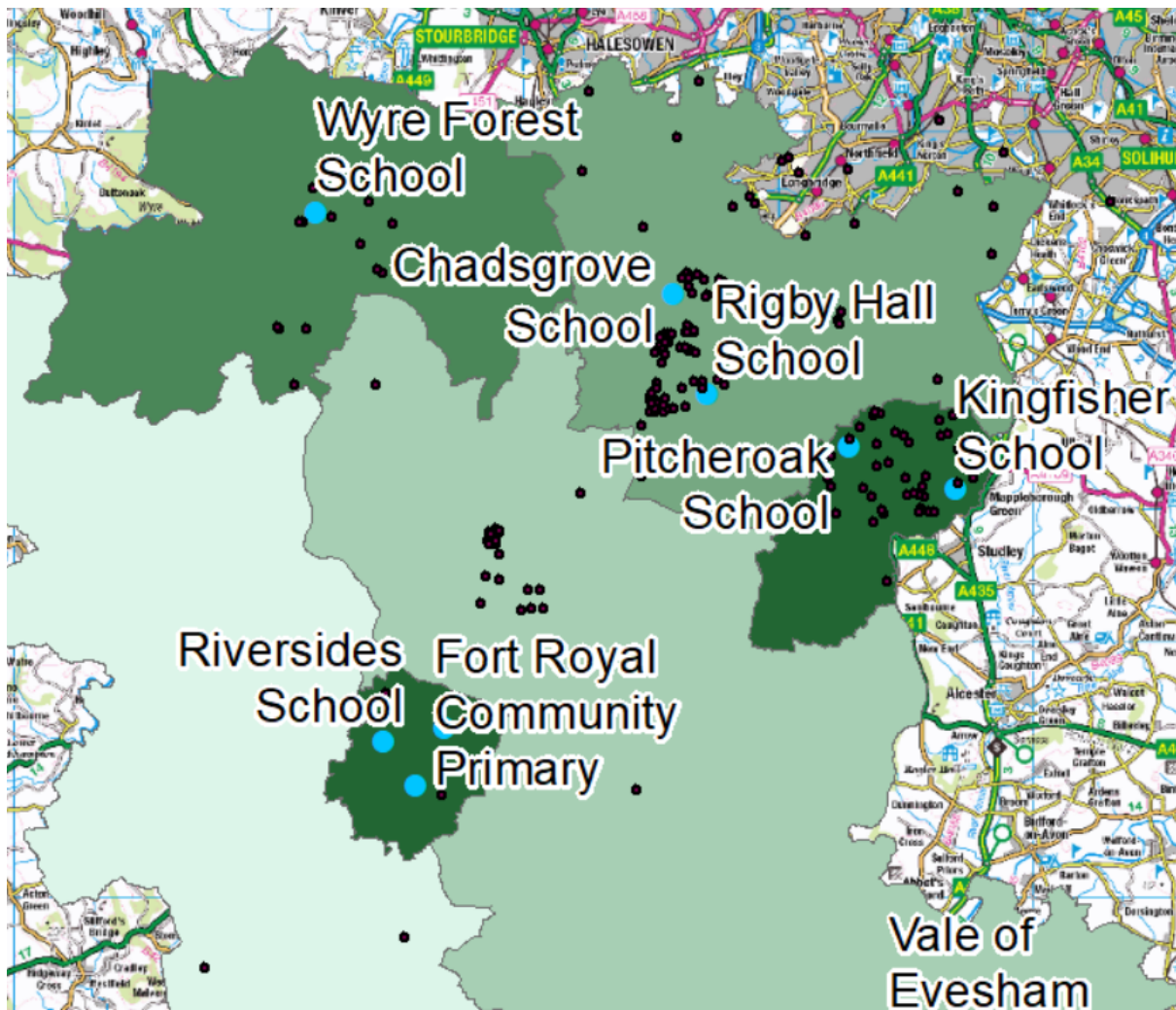
**Table 2: Forecast numbers on roll at Rigby Hall School**

Forecast	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-23	10	14	13	15	21	17	22	11	18	16	16	21	13	12	0	219
Jan-24	10	13	16	16	18	23	17	24	13	19	16	16	21	9	0	231
Jan-25	10	13	15	18	19	20	24	19	26	14	19	16	15	16	0	244
Jan-26	10	13	15	17	21	21	20	25	21	27	14	19	16	11	0	250
Jan-27	10	13	15	17	20	24	22	22	27	22	27	14	19	11	0	263

**Graph 4: Forecast and trend numbers on roll at Rigby Hall School**



## Map of pupils at Rigby Hall Day Special School by distance



38% of Rigby Hall students are within 5km of the schools location. However, there is also a large percentage of children travelling 10km+ to attend the school (33%).

### 3.4 Wyre Forest School (Generic)

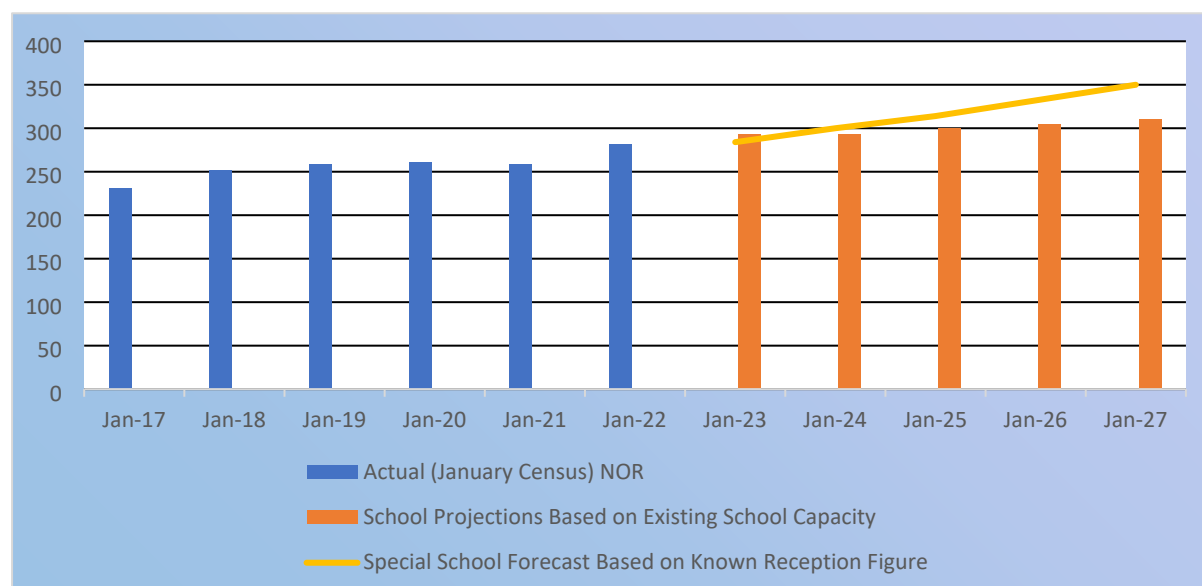
Wyre Forest is a generic community special school for children aged 2-19, rated 'Good' by Ofsted in 2019. This school also has a Nursery Assessment Unit which can accommodate 25 pre-school age children on a part time basis.

This generic school is relatively large and there is no specific peak age group.

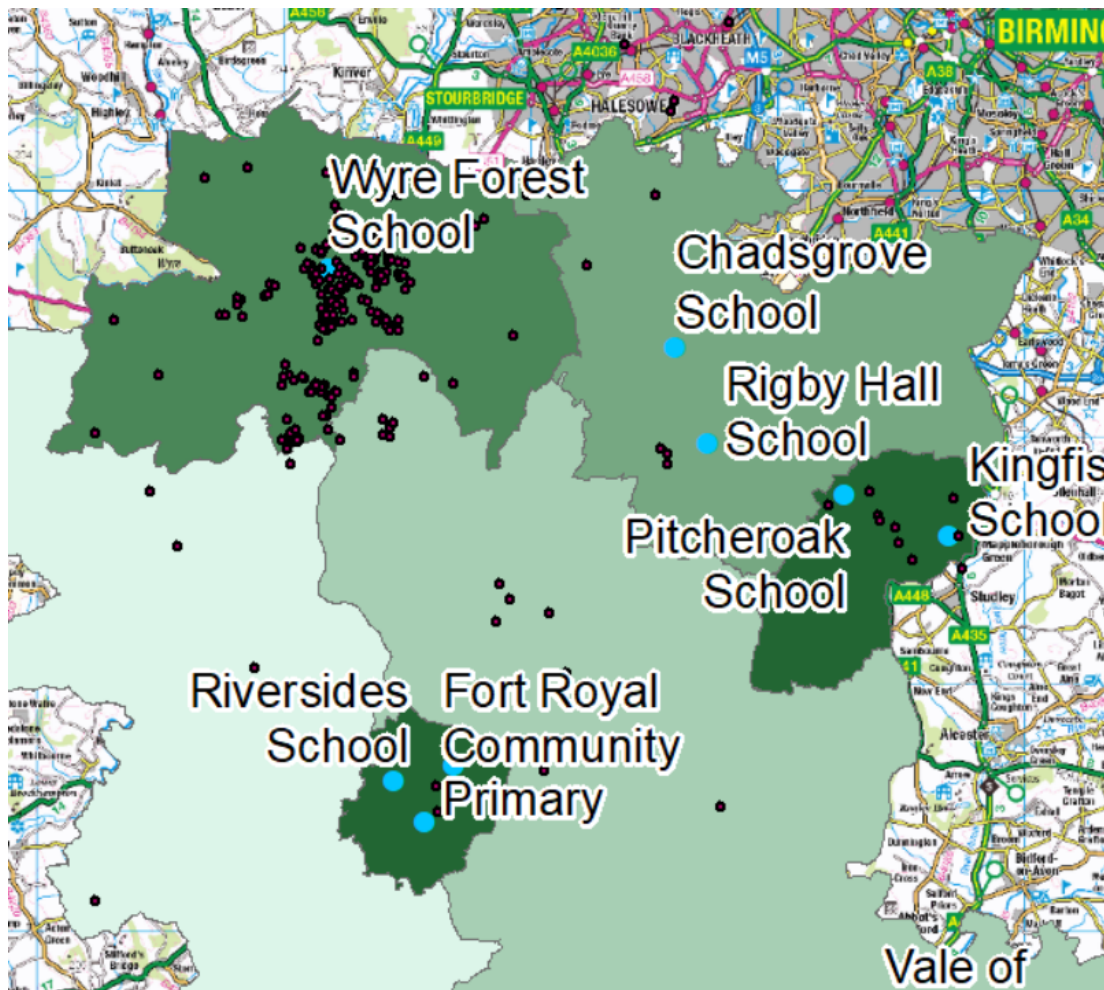
**Table 3: Forecast numbers on roll at Wyre Forest School**

Forecast	N2	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total Excl N2
Jan-23	14	26	11	21	20	22	25	27	24	21	22	9	24	14	13	5	284
Jan-24	16	26	26	13	22	21	23	27	31	25	20	22	9	18	11	6	300
Jan-25	13	26	26	28	14	23	22	25	30	31	25	20	22	3	15	4	314
Jan-26	13	26	26	28	29	15	25	24	28	31	31	25	20	16	-	8	332
Jan-27	13	26	26	28	29	30	16	26	27	29	30	31	25	14	13	-	350

**Graph 5: Forecast and trend numbers on roll at Wyre Forest School**



## Map of pupils at Wyre Forest Special School by distance



Wyre Forest has 77% of its attendees living within the district it is located, meaning travel distance for these pupils is less than 10km. 10% of its pupils, mostly from the Redditch district, have a travel distance from home to the school of over 20km.

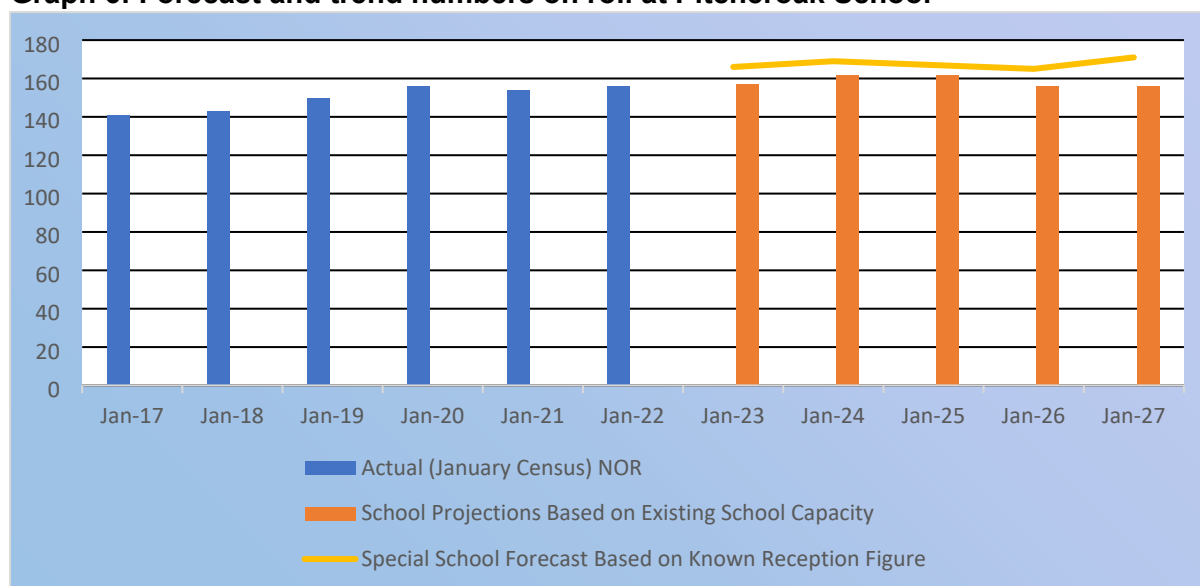
### 3.5 Pitcheroak School (Generic)

Pitcheroak in Redditch provides provision for children age 4-19 and is also a generic special school. Pitcheroak was also rated 'Good' following a short Ofsted inspection in 2018. They aim to have no more than 10 children per year group as there is currently no building work plans to expand and allow them to accept more children. Most year 13 young people at Pitcheroak until recently left school or moved into further education but it is now expected that they will stay for year 14.

