

COMMISSIONING PLAN FOR EDUCATION PROVISION
2015/16 - 2019/20

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FOREWORD

Welcome to the Council's updated Commissioning Plan for Education Provision in Havering for 2016-2020. This is a five year rolling plan which we update annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Havering.

This plan builds upon the positive achievements of the past year and provides a clear and confident direction for education providers into the next few years. I am pleased to report that:

- the Council has successfully provided sufficient Early years provision and school places for all Havering children and young people for September 2015 by creating the additional provision set out in the previous Plan;
- our forecasting accuracy remains close to the +/- 1% of accuracy we aspire to for primary, although the increase in inward migration into Havering during 2012-16 was greater than in previous years and higher than forecast, which has resulted in greater pressures in some areas;
- high levels of parental preference for schools was delivered in 2015 despite the pressure of an increasing population; and
- all of this has been achieved against a backdrop of capital funding pressures.

As strategic commissioner, the London Borough of Havering has a responsibility to monitor the supply and demand for places and ensure there is sufficient capacity to meet demand by planning for growth. Recent, significant increases in demand patterns mean that we face unprecedented challenges to do this.

I would like to thank all the schools which are part of the major expansion programme, particularly Headteachers and Governors for their leadership and management of consultation and building programmes, while at the same time continuing to raise standards and improve children's achievements.

There remain a number of challenges for the future: the early years and school age population continues to grow, requiring additional school places to be created, in the right places, throughout the next decade; access to sufficient capital funds for school building continues to be limited and uncertain; and there is increasing local concern about building development, particularly in established urban areas.

It is clear that we will need to continue to work hard with our early year's providers and school community to deliver solid and pragmatic solutions. In addition to ensuring there is always sufficient, suitable education provision in the right place, we must also support and raise educational standards and aim to improve outcomes by ensuring that pupils can attend a good or outstanding early years setting or school.

I believe this Plan sets out a reliable and realistic vision for future education provision in Havering and provides the template for schools and other providers to work closely with the Council to deliver a place in a good or outstanding early years setting and school for every Havering child.

Councillor Robert Benham Cabinet Member for Children and Learning

INTRODUCTION

Legislation is clear about the local authority role as strategic commissioner of education provision, requiring us to provide a school place for every child resident in the borough.

The Council's ambition is to create the conditions in which pupils experience the best learning and teaching, and where pupils' moral, intellectual development, confidence can flourish and they can reach their full potential. We want every young person to benefit from a broad range of pathways to further learning and employment, for their own achievement and for the success of the London Borough of Havering and wider London economy. This Commissioning Plan provides the context and forward plan for education provision in Havering over the next five years in order to fulfil this aspiration.

In Havering, we have seen an increase of over 45% in the number of births between calendar years 2002 and 2015.



The ONS live birth data shows that Havering is the only London Borough to have a year on year increase in the birth rate every year since 2013. While many London boroughs have already experienced the increase in birth rate which is now starting to plateau, for Havering we are still at the early stages of our increase in the birth rate and we need to implement the necessary capacity

to accommodate the children of Havering requiring a school place for years to come. In 2014/15-2015/16 we created 4 FE permanent forms of entry (FE) in Primary schools together with 292 temporary places to cover short-term pressures for primary age pupils.

The number of Primary age pupils is expected to continue rising significantly from 21,074 in 2015/16, to 25,677 in 2020/21, which is more than 4,500 extra pupils over the next five years. The number of pupils is projected to continue to rise further. There will be a need to continue to make additional provision available in most planning areas on both a permanent and temporary basis. The number of Secondary age pupils (Years 7-11) in Havering schools is expected to rise significantly from 14,584 in 2015-16 to 18,768 in 2023-24. Beyond this point the longer term strategic forecasts indicate a further increase in pupil numbers, although this estimate is heavily influenced by projections of new housing development beyond 2026.

This Commissioning Plan therefore identifies the need for additional secondary and primary school places as follows;

Planning Area	Secondary Phase	By 2017-18	By 2018-19	By 2019-20	By 2020-21	By 2021-22	By 2022-23	Options
North East	Total Year 7 FE	2	2	3	3	3	3	Additional places to be delivered through the expansion of schools in the North East and North West planning areas
North West	Total Year 7 FE	0	0	1	1	1	1	Additional places to be delivered through the expansion of school in this area
Central	Total Year 7 FE	0	3	6	7	8	12	Additional places to be delivered through the expansion of schools in this planning area. New provision will also be required to meet the need for places.
East	Total Year 7 FE	0	0	1	2	2	3	Additional places to be delivered through the expansion of schools in this planning area.
South	Total Year 7 FE	0	0	0	0	0	1	Additional places to be delivered through the expansion of schools in this planning area.

Planning Area	Primary Phase	By 2017-18	By 2018-19	By 2019-20	By 2020-21	Options
Collier Row	Total Reception FE	0	0	0	0	Nothing needed
	Total Year 1-6 FE	0	0	0	0	
Elm Park	Total Reception FE	0	0	0	0	Nothing needed
	Total Year 1-6 FE	0	0	0	0	
Harold Hill	Total Reception FE	1	2	2	2	Additional places to be delivered through expansion of schools in the planning area. The projected deficit takes into account the opening of Drapers Maylands free school with 60 places in September 2015.
	Total Year 1-6 FE	6	9	13	16	
Hornchurch	Total Reception FE	0	0	0	0	No solution needed as there is surplus in Elm Park planning area - no expansion will be needed until all the schools in Elm Park Planning area are filled to capacity
	Total Year 1-6 FE	0	0	0	1	
Rainham and South Hornchurch	Total Reception FE	2	3	4	6	Rainham zone housing development is included in the data. Additional places to be delivered through expansion of schools in the planning area and a proposed 3FE new free school
	Total Year 1-6 FE	1	4	8	14	
Romford	Total Reception FE	1	1	2	2	Romford Framework delivery is included in the data and the projected deficit also takes into account the opening of Concordia Academy free school with 90 places from September 2017. Site will be needed for a new provision from Sept 2021.
	Total Year 1-6 FE	4	5	7	9	
Upminster and Cranham	Total Reception FE	0	0	0	0	
	