**Table 4: Forecast numbers on roll at Pitcheroak School**

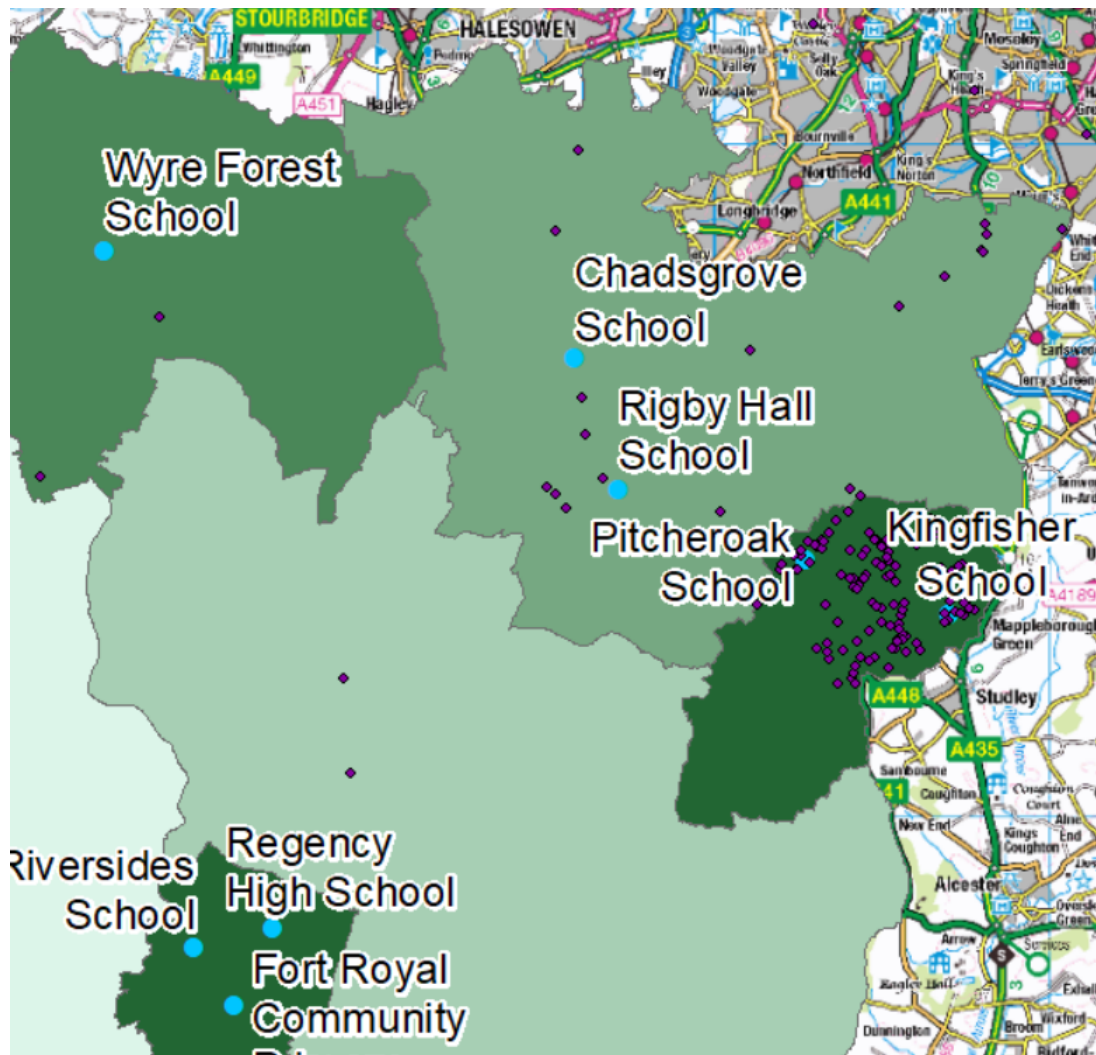
Forecast	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Jan-23	7	14	12	10	10	10	9	14	10	10	10	11	16	17	6	166
Jan-24	8	10	15	13	10	11	10	11	13	10	10	10	10	16	10	169
Jan-25	8	11	11	16	13	11	12	12	10	14	10	10	9	10	10	167
Jan-26	8	11	13	12	16	14	11	13	11	10	14	10	9	9	4	165
Jan-27	8	11	13	13	12	17	15	13	12	11	10	14	9	10	2	171

**Graph 6: Forecast and trend numbers on roll at Pitcheroak School**



The higher forecast numbers in this table reflect those children from Redditch currently at Wyre Forest School and Rigby Hall Day Special School.

## Map of pupils at Pitcheroak School by distance



The map above clearly shows a large proportion of children attending Pitcheroak are also within the Redditch district (83%). The second largest cohort are within Bromsgrove, where the majority are travelling between 5-10km from home to Pitcheroak school.

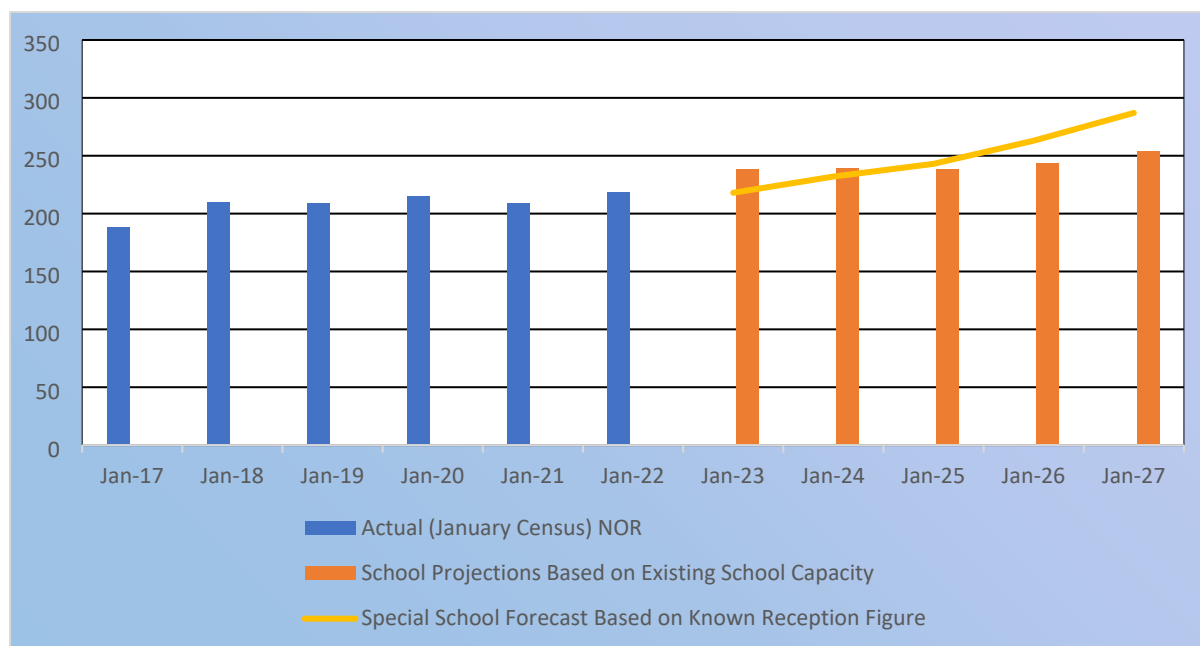
### 3.6 Fort Royal Primary School (Generic)

Fort Royal Primary School is a community special school for children aged 2-11, and is an Ofsted rated 'Good' special school. They also operate a nursery assessment unit where children are assessed to determine the level of support they may need on entry into school.

**Table 7: Forecast numbers on roll at Fort Royal Primary School**

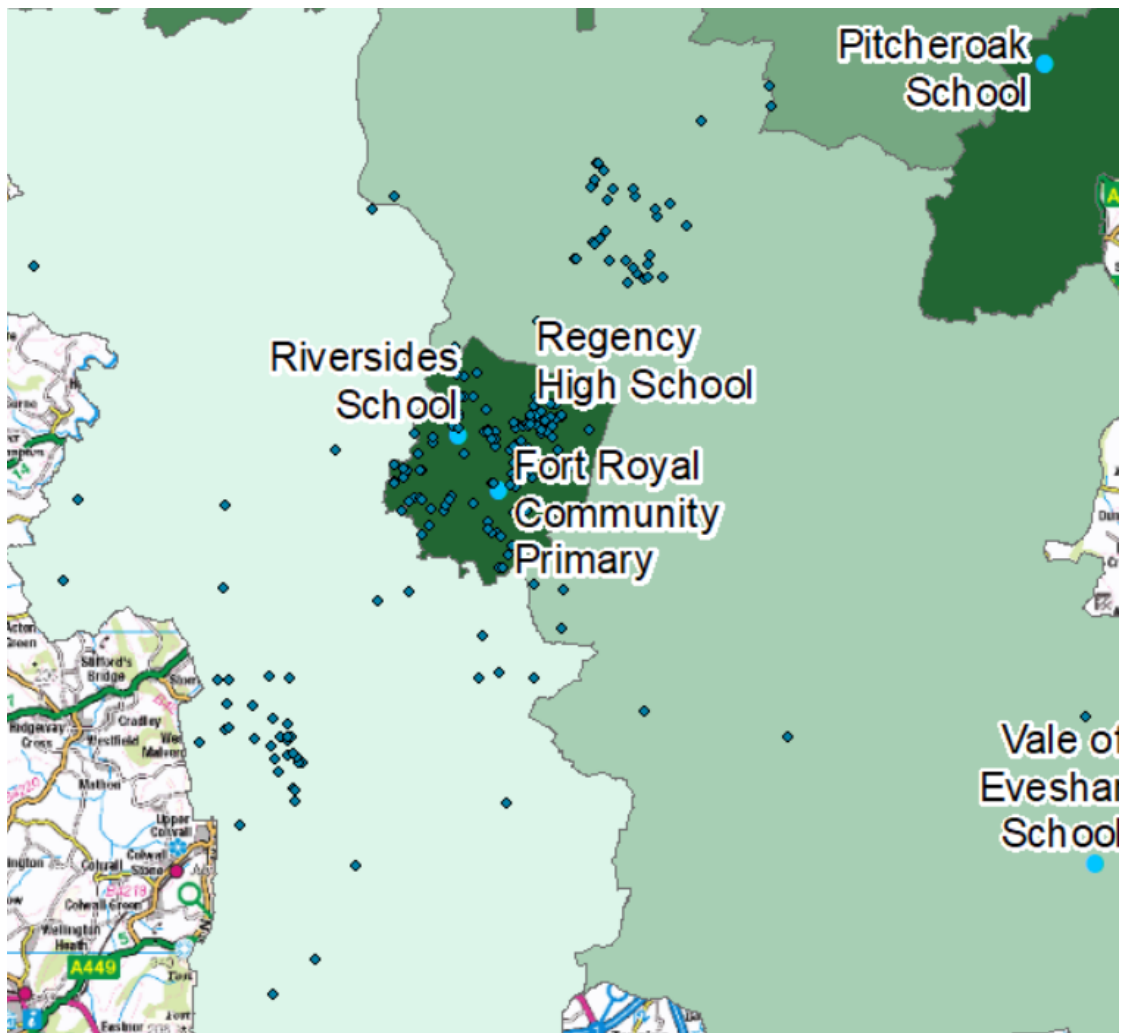
Forecast	N1	N2	R	1	2	3	4	5	6	Total Excl N1+N2
Jan-23	1	30	48	12	30	26	30	38	34	218
Jan-24	3	30	48	49	13	30	26	29	37	232
Jan-25	3	32	48	49	50	13	30	25	28	243
Jan-26	3	32	48	49	50	50	13	29	24	263
Jan-27	3	32	48	49	50	50	50	12	28	287

**Graph 9: Forecast and trend numbers on roll at Fort Royal Primary School**





### Map of pupils at Fort Royal Primary Special School by distance



Fort Royal and Regency have the highest percentage of pupils attending from the Malvern area. These are the two closest generic special schools to the district. The majority of Fort Royals pupils live within the neighbouring districts, Worcester, Wychavon and Malvern.

### 3.7 Regency High School (Generic)

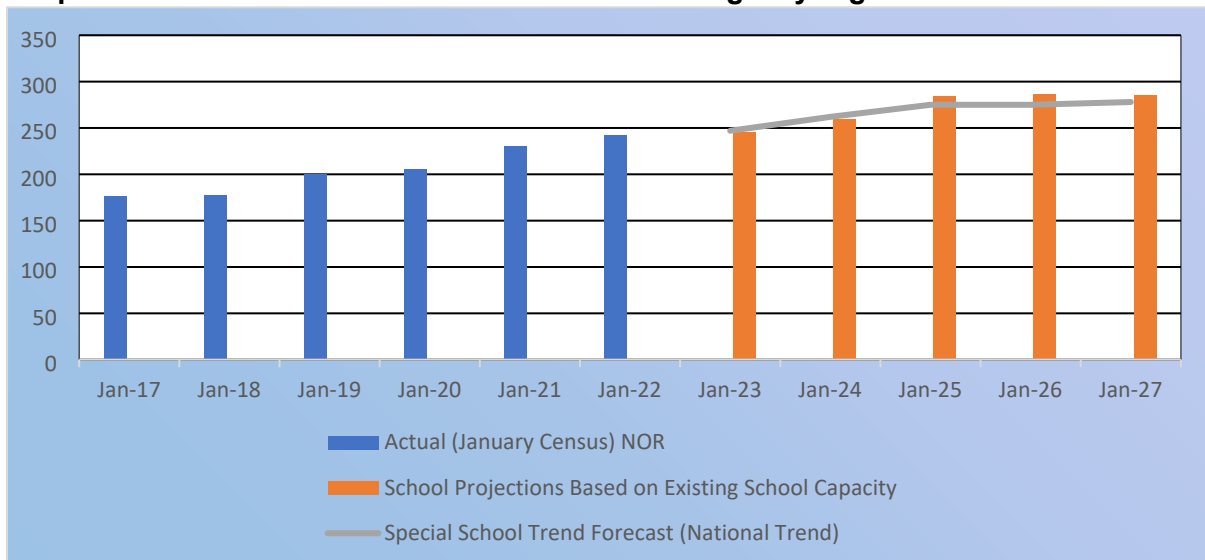
Regency High School is an Academy generic special school for children aged 11-19. In 2019, they were rated 'Good' following their Ofsted inspection. Regency High school has an informal feeder relationship from Fort Royal Primary School whereby they accept all the previous year's year 6. They also expect on average another 10 students in year 7 with newly arising special needs.

Together with Fort Royal Primary School, Regency High covers the areas of Malvern, Upton, Martley, Worcester and some of the children from Droitwich.

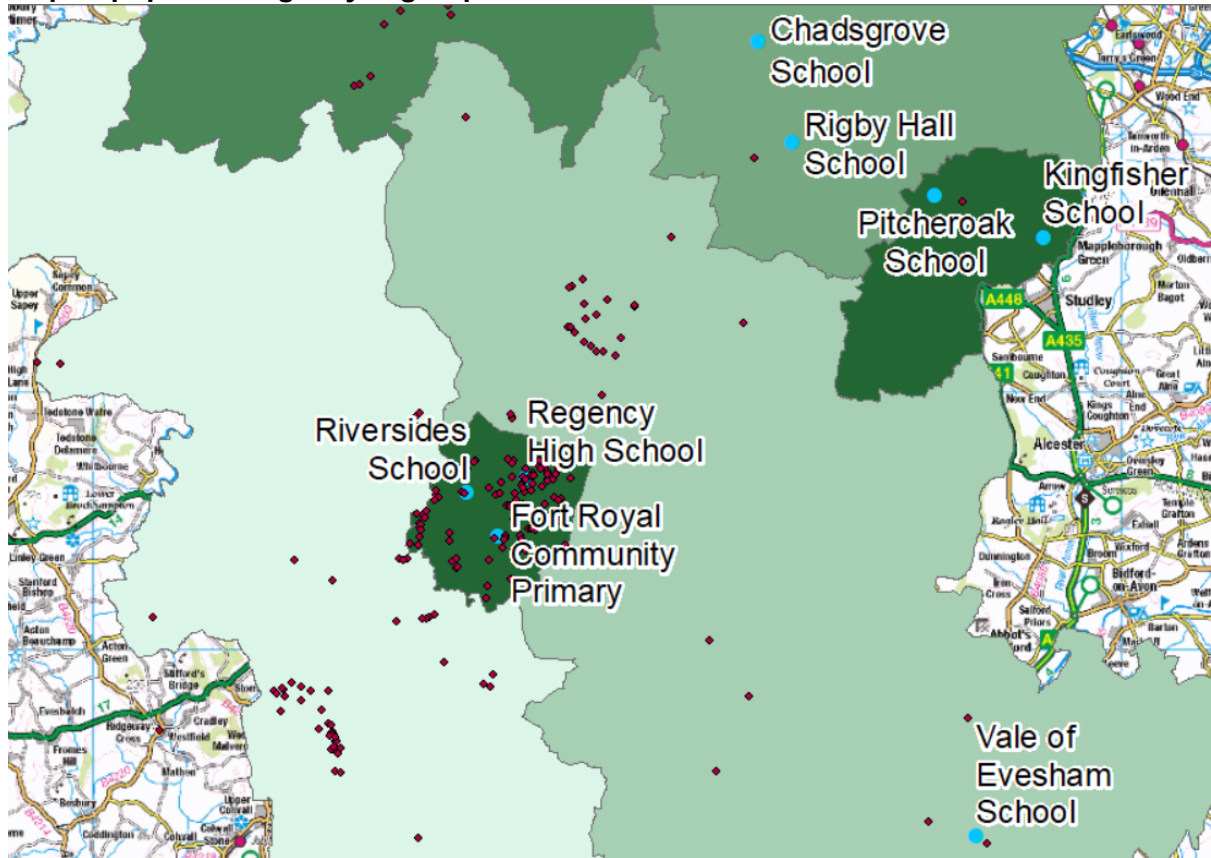
**Table 8: Forecast numbers on roll at Regency High School**

Forecast	7	8	9	10	11	12	13	14	Total
Jan-23	35	33	40	33	49	26	26	6	247
Jan-24	38	37	35	41	33	48	24	8	262
Jan-25	36	40	38	36	40	32	46	7	275
Jan-26	38	38	42	39	35	39	30	14	275
Jan-27	36	40	39	43	39	34	37	9	278

**Graph 10: Forecast and trend numbers on roll at Regency High School**



## Map of pupils at Regency High Special School



32% of Regency High students are travelling over 10km to attend. Children in Wyre Forest are the largest cohort traveling over 20km.

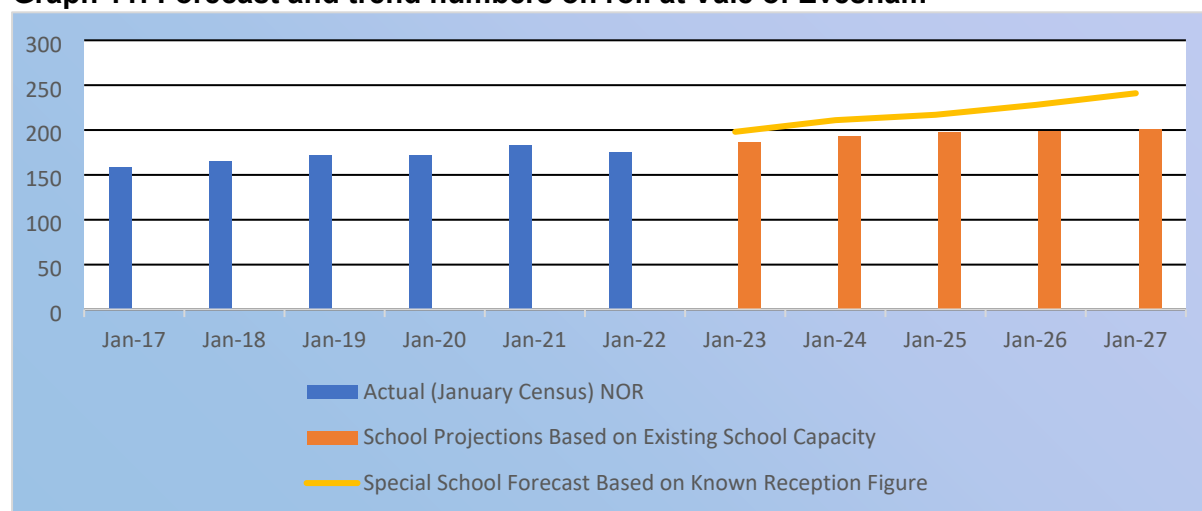
### 3.8 Vale of Evesham School (Generic)

Vale of Evesham is also an Academy generic special school. Children aged 2-19 are able to attend This school covers most of Wychavon district, a wide rural area, so most of the pupils are driven in.

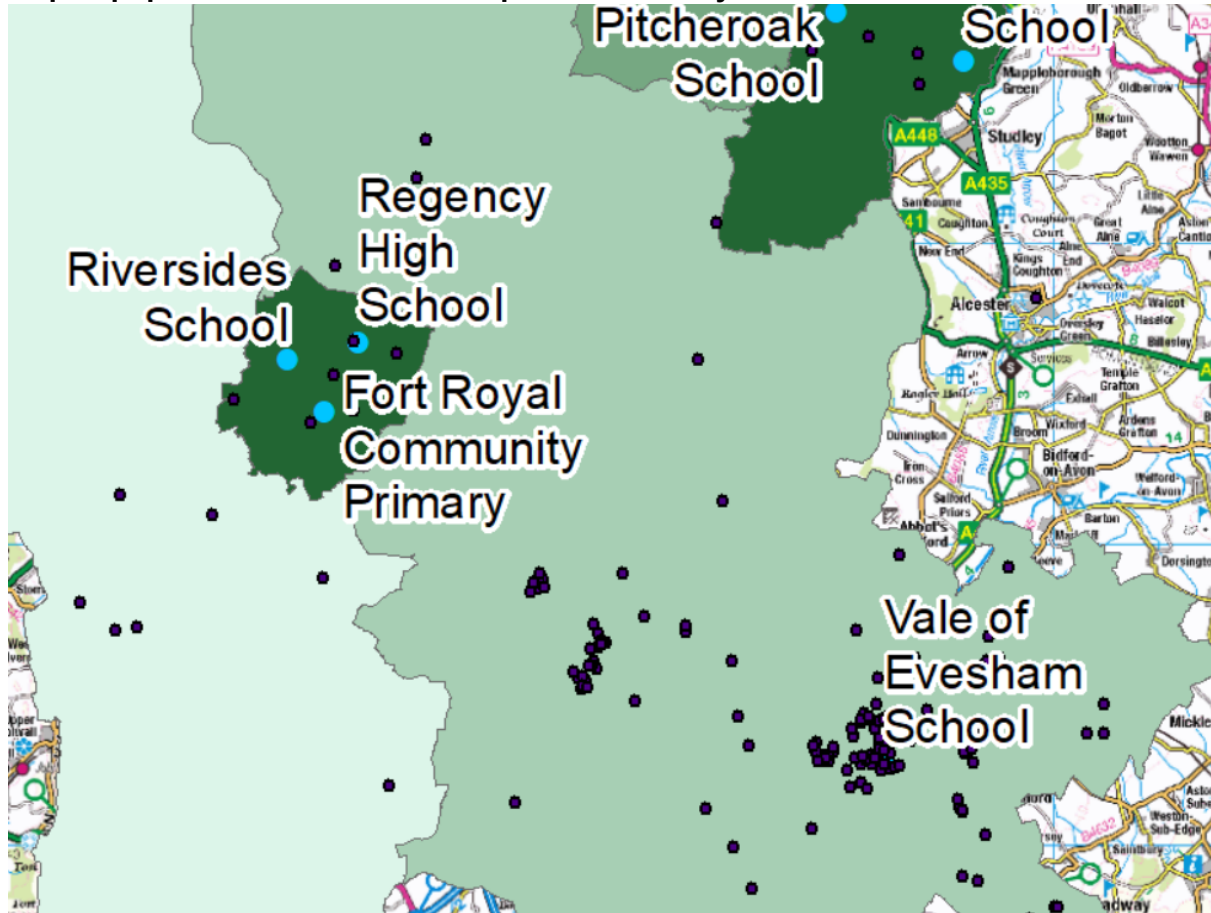
**Table 9: Forecast numbers on roll at Vale of Evesham**

Forecast	N1	N2	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total Excl N1+N2
Jan-23	3	9	20	11	14	10	16	15	17	11	17	7	14	12	16	15	3	198
Jan-24	3	12	20	20	11	13	11	18	16	18	12	18	7	14	12	15	6	211
Jan-25	3	13	20	20	20	11	15	12	19	16	18	12	17	7	13	11	6	217
Jan-26	3	13	20	20	20	20	12	16	14	19	17	18	12	18	7	13	2	228
Jan-27	3	13	20	20	20	20	21	14	18	14	20	17	18	12	17	6	4	241

**Graph 11: Forecast and trend numbers on roll at Vale of Evesham**



Map of pupils at Vale of Evesham Special School by distance



The Vale of Evesham school is located in the Wychavon district, 86% of its pupils also live within this district. 19% are still travelling over 10km to the school even though they live within the Wychavon district. The second largest cohort of children attending Vale of Evesham are from Malvern, with just under 4% of those within Malvern Hills with a travel distance of over 20km.

## Conclusion

Chadsgrove is the only special school which specialises in physical disabilities. 60% of children attending Chadsgrove School are travelling 10-20km from their home address. Note that there are several children from north of the county boundary attending Chadsgrove school also. As Chadsgrove is the only special school that specialises in physical disability within Worcestershire, there are a significant number of children travelling from Wychavon/Wyre Forest which is the reason for such high travel distances.

It is expected that children with SEMH will be attending Riversides, Worcester or Kingfisher, Redditch as there is no other state funded specialist SEMH provision in the county. Children in Malvern that would be better suited to go to Riversides out of the two due to location, are travelling over 20km to attend Kingfisher. The majority of children attending Riversides live within Worcester or Wychavon. 29% of children are travelling over 20km to attend the school, with the majority coming from Wychavon.

At the generic special schools, there are children travelling further distances while there is a closer Special School within their own district. For example, 23% of children in Redditch are attending Rigby Hall school, when there is Pitcheroak Special School closer.

For Wyre Forest school, there are several pupils from Redditch, whose needs could be met at Pitcheroak School with much less travel distances and time. The majority of children attending Pitcheroak (57%) school live within the district of Redditch. Just under 3% of children attending travel a distance of 20km or more.

63% of attendees at Fort Royal school live within 0-5km of the school. The longest distance travelled to attend Fort Royal school is 40km. A large number of children attending live within Malvern as there currently isn't any Special School provision within this district, they are having to travel 10-20km to access provision.

12% of children attending the Vale of Evesham school are travelling over 20km. One would expect that children from Malvern would be better placed in special schools in Worcester as this is nearer. There is also provision in Redditch that children within this district could attend, which would prevent them from having to travel so far.

There is evidence to suggest Special School provision is needed in the Malvern that would alleviate some of the current pressures on Worcester and Wychavon Special Schools. There is additional demand for more generic special schools places in Worcester City, Bromsgrove, Redditch and Wychavon.

We have to take into account that parental preference is a key factor, particularly when it comes to special schools and specialist provision.



# Good education places for all Worcestershire children

Worcestershire County Council's  
School Organisation Plan

2019 - 2024

# Contents

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# 1. Introduction

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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

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### 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](http://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.

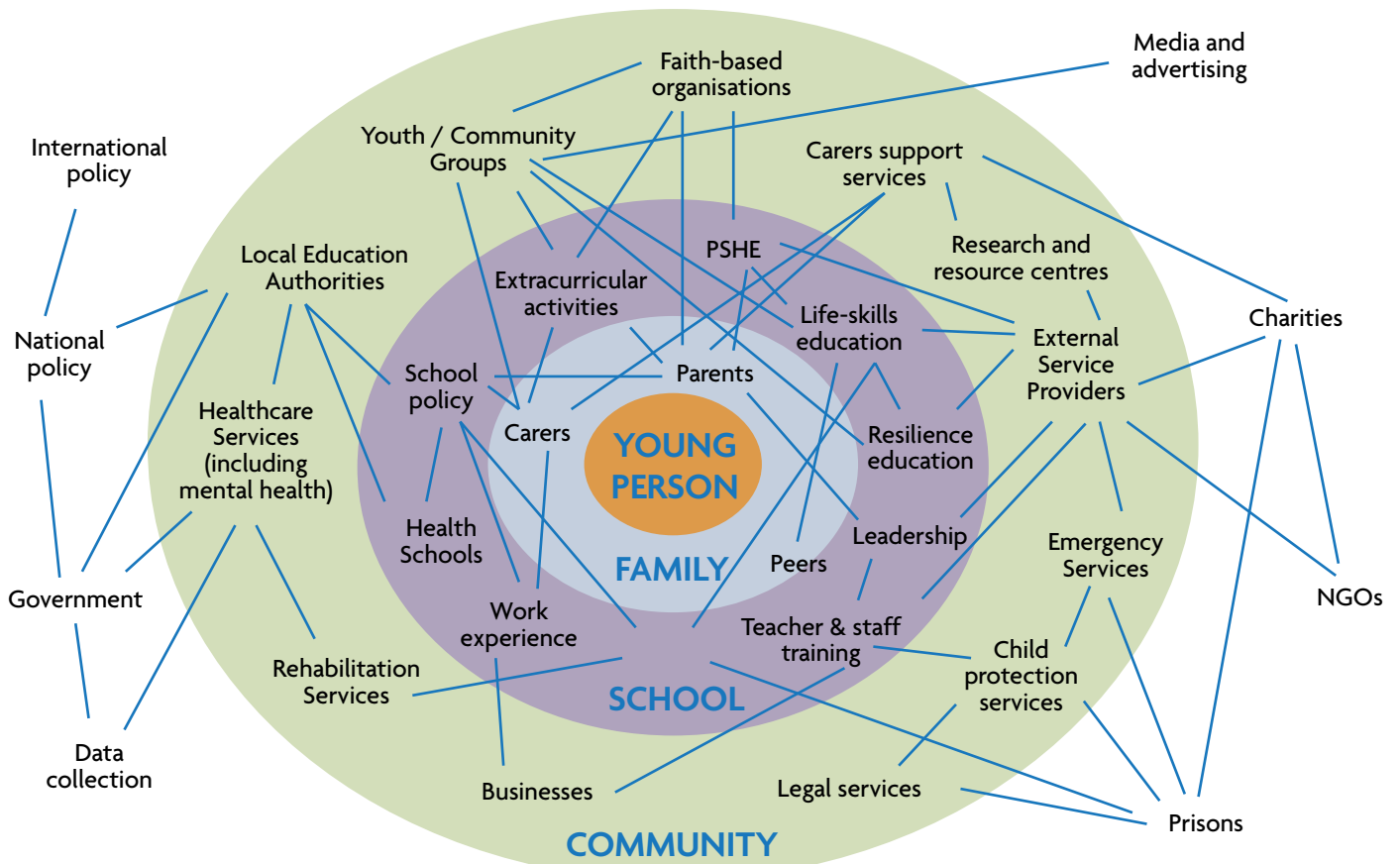
### 3. Roles and responsibilities

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
<b>County Total</b>	<b>444</b>	<b>492</b>	<b>495</b>	<b>543</b>



**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	
<b>Nursery total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
First Schools	53	18	0	
Primary Schools	63	42	1	
<b>First/Primary total</b>	<b>116</b>	<b>60</b>	<b>1</b>	<b>177</b>
Middle Schools – Deemed primary	3	1	0	
Middle Schools – Deemed secondary	6	8	0	
<b>Middle total</b>	<b>9</b>	<b>9</b>	<b>0</b>	<b>18</b>
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	
<b>Secondary total</b>	<b>5</b>	<b>25</b>	<b>0</b>	<b>30</b>
Special Schools - primary	1	0	0	
Special Schools - secondary	0	1	0	
Special Schools – all-through	4	3	0	
<b>Special Schools total</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>9</b>
Combined First and Middle	0	1	0	
Alternative Provision Schools	3	1	2	
All-through School	0	0	1	
<b>Other total</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>8</b>
<b>Total Number of Schools in Worcestershire</b>	<b>139</b>	<b>100</b>	<b>4</b>	<b>243</b>

**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.

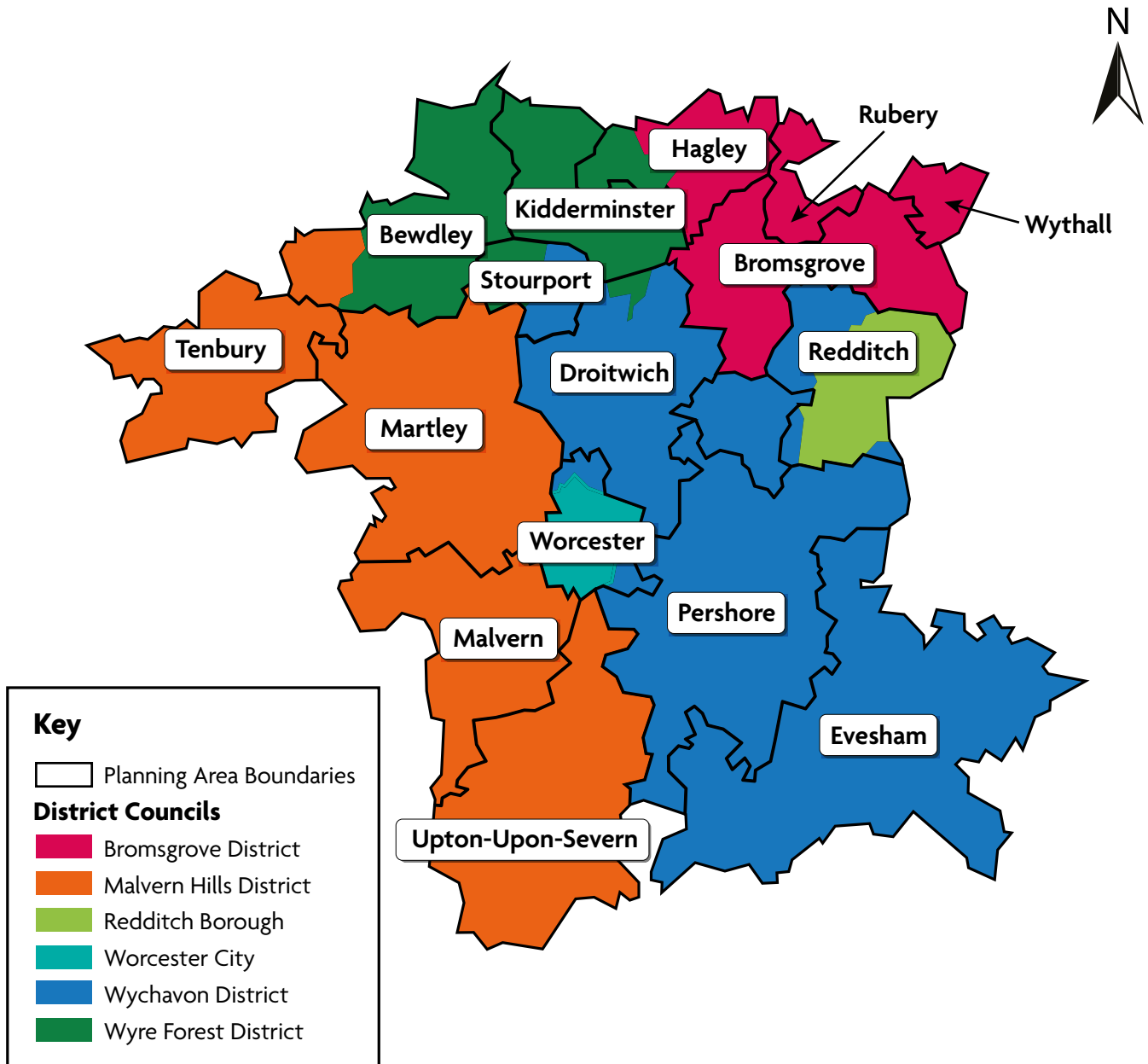
## Education planning areas

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**

<b>Two-tier model</b>	<b>Three-tier model A</b>	<b>Three-tier model B</b>	<b>Three-tier model C</b>
<b>Primary Years R-6 (Age 5 – 11)</b>	<b>First Years R-4 (Ages 5 – 9)</b>	<b>First Years R-4 (Ages 5 – 9)</b>	<b>First Years R-5 (Ages 5 – 10)</b>
<b>Secondary Years 7 – 13 (Ages 11 – 18)</b>	<b>Middle Years 5-8 (Ages 9 – 13)</b>	<b>Middle Years 5-7 (Ages 9 – 12)</b>	<b>Middle Years 6-8 (Ages 10 – 13)</b>
	<b>High Years 9-13 (Ages 13 – 18)</b>	<b>High Years 8-13 (Ages 12 – 18)</b>	<b>High Years 9-13 (Ages 13 – 18)</b>
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.

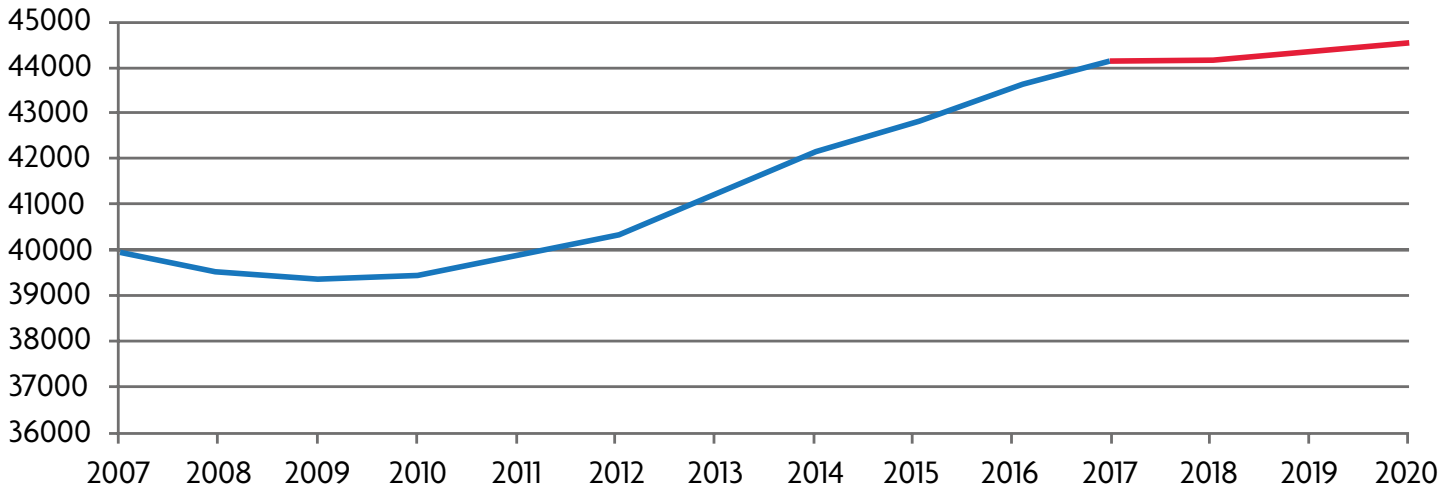
## 5. Demand for education provision

### 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**

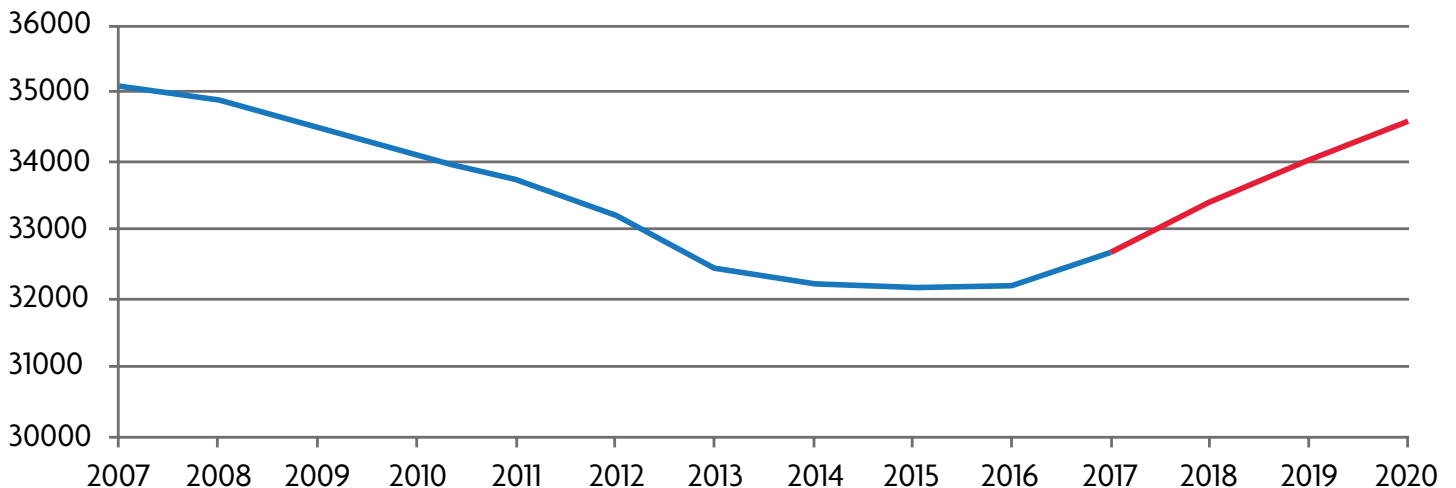
### Total Number On Roll - Primary



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

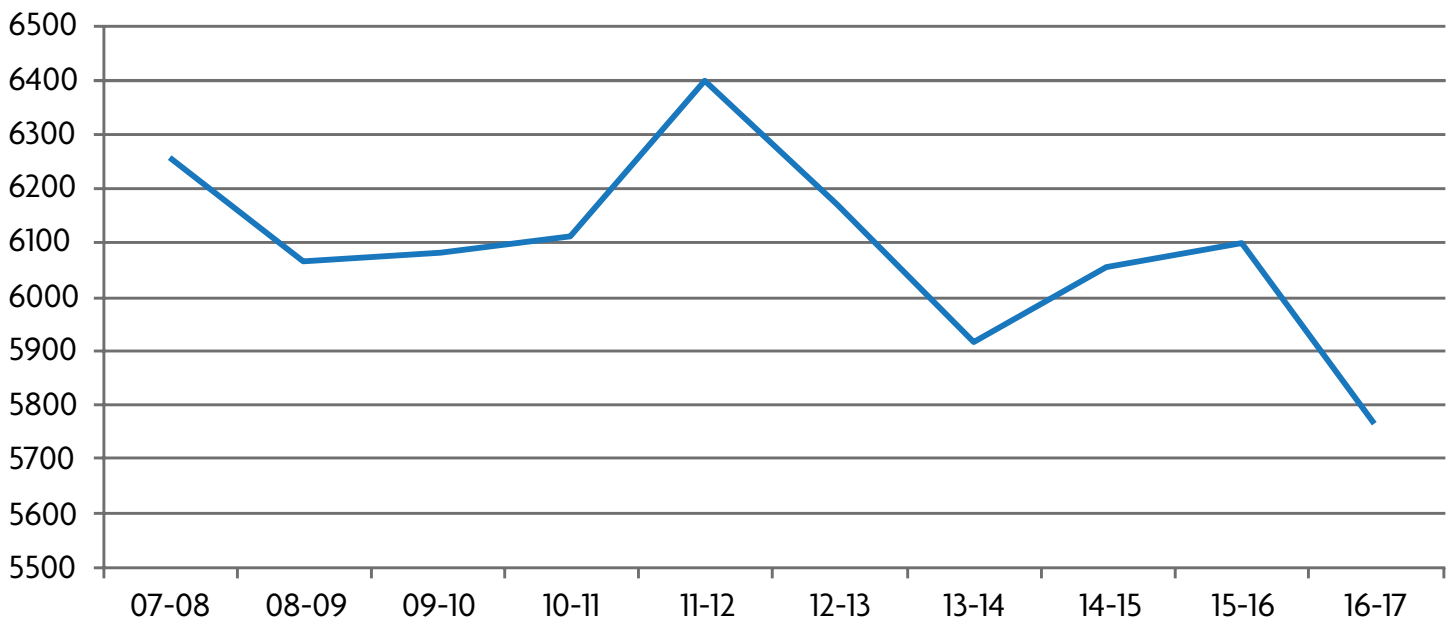
### Childcare

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](http://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](http://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
<b>TOTAL</b>			<b>1281</b>



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](http://www.worcestershire.gov.uk/SENDupdates)

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

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### 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](mailto: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
<b>Total Number of New Places Created</b>		<b>344</b>

**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
<b>Total Number of New Places Created</b>			<b>3076</b>

**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
<b>Total Number of New Places Created</b>		<b>82</b>

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

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

<b>Summary of proposed additional school places for 2019/2021</b>			
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
<b>Total Number of New Places Created</b>			<b>680</b>

\* Subject to consultation and approval to funding from Council

## 10. School organisational changes

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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

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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

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## SEND Specialist Provision Plan 2022-23

SEND STRATEGY PRIORITIES	ACTIVITY	PROGRESS TO DATE	NEXT STEPS 2022/23	LONGER TERM STEPS 2023 ONWARDS
<p><b>CONTINUUM OF SEND PROVISION</b></p> <p><b>AND</b></p> <p><b>EFFECTIVE PLANNING SO THAT CHILDREN AND YOUNG PEOPLE WITH SEND EXPERIENCE POSITIVE TRANSITIONS AS THEY PROGRESS THROUGH THEIR EDUCATION</b></p>	<p>Implementation of forecasting and place planning calendar and dependencies to ensure sufficiency of provision at the right time and in the right place for CYP with SEND</p>	<p>Meetings with Special Schools have taken place to identify and agree places for Sept 2022 placements.</p> <p>Moderation of each updated Special School forecast with individual schools - June 2022</p>	<p>Review of additional data to identify existing unmet demand and any previous trends with unmet demand - Aug / Sept 2022</p> <p>Forecasts moderated further where possible - Sept 2022</p> <p>Meet with individual schools to discuss options for places for Sept 2023 and Sept 2024 - Autumn 2022</p>	<ul style="list-style-type: none"> <li>• Jan 2023 Census</li> <li>• Feb 2023 SEN2</li> <li>• Forecasting &amp; Analysis Spring 2023</li> <li>• Share forecasting and indicative demand with Specialist settings May/June 2023</li> <li>• Agree any changes to commissioned places for Sept 2024 by end Oct 2023</li> <li>• Review longer term projections or unmet demand to consider additional provision or bid submissions</li> </ul>
<p><b>CONTINUUM OF SEND PROVISION</b></p> <p><b>AND</b></p> <p><b>EFFECTIVE PLANNING SO THAT CHILDREN AND YOUNG PEOPLE WITH SEND EXPERIENCE POSITIVE TRANSITIONS AS THEY PROGRESS THROUGH THEIR EDUCATION</b></p>	<p>Review capacity in and demand for Mainstream Autism Bases to determine need for additional places.</p>	<p>Chaddesley Corbett Primary Enhanced Mainstream Autism Base opened April 2022</p> <p>Agreement made for Christopher Whitehead Language College Secondary Enhanced Mainstream Autism Base to open (ETA April 2023)</p> <p>Review and design of updated Specification for Universal and Enhanced Mainstream Autism Bases agreed and updated contracts issued to all MABs July 2022</p> <p>Initial review of demand for Sept 2023, focussing on unmet demand started - July 2022</p> <p>Review of proposal from Tudor Grange Academy Redditch to increase places - July 2022</p>	<p>Proceed to starting on site at CWLC - Oct 2022</p> <p>Completion of Build - by April 2023</p> <p>Termly monitoring of MAB Contracts begins - Sept 2022</p> <p>Termly review of forecasting and demand of places begins - Sept 2022</p> <p>Develop proposal for E-MAB at New Worcester City Secondary School with Design and Build contractor - Sept 2022</p>	<ul style="list-style-type: none"> <li>• Jan 2023 Census</li> <li>• Feb 2023 SEN2</li> <li>• Forecasting &amp; Analysis Spring 2023</li> <li>• Share forecasting and indicative demand with Specialist settings May/June 2023</li> <li>• Agree any changes to commissioned places for Sept 2024 by end Oct 2023</li> <li>• Review longer term projections or unmet demand to consider additional provision or bid submissions</li> </ul>
<p><b>CONTINUUM OF SEND PROVISION</b></p> <p><b>AND</b></p> <p><b>EFFECTIVE PLANNING SO THAT CHILDREN AND YOUNG PEOPLE WITH SEND EXPERIENCE POSITIVE TRANSITIONS AS THEY PROGRESS THROUGH THEIR EDUCATION</b></p>	<p>Improve the process for agreeing Reasonable Adjustments to Mainstream school accommodation</p>	<p>Pilot TOR for Accessible Mainstream Schools Working Group - June 2022</p> <p>One Scheme - Belbroughton progressing</p>	<p>Need to internally develop principles and process for identifying, recommending and funding schemes to improve the Accessibility of Mainstream Schools to support more children with SEND and/or EHCPs</p>	<ul style="list-style-type: none"> <li>• Monitor impact and programme of changes</li> </ul>
<p><b>CONTINUUM OF SEND PROVISION</b></p> <p><b>AND</b></p> <p><b>EFFECTIVE PLANNING SO THAT CHILDREN AND YOUNG PEOPLE WITH SEND EXPERIENCE POSITIVE TRANSITIONS AS THEY PROGRESS THROUGH THEIR EDUCATION</b></p>	<p>Develop Outreach models from Specialist Provision (Service)</p> <p>Review and confirm Physical Disabilities Outreach</p>	<p>Mainstream Autism Base Specification developed to include In-reach / Outreach - June 2022</p>	<p>Provision Planning Group to confirm actions and outcomes for 22/23</p> <p>Local Offer description</p>	<ul style="list-style-type: none"> <li>• Ensure outreach that is effective for inclusion</li> </ul>

## SEND Specialist Provision Plan 2022-23

SEND STRATEGY PRIORITIES	ACTIVITY	PROGRESS TO DATE	NEXT STEPS 2022/23	LONGER TERM STEPS 2023 ONWARDS
<p><b>CONTINUUM OF SEND PROVISION</b></p> <p><b>AND</b></p> <p><b>EFFECTIVE PLANNING SO THAT CHILDREN AND YOUNG PEOPLE WITH SEND EXPERIENCE POSITIVE TRANSITIONS AS THEY PROGRESS THROUGH THEIR EDUCATION</b></p> <p><b>AND</b></p> <p><b>CYP WITH AUTISM ACCESS THE RIGHT SUPPORT TO MEET THEIR HOLISTIC NEEDS AND ACHIEVE THEIR POTENTIAL</b></p>	<p>Submit Special Free School Wave bid in October 2022 for new ASD Special School</p>	<p>Site Search - May / June 2022 Pre-Registration Expression of Interest submitted - June 2022</p>	<p>Preparation of information required for full submission - July - Sept 2022</p>	<ul style="list-style-type: none"> <li>• Site development</li> <li>• Build of school</li> <li>• Academy Sponsor Competition</li> </ul>
<p><b>IDENTIFICATION AND ASSESSMENT OF SEND IS TIMELEY AND EFFECTIVE</b></p> <p><b>AND</b></p> <p><b>CONTINUUM OF SEND PROVISION</b></p>	<p>Early Years Language Units</p>	<p>Two new bases opened in Sept 2021</p>	<p>Annual Reviews of provision – monitoring cycle Update forecasting - Autumn 2022</p>	<ul style="list-style-type: none"> <li>• Align to future strategy of provision</li> </ul>
<p><b>IDENTIFICATION AND ASSESSMENT OF SEND IS TIMELEY AND EFFECTIVE</b></p>	<p>Review capacity, need and outcomes in Early Years Special School Nursery Assessment Units and Batchley Nursery Plus and agree approach to future commissioning.</p>	<p>Scoping of Nursery Assessment / Special School Nursery Review June - Aug 2022</p> <p>SPP working with SEND to understand Pre School Forum demand - Aug / Sept 2022</p>	<p>Scope signed off - early Sept 2022 Project Group formed - early Sept 2022 Review - Oct to Dec 2022 Findings - Jan 2023 Report via governance routes on recommendations - Feb 2023 Implementation begins - Sept 2023 (depending on any Statutory process required)</p>	<ul style="list-style-type: none"> <li>• Forecasting &amp; Analysis Spring 2023</li> <li>• Share forecasting and indicative demand with Specialist settings May/June 2023</li> <li>• Agree any changes to commissioned places for Sept 2024 by end Oct 2023</li> </ul> <p>Review longer term projections or unmet demand to consider additional provision</p>
<p><b>CONTINUUM OF SEND PROVISION</b></p>	<p>Undertake a review of the current accommodation and potential for expansion on the existing sites of Fort Royal and Riverside schools</p>	<p>Capital funding agreed to expand and reconfiguration of space at Fort Royal School for Sept 2022 Year Reception intake.</p> <p>Kick off meeting to consider proposal to relocate FR and Regency Schools onto one site and relocation of Riversides to FR site (SEND Round Table proposal) - June 2022</p>	<p>WCC/WCF review Business Case from Fort Royal and Regency - Sept 2022</p> <p>WCC Land search for options - July/Aug 2022</p> <p>Riversides proposal to be submitted to LA - Sept 2022</p> <p>Discussion required with NHS Commissioners regarding proposals and understanding of joint commissioning opportunities - Aug / Sept 2022</p> <p>Take into consideration any impact of Free School Wave bid</p>	<ul style="list-style-type: none"> <li>• Jan 2023 Census</li> <li>• Feb 2023 SEN2</li> <li>• Forecasting &amp; Analysis Spring 2023</li> <li>• Share forecasting and indicative demand with Specialist settings May/June 2023</li> <li>• Agree any changes to commissioned places for Sept 2024 by end Oct 2023</li> <li>• Review longer term projections or unmet demand to consider additional provision or bid submissions</li> </ul>
<p><b>CONTINUUM OF SEND PROVISION</b></p>	<p>Identify how if required this can be achieved including funding and timescales to secure new sites or accommodation for Fort Royal and Riverside schools to ensure accommodation is fit for purpose and sufficient for the forecasted increase in pupil numbers going forward</p>	<p>Capital funding agreed to expand and reconfiguration of space at Fort Royal School for Sept 2022 Year Reception intake.</p> <p>Kick off meeting to consider proposal to relocate FR and Regency Schools onto one site and relocation of Riversides to FR site (SEND Round Table proposal) - June 2022</p>	<p>WCC/WCF review Business Case from Fort Royal and Regency - Sept 2022</p> <p>WCC Land search for options - July/Aug 2022</p> <p>Riversides proposal to be submitted to LA - Sept 2022</p> <p>Discussion required with NHS Commissioners regarding proposals and understanding of joint commissioning opportunities - Aug / Sept 2022</p> <p>Take into consideration any impact of Free School Wave bid</p>	<ul style="list-style-type: none"> <li>• Jan 2023 Census</li> <li>• Feb 2023 SEN2</li> <li>• Forecasting &amp; Analysis Spring 2023</li> <li>• Share forecasting and indicative demand with Specialist settings May/June 2023</li> <li>• Agree any changes to commissioned places for Sept 2024 by end Oct 2023</li> <li>• Review longer term projections or unmet demand to consider additional provision or bid submissions</li> </ul>

## SEND Specialist Provision Plan 2022-23

SEND STRATEGY PRIORITIES	ACTIVITY	PROGRESS TO DATE	NEXT STEPS 2022/23	LONGER TERM STEPS 2023 ONWARDS
<p><b>OUTCOMES FOR YOUNG PEOPLE WITH SEND ARE IMPROVED AS A RESULT OF EFFECTIVE PREPARATION FOR ADULTHOOD PLANNING AND BETTER COORDINATION OF SERVICE DELIVERY</b></p>	<p>Agree projects funded from £1.5m SEND capital grant to develop post-19 provision at Worcestershire Special Schools to cater for pupils who are Worcestershire residents with profound and complex and multiple learning disabilities; with autism; with SEMH; to support life skills as part of preparation for adulthood; and to increase provision in the South of the County.</p>	<p>Parent carer survey - June / July 2022</p> <p>Development of Post-16 Specification by August 2022</p> <p>HOW College Redditch utilisation of Halycon Centre</p>	<p>Pre-Market Engagement event(s) and promotion (July 2022) - Sept 2022</p> <p>Service specification published and competition launched (Sept 2022) - Oct 2022</p> <p>Update to DfE on proposals for High Needs Provision Capital Allocation (£1.5m) - Oct 2022</p> <p>Review of proposals and recommendations to CMR / Cabinet - Nov 2022</p>	<ul style="list-style-type: none"> <li>• Implementation and embed in future forecasting and sufficiency needs</li> </ul>
<p><b>EMOTIONAL HEALTH AND WELLBEING IS ACTIVELY PROMOTED FOR CYP WITH SEND AND EFFECTIVE TARGETED AND SPECIALIST SUPPORT IS AVAILABLE FOR THOSE AT RISK OF, OR EXPERIENCING DIFFICULTIES</b></p>	<p>Review of delivery model and base location of Medical Education Provision (Service delivery and place)</p>	<p>Tender exercise to identify an external provider to deliver the MEP in Worcestershire - completed May 2022</p> <p>Site searches for new locations in South Worcestershire and Wyre Forest - May-Aug 2022</p> <p>Review of requirements for WCF to continue to provide and make necessary improvements - Sept 2022</p>	<p>Feasibility reports on best options for South Worcestershire - Sept 2022</p> <p>Paper to ELT to recommend next steps - Oct 2022</p>	<ul style="list-style-type: none"> <li>• Implementation and embed in future forecasting and sufficiency needs</li> </ul>
<p><b>EMOTIONAL HEALTH AND WELLBEING IS ACTIVELY PROMOTED FOR CYP WITH SEND AND EFFECTIVE TARGETED AND SPECIALIST SUPPORT IS AVAILABLE FOR THOSE AT RISK OF, OR EXPERIENCING DIFFICULTIES</b></p>	<p>Set up task and finish group to agree approach to placements for Key Stage 1 pupils with EHCPs with social emotional and mental health difficulties (SEMH).</p>	<p>Additional 10 places commissioned at Kingfisher from September 2021.</p> <p>10 places commissioned at Continu Plus Academy, 12 places commissioned at The Bridge.</p> <p>Unity Academy Primary Alternative Provision on track to open in September 2023 to include outreach (60 places)</p>	<p>Include in SEND provision planning future forecasting for SEMH and the role of Alternative Provision in meeting needs</p>	<ul style="list-style-type: none"> <li>• Include in SEND provision planning future forecasting for SEMH and the role of Alternative Provision in meeting needs</li> <li>• Consider for impact of Green Paper</li> </ul>
<p><b>EMOTIONAL HEALTH AND WELLBEING IS ACTIVELY PROMOTED FOR CYP WITH SEND AND EFFECTIVE TARGETED AND SPECIALIST SUPPORT IS AVAILABLE FOR THOSE AT RISK OF, OR EXPERIENCING DIFFICULTIES</b></p>	<p>Consider need to extend age range of pupils in SEMH special schools to include Key Stage 5.</p>	<p>Additional 10 places commissioned at Kingfisher from September 2021.</p> <p>10 places commissioned at Continu Plus Academy, 12 places commissioned at The Bridge.</p> <p>Unity Academy Primary Alternative Provision on track to open in September 2023 to include outreach (60 places)</p>	<p>Include in SEND provision planning future forecasting for SEMH and the role of Alternative Provision in meeting needs</p>	<ul style="list-style-type: none"> <li>• Include in SEND provision planning future forecasting for SEMH and the role of Alternative Provision in meeting needs</li> <li>• Consider for impact of Green Paper</li> </ul>
<p><b>EMOTIONAL HEALTH AND WELLBEING IS ACTIVELY PROMOTED FOR CYP WITH SEND AND EFFECTIVE TARGETED AND SPECIALIST SUPPORT IS AVAILABLE FOR THOSE AT RISK OF, OR EXPERIENCING DIFFICULTIES</b></p>	<p>Commission KS5 places for CYP with an EHCP for SEMH who have attended mainstream schools and are at risk of, or who are currently NEET in the North and South of the county</p>	<p>Additional 10 places commissioned at Kingfisher from September 2021.</p> <p>10 places commissioned at Continu Plus Academy, 12 places commissioned at The Bridge.</p> <p>Unity Academy Primary Alternative Provision on track to open in September 2023 to include outreach (60 places)</p>	<p>Include in SEND provision planning future forecasting for SEMH and the role of Alternative Provision in meeting needs</p>	<ul style="list-style-type: none"> <li>• Include in SEND provision planning future forecasting for SEMH and the role of Alternative Provision in meeting needs</li> <li>• Consider for impact of Green Paper</li> </ul>

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## Appendix A: Summary of Reinvestments by the Council into Digital Infrastructure and Connectivity

As outlined in the main report following the delegation of authority in June 2017 to recommit all Phase 1 underspend and up to £4m of projected Gainshare, there has been a number of Executive Officer Decisions and contractual requirements that have resulted in reinvestments into Digital Infrastructure and Connectivity. These are summarised in the below table. It should be noted that the public sector 'underspend' associated with Superfast Phase 1 was £3.826m (£1.375m BDUK and £2.451m the Council). The Cabinet decision in October 2015 to extend Phase 2 subsequently committed £1.091m of underspend, reducing available underspend to £2.735m (£0.983m BDUK and £1.752m the Council). Noting that any BDUK underspend must be committed to directly furthering broadband coverage in the county through the Superfast Contracts.

Date	Decisions	Amount	Notes	Remaining £ within Delegated Authority
Dec-2017	1) Allocated £0.5m of the Council's Capital to support the Broadband Programme Management Office as the programme continued to expand	£0.5m	Fully spent by the Council, allocated from 'Gainshare'	Underspend £2.735m Gainshare £3.5m
Dec-2017 June 2018	2) Allocated an initial £0.5m to a 'Local Body Partnerships' scheme, to support communities that were not yet in existing plans; in order for them to progress a 'Community Fibre Partnership' with BT. A further £0.5m was added in June 2018	£1m	The funding was Change Controlled into the Superfast Worcestershire Phase 3 via a Change Control. The total cost to the Council was £857,722. This was funded from £414,739 out of unallocated funding (from Phase 3) as a result of descopes, and £442,983 was paid by the Council utilising 'Underspend from Phase 1'	Underspend £2.292m Gainshare £3.5m
Jun-2020	3) It was proposed that the unallocated Local Body Partnership fund would be used to cover proposed community contributions, amounting to just under £115k in total. Meaning that none of the communities involved in the LBPs will need to make any local contribution and the original allocation for LBP schemes of £1m would not be exceeded.	-	Not used, as total value did not exceed £1m	Underspend £2.292m Gainshare £3.5m
Aug-2020 And Dec-2021	4) In August 2020 Allocated up to £1m from Contract 1 underspend and, if needed, Contract 1 gainshare clawback fund, is used for BDUK's Rural Gigabit Voucher Scheme through 'topping up' the existing voucher scheme. A further £1m was committed in December 2021.  N.B. The BDUK element of underspend cannot fund 'voucher top-ups'	£2m (+£0.5m Getting Building Fund)	£2.0m (+0.5m from Getting Building Fund) All of which is committed to BDUK to be allocated to eligible voucher projects. As of Dec 2022 £231k has been paid. £437k is currently invoiced to be paid. £1.5m (overall) is expected to be spent by the end of March 23. With the remaining £1m expected to be allocated to Voucher Priority Areas and allocated when the scheme re-commences	Underspend £1.292m Gainshare £2.5m
Dec-2021	5) Allocated a further £0.5m from the same sources to support the Broadband Programme Management Office (Digital Infrastructure and Connectivity Team)	£0.5m	Committed but not yet fully spent by the Council, allocated from 'Gainshare'	Underspend £1.292m Gainshare £2m

June 2021	6) Contractual Requirement/Side Letter associated with Phase 3, to pay contribution required to meet changes in the Financial Model as a result of legislation change around Wholesale Line Access	£0.35m	Change Control undertaken as part of Phase 3 requiring payment of £352,776, paid to BT and funded by Underspend	Underspend £0.942m Gainshare £2m
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Please note:

BT's element of underspend from Phase 1 was utilised to pay into Phase 2.

The Financial closure of Phase 3 is ongoing, discussions are underway with BDUK as to how much of their element of Underspend can be allocated against items 2) and 6) in the above table, when confirmed this will determine how much 'Underspend' will need to be returned to BDUK (estimated between c.£0.3m and £1m)

In respect of item 4) in the above table, for the purposes of monitoring Underspend and Gainshare allocation, £1m has been identified against each of 'Underspend' and 'Gainshare'. Dependent upon Phase 3 Closure and the final amounts spent on the ongoing Voucher Scheme the ratio may change, allowing for more than £2m of cover remaining from the up to £4m Gainshare funding agreed in June 2017



## PROJECT DEFINITION

### Project description

The Mobile Implementation Plan for Worcestershire Project sets out a series of desired outcomes for 'mobile connectivity' in Worcestershire and how these will be achieved to support the latest iteration of the Corporate Plan – Shaping Worcestershire's Future 2022 – 2027, explicitly states that WCC will prioritise investment in digital infrastructure to provide gigabit capable broadband connectivity to 90% of our homes and businesses in Worcestershire by 2027, support improvements in mobile telecommunications and continue to explore leading edge digital technologies, such as 5G, for the benefit of the County.

Embracing the digital revolution will support Worcestershire's economy for the next generation and maximise opportunities associated with our changing ways of work and life.

It is intended to be viewed alongside Priority 5 of WCC's 'Digital Strategy 2021-23' which includes an action to 'work with commercial operators to support and facilitate improvements of mobile 4G/5G technologies and fixed broadband infrastructure capable of Gigabit speeds to communities and local businesses through the Connected Worcestershire.'

The project will aim to understand the current state of mobile connectivity throughout the county through liaising with partners, commercial operators and members of our communities on their real-world experiences.

### Project background

In 2012 Worcestershire County Council, with the support of the Department for Culture, Media and Sport (DCMS) and Broadband Delivery UK (BDUK), started on an ambitious programme to implement a multi-million-pound broadband upgrade across the county.

The original objectives were that everyone in our county would have access to broadband speeds of at least 2Mbps; and that superfast broadband would be available to 90% of our county's homes and businesses by 2016.

Since then, the deployment of broadband infrastructure based on the latest technologies has formed key parts of Worcestershire County Council's corporate strategies and we have leveraged millions of pounds of external funding to achieve this goal.

Not only have we explored the quality of mobile coverage across our county via two live data capture assessments, Worcestershire has also been chosen by Central Government as the home of two new 5G Testbed and Trials programmes. These have put the county at the forefront of technological innovation. The 5G programmes have pioneered the concept of 'Industry 4.0', rural network deployment, and innovative technological solutions in the health and social care sectors.

And now, the way people in Worcestershire utilise connectivity has fundamentally changed. Residents regularly use on-demand services within the home; homeworkers and remote learners require access to cloud services; businesses rely on connectivity to interact with their customers; and many public services rely on digital connections too. Crucially, connectivity requirements have also become more mobile.

Technology, and especially mobile technology, is constantly evolving as hardware and software progresses. Not only is the technology moving from the historic desktop machines to mobile devices, but there has been an expansion of digital first online services to end users. This has meant that to have a level provision of services to users, the connectivity within the wider community has to fall in line with those found in more urban areas.

As the Digital Infrastructure and Connectivity Team, we regularly engage with a range of broadband infrastructure providers and different wireless technology companies as we explore digital solutions in the county.

We also regularly engage with residents, businesses, and elected representatives on issues of unsatisfactory digital connectivity, both fixed and mobile, giving us insight into the real experiences of the people working and living within Worcestershire.

### *Evidence of Need*

Technology, especially mobile technology, is constantly evolving as hardware and software progresses. To provide a level provision of services to users, the connectivity within the wider community must fall in line with those found in more urban areas. We know that such a level provision does not exist currently.

Crucially, we also recognise that mobile connectivity has quickly moved beyond a 'nice-to-have' and is already a requirement for most citizens and businesses.

Mobile connectivity requires physical network infrastructures to support it, including telephone masts, poles and the associated radio equipment, street level cabinets, appropriate security, access to power and a mid/backhaul connection back to the network core. The networks also require appropriate management, monitoring and upgrades to ensure service levels remain high.

In the UK, the public mobile networks are provided by 4 Mobile Network Operators (MNOs) - EE, Virgin Media O2, 3 (Hutchinson) and Vodafone - with other mobile operators e.g., Tesco, PlusNet and GiffGaff being Mobile Virtual Network Operators (MVNOs) who use the spectrum and networks of the MNOs.

From available data - contacts with residents and business owners, and more anecdotally - we know that people living, working and visiting Worcestershire do not always receive the mobile connectivity they need (as services move online), expect (same level of service in rural to urban areas) or want (to fit their business or lifestyle needs).

Currently, as data and opinions do not always reflect reality, we are unable to answer fully the question around where services do not meet expectations. This means an important part of our strategy is to investigate exactly what issues exist so we can focus attention on possible solutions in the most effective way.

There are also plans to retire the Openreach fixed 'copper-network' by 2025, with the ISDN (Integrated Services Digital Network) and PSTN (Public Switched Telephone Network) already being turned off in stages. This is important for several reasons, not least the mitigation for the fixed communications network during a power-cut is to use 'mobile', which in rural areas presents potential issues of increased power cuts but also increased mobile 'not-spots'.

2G and 3G technologies are scheduled to be phased out by 2033, with 3G expected to be turned off in 2024. At the same time, 5G deployment is expected to increase at pace and improvements in 4G coverage to address not-spots is ongoing. There seems to be little point spending time seeking to improve 2G and 3G and so our focus should be on 4G and 5G. On top of this, 4G provides much of the functionality for currently available 5G services which means that 4G will remain crucial for mobile connectivity for some time to come.

While there is wide coverage in Worcestershire there are obvious 'not-spots' or areas where mobile users would require multiple SIM cards / contracts to access the different MNO networks to guarantee continuous geographical coverage. We also believe there may be 'performance issues' in some locations linked to network capacity and network optimisation settings. As well as some recognised quality issues (globally) with Voice over LTE (VoLTE) calling, a technology that is increasingly replacing 2G, 3G supported voice calls. N.B. Long Term Evolution (LTE) is the technology that is also known more widely as 4G.

The market and government already have plans for a 'Shared Rural Network' (SRN) to tackle partial and full 4G not-spots. However, the aim is still only to achieve 95% landmass 4G coverage nationally and we do not know how this will impact Worcestershire specifically.

In 2016, the project team undertook extensive survey asking 1,250 businesses their views on economic priorities for Worcestershire. 89% viewed 'maintenance and development of key infrastructure, particularly roads and broadband as economic priorities for Worcestershire. The 89% who identified it as a priority were then asked how important various types of infrastructure were to their business. The majority of businesses feel that all options are very or quite important.

- High speed fibre broadband (82%)
- Mobile phone voice coverage (81%)
- 3G or 4G mobile phone data coverage (73%)

## Project Objectives and Targets

### *Objectives:*

To define and agree a definition for 'mobile connectivity' and how this translates to our residents, business and visitors experience of mobile connectivity.

The project will look to identify areas of poor performance, the not-spots and partial not-spots within Worcestershire through the data both locally and nationally but also through our own research and drive trials. This will provide Worcestershire County Council with a Rich Picture of the connectivity within its boundary as well as providing a basis how to address issues.

Using the definition for 'mobile connectivity' and identification of the issues that our residents, businesses and visitors currently face, determine what solutions are available in the market and their viability.

Finally, create a Mobile Strategy which is agreed for Worcestershire County Council for 5 years, defining how WCC will address and support its communities to improve its mobile connectivity and continue to be a leading digitally connected county. Provide a resource for the community to understand connectivity by location, the options that are available to them and the support provided by WCC and partner organisations.

### *Ambitions:*

The ambition is to build a comprehensive of the connectivity availability within Worcestershire not only from an MNOs perspective but the real-world experiences of members of the public.

To research and put forward viable solutions to address the imbalances in connectivity that is expected through the Rich Picture between urban and rural areas of the county.

To design a robust Mobile Strategy for Worcestershire and support the implementation over a 5 year period.

Have regular reporting to ensure that Worcestershire County Council is achieving its digital connectivity goals and improving services to its residents especially those with poor very poor connectivity now.

To represent Worcestershire on a national level to leverage national funding put aside to address the Levelling Up Agenda and the government's ambitions for connectivity to homes and businesses.

To provide tools and advice to the public that will inform them as to what services are available in their area, what is the best solution(s) for their own requirements and helps them reach the full potential of their chosen connectivity plan.

## Project Approach

The project will seek to first understand the mobile coverage and network performance across Worcestershire through a combination of national reports and local activity, e.g. benchmarking assessments, drive trials and data we can access. The key outputs from the assessment will be the provision of raw data, analysis of data and a list of findings including 'asks', queries and comments to take to Mobile Network Operators, Fixed and wireless infrastructure suppliers, Telecoms regulators etc. so as to inform discussions on where there are differences from the existing publically available coverage maps, issues and areas on which to improve.

We aim to understand the current mobile performance, across all four major mobile network operators, in Worcestershire. Our aim is then to use the outcome of any survey to engage with the network operators, fixed and wireless infrastructure suppliers, telecoms regulators etc to:-

- Develop action plans to address performance issues,
- Identify new sites where coverage / signal is poor or absent
- Develop a roadmap and an action plan to design and build the right 5G network for the county.

In terms of outputs, the project would aim to establish the following:

- A written report(s) capturing methodology, metrics, analysis and conclusions.
- Advice on targeting of technologies - i.e 2G, 3G, 4G and 5G.
- Advice on benefits of drive trials covering both directions on road and rail.
- Identification of coverage areas - wide spread or targeted at problem areas.
- Comparison of at least peak and non-peak times in terms of commuting and other drivers of service/data demand, as well as a comparison of different days or months - e.g. multiple runs required.
- Access to an explorable electronic dashboard of the results and provision of the raw data in a format compatible with WCC's GIS systems.
- A comparison of different mobile network operators.
- A comparison to other geographical areas (similar counties in terms of rurality and other nations).
- Clear view of private consumer and business consumer real-world experience based on real-world behaviours.
- Comparison of problem areas with publicly available modelled data (from Ofcom or service providers).
- Recommendations of actions to address performance issues identified.
- Availability to attend at least one half-day meeting with each network operator.
- Knowledge transfer of skills required to interpret technical outputs on technical KPIs.

The geographic coverage for the study - a minimum set of requirements will be provided once the market testing event has taken place (planned for 30 Jan 2023).

Key tasks will include:

- Establishing current coverage based on publicly available data. Establishing the forecasted coverage if we adopt a passive 'do nothing' approach. Assess if granularity seems realistic and helpful.
- Establishing areas of poor coverage and combining results from a new bespoke measurement 'drive trial' and/or similar bespoke Worcestershire assessment and crowd sourced data.
- Establishing user experience in Worcestershire through exploration sessions with communities expressing difficulties combined with wider citizen and business surveys.

# "Mobile Implementation Plan for Worcestershire"

The project will develop a toolkit / set of guides to help residents and businesses make best use of existing mobile connectivity. This could include better device selection, changing device settings, switching networks, or utilising Wi-Fi calling or satellite broadband, where appropriate.

Interventions will need a fully costed budget depending on the level of ambition identified – for example, making it easy to invest in Worcestershire may have a relatively low budget requirement but co-building our own network would be much more significant.

## Quality Management

The Quality of this project will be achieved via the internal assurance activity lead by Worcestershire County's Council's team.

Reporting of the following output metrics will be proposed and agreed to reflect the project quality:

- Gather data from local and national sources and ensure accuracy
- Produce a not-spot and partial not-spot mapping for Worcestershire based on available data
- Source real-world up to date data through targeted drive trials (to provide supporting evidence to the above not-spots) and through cloud gathering data tools from members of the public
- Create and present a real-world and up to date mapping of mobile connectivity within Worcestershire
- Review areas of not-spots and partial not-spots to identify from market solutions that could be implemented
- Provide a platform for residents, businesses and those visiting Worcestershire to understand the mobile connectivity within an specific geographic location and the options available to them to make best use of.
- Ensure the quality of the information provided to communities through the "How to:" range of guides produced by WCC
- Knowledge dissemination

The Project will document and share learning from experience, contributing to the development connectivity improvements that councils could implement in rural spaces. The sharing of information will include project announcements, reports and visits where appropriate.

The Project will baseline, measure, document, and report over time on the Project's benefits and impacts. Benefits should include social, economic and environmental value in addition to any financial or commercial benefits. As part of this the utilisation of the Bridge data sharing platform and exploring opportunities to expand and incorporate increasing amounts of current data.

## Stakeholder and Communication Management

A detailed marketing and communications plan is currently being developed and will be included in due course.

## Project Plan

The detailed Project Plan is currently being developed and will be included when complete.

The indicative outline timetable is set out below. This is intended as a guide whilst the project teams develops a full project plan.

### Discovery Phase (H1 of 2023/2024)

- Soft Market Engagement (alongside Herefordshire, Shropshire and Staffordshire) – 30 January 2023
- Review with neighbouring authorities & Develop Procurement Strategy – 4-6 weeks

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- Procurement 6 weeks-8 weeks (aiming to release in Q2 23/24)
- Contract award (may be multiple contracts)
- Contract Duration TBC

## Initial Engagement Phase (H2 of 2023/2024)

Engagement Phase with Mobile Network Operators and DCMS/BDUK/Ofcom - This period will overlap with the 'Discovery Phase'. A second engagement phase with Mobile Network Operators will be undertaken after a period of time to establish improvements in anycase after a sustained period of the Intervention Phase

## Intervention Phase (Q4 Of 2023/2024 and onwards)

Strategy to be informed by the Discovery Phase and Initial Engagement Phase

## Risks and issues

The Project is putting in place risk management processes to provide assurance about the security and resilience of key suppliers, taking into consideration the conclusions of the Government's Telecoms Supply Chain Review, and other relevant supply chain considerations.

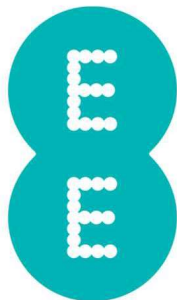
WCC, as the project lead, will be accountable for Data Protection (GDPR) and Security and Information Governance compliance, to ensure that data and information security and governance standards are meet. This includes ensuring that if any personally identifiable data is collected that it is stored appropriately (access and security) / is not shared / released inappropriately / mistakenly – any suppliers working on the project will also need to ensure compliance.

## Appendices

Item	Link
Appendix 1 – 2019 Independent Bench Assessment of Mobile Coverage in Worcestershire	<p>An executive summary of the 2019 Independent Benchmark Assessment of Mobile Coverage in Worcestershire.</p> <p>N.B. Full versions of the 2017 and 2019 reports are available on request, however due to size are not included.</p> <p>Provided below are individual feedback reports (draft) to support conversations with operators, due to impact of Covid the planned face to face meetings were cancelled due to both lockdown, furlough and the need for parties on both side to prioritise immediate operational needs.</p>

2019

# INDEPENDENT BENCHMARK ASSESSMENT OF MOBILE COVERAGE IN WORCESTERSHIRE



Worcestershire  
Local Enterprise Partnership



worcestershire  
county council



## EXECUTIVE SUMMARY 1 of 2

This report presents the results of the mobile network coverage and user experience assessment of the four main operators (3UK, EE, O2 and Vodafone) during the mobile network benchmarking survey conducted in Worcestershire for Worcestershire County Council (the Council) and Worcestershire Local Enterprise Partnership in September 2019.

The central framework for the benchmarking survey was centred on:

Measurement and mapping of the current GSM (2G), UMTS (3G) and LTE (4G) mobile network coverage footprint, including evaluation of voice and data service quality and user experience.

The scope of testing included drive surveys covering approximately 1,500 km of Class A and B roads, walk and stationary surveys in over 38 locations as well as rail surveys along 6 key railway routes.

The 2019 survey results were compared to the results of a similar benchmarking survey commissioned by the Council in 2017 and, as part of activities initiated by the Council and Worcestershire LEP to address the quality of mobile network services for residents and businesses. As with the 2017 report and findings, the output from the 2019 activity will be used as input to engage the mobile network operators and other stakeholders in a collaborative effort towards improving mobile network coverage in the County.

To receive voice and data services on a mobile network, a mobile signal with sufficient power and quality is required. For ease of comparison, the technology-specific signal thresholds outlined by Ofcom, in the 2018 *Connected Nations* report, for what defines a sufficiently strong signal to make a voice or data call was used.

With these threshold values, the findings from the coverage assessment for each network layer are:

- **2G:** An outdoor 2G signal on the roads, from the lowest performing operator, was available at least 88.84% of the time in 2019 *compared with 88.56% 2G signal availability on the roads for a County in the East of England from data collected in 2019.*

O2 had a 5% increase in its 2G coverage footprint since 2017 - the highest increase among the operators. O2 and Vodafone's coverage footprint remained largely unchanged from the levels recorded in 2017.

- **3G:** An outdoor 3G signal on the roads, from the lowest performing operator, was available at least 95.68% of the time in 2019 *compared with 94.88% availability on the roads for a County in the East of England from data collected in 2019.*

Comparing the operators, 3UK and EE have similar 3G coverage footprints with signal availability of around 95.68% translating to no significant improvements from 2017. O2 and Vodafone have similar coverage footprints of 98.17% in 2019 meaning a slight improvement from 2017.

The similarity in coverage footprints for some of the operators may be due to existing infrastructure sharing arrangements between the operators through joint venture vehicles such as MBNL and CTIL.

- **4G:** An outdoor 4G signal on the roads, from the lowest performing operator, was available at least 92.50% of the time in 2019 *compared with 94.78% availability on the roads for a County in the East of England from data collected in 2019.*

There was an 8% to 10% improvement in outdoor 4G coverage footprint from the levels recorded in 2017.

EE has the highest footprint of 98.02% 4G signal availability on the roads from the results of the 2019 survey.

### Voice coverage

In-car voice service coverage represents the percentage of tested areas where voice calls were successfully attempted, sustained and completed either on the 2G, 3G or 4G technology layers within the required call duration window.

Outlined are the key voice coverage findings from the benchmark assessment:





## EXECUTIVE SUMMARY 2 of 2

- Voice services can now be accessed via 2G, 3G and 4G technologies compared to only 2G and 3G in 2017 (with the exception of EE which had 4G voice then).
- At least 45% of voice calls made during the survey, for all four operators, were conducted on the 4G technology layer in 2019 compared with only 21% for EE in 2017.
- Voice coverage on 2G/3G increased 2-3% for 3UK and EE since 2017.
- The quality of voice calls is generally better on 4G than on 2G/3G. Average voice quality scores on 4G were above 4 out of a maximum of 5 for all four operators in 2019 translating to clear voice calls on average.
- Consumers can improve their mobile reception experience, through the increased capacity and quality provided by the availability of 4G, by using handsets, SIM cards and subscription plans capable of accessing all 3 technologies.

### Data coverage

Data service coverage was assessed on 3G and 4G technology layers and represents the percentage of areas where a sufficiently strong 3G or 4G signal was present to support successful data services such as file transfer downloads.

- Data coverage has increased marginally, corresponding to the moderate improvements in 4G signal availability.
- The highest utilisation of data services on 3G for all networks was around 20%, while the rest occurred on 4G and 4G+ technologies.
- The increase in geographic 4G coverage and use of LTE carrier aggregation technology has impacted positively on the average data speeds. In 2017, the average data speed on the roads in Worcestershire was 13.31 Mbps compared with 16.84 Mbps in 2019.

### District Comparison

Seven diverse locations were surveyed in each of the six districts in Worcestershire. The data collected was analysed and used to compare the user experience and service performance between the six districts.

The best user experience for voice services was recorded in Wyre Forest district where 98% of voice calls initiated in the 2017 and 2019 surveys were successful, reflecting a better radio coverage around Kidderminster and Bewdley compared with the more rural areas of the county such as Malvern Hills.

For data performance, the fastest average mobile data speed was 21.89 Mbps, recorded in Bromsgrove and Wyre Forest districts. This performance is in line with the UK average mobile speed of 21.7 Mbps. Malvern Hills district had the slowest speeds in 2019 with an average of 13.59 Mbps reflecting its lower signal coverage footprint.

The coverage footprints for each mobile network operator and technology (2G, 3G or 4G) are presented in the report in the form of heatmaps, and screenshots showing the locations of not-spots and call failures recorded during the surveys. The detailed results and performance ranking of the locations surveyed are provided in the Appendices.

While Mobile Network Operators are responsible for providing and maintaining Outdoor coverage, poor or unreliable indoor coverage continues to be a challenge for many consumers. Advice for consumers who may be faced with mobile network issues is provided in Appendix A of the report.

Infrastructure sharing arrangements such as the proposed Shared Rural Network venture, if progressed in the UK, should significantly lower 4G network deployment costs and serve as an impetus to improve outdoor coverage in rural settlements, like those found in parts of Worcestershire. To improve mobile connectivity and the user experience in Worcestershire requires the focus and combined efforts of Mobile Network Operators, Central Government, Ofcom and local organisations, such as the County Council, as well as the End Users themselves.

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## Appendix C: Digital Infrastructure and Connectivity Reinvestment - Summary of High-Level Risks

Operational risks and issues have been identified and are and will continue to be managed through the appropriate RAID risk analysis and operational management.

The high-level risks associated with the ambition to reach 90% Gigabit Capable coverage within Worcestershire during 2027 have been identified as:

<b>Risk</b>	<b>Mitigation</b>
Failed Project Gigabit procurement / Supplier not delivering	Significant market engagement has been undertaken by the Council's team and have not just relied upon BDUK's engagement. The Council are only scoring 'Social Value' elements of the ITT response. BDUK are expected to undertake due diligence on the preferred suppliers proposed solution. The Council will work with the preferred supplier to support deployment in the county.
Commercial operators not completing / delaying their existing plans	Both financial and operational concerns do exist due to number of suppliers in more built-up areas, these are being monitored and discussed. Whilst we cannot control investment decisions of commercial operators or their financiers, we can make Worcestershire and easy
Committing reinvestment too early / too late	The strategy being adopted to fully commit reinvestment funding, whilst delegating authority for detailed commitments later is expected to minimise risk and maximise value for money for any future specific reinvestment.
Increased gigabit broadband deployment means road closures / traffic management / new infrastructure deployed e.g., poles	The Council's Digital Infrastructure and Connectivity team and Highways are already working closely with the commercial operators and their agents to minimise impact on Worcestershire's Highways. Support of Local Members is requested to recognise road closures and traffic management are required in the short term for long term benefits to be recognised and that new infrastructure needs to be installed to achieve our 90% Gigabit Capable ambition and prepare for retirement of copper networks.
Lack of direct control on Project Gigabit	BDUK are contracting directly with the preferred supplier, this reduces the ability of the Council to manage local priorities with the supplier. Concerns also exist that BDUK may adjust their approach with suppliers to address either hitting the national target of 85% by 2025 or prioritising delivery in other areas over Worcestershire to meet their political need. The Council are maintaining dialogue and relationships with BDUK to minimise these risks recognising political escalations may be required in future.
Subsidy Control / BDUK funding restrictions impacting on hard-to-reach areas	BDUK have algorithms and strategies in place to increase commercial coverage, whilst this is sensible it is important to balance this against 'cost of delay', managing stakeholders expectations and remaining pragmatic. The Council team will continue to work with communities and BDUK on sensitive areas to find solutions that minimise potential 'Subsidy control' issues.
Not using 'Underspend' on broadband improvements	Either BDUK request unallocated 'Underspend' be returned, there is no mechanism/authorisation for the Council to use 'Underspend' on improving broadband would mean a recalculation in the 'Project Investment Ratio' that would mean a greater amount of 'Gainshare' (already received and to be received) would need to be returned to BDUK, it is therefore important until all Underspend is allocated an appropriate amount of Gainshare is retained as a 'risk pot'

The high-level risks associated with the Mobile Implementation Plan have been identified as:

Risk	Mitigation
MNOs / Ofcom not engaging to address local issues	All MNOs met with us following our assessments in 2017. MNOs face increasing challenges themselves; it is important Worcestershire continues our approach of working to support MNOs, not simply challenging for improvements. Undertaking the 'understanding coverage' phase only increases our ability to hold meaningful conversations with both MNOs and regulators.
Data collected becomes dated too quickly	Through market engagement we are exploring options with suppliers to inform our procurement strategy e.g., call-offs, crowdsourced data etc.
High levels of planning applications for masts get refused / suitable sites not available	Whilst MNOs and The Council seek to improve the mobile connectivity in the county, it is still not unusual for planning applications for new masts to be refused. The Council and Local Enterprise Partnership have arranged sessions with District Planning teams and the mobile industry to improve the quality of applications and for Planners to understand more about the process of locating and designing new mast sites.
Growing population / demand for data outstrips capacity	MNOs will design for the future but have investments to make across the UK and both capital and operational costs need to be considered against projected demand. The Council have included 'asks' within recent revisions of Local Development Plans for Developers to engage with MNOs. Part of our Mobile Infrastructure Plan includes dialogue with industry for what more can be done.
Worcestershire unable to leverage local assets / position as an attractive place to invest	The Digital Infrastructure and Connectivity team are working with the national Digital Connectivity Infrastructure Accelerator and local Streetlighting team to understand the potential for Council assets to be used to support mobile infrastructure deployment.
Benchmarking current coverage / engagement with MNO suggest significant further investments required	Progressing with the market engagement and 'understanding phase' only better informs the Council. Further work is required to understand other alternatives and appetite within Worcestershire for other approaches to infrastructure investment. Noting any substantial investment beyond what can be supported by 'reinvestment funding' will need to return to Cabinet to progress.
3G and 2G Switch offs commence / issues occur without adequate 4G & 5G coverage in place	Without 'understanding' the current position more fully we will not understand the size of this risk in Worcestershire. Whilst Ofcom and MNOs suggest they will not switch-off networks without adequate cover in place, locally we believe the 'quality of experience' of users is not what Ofcom and MNO coverage modelling believe it to be. Nor does the local team believe the 'Shared Rural Network' plan gives adequate confidence that 'not spots' in the county are recognised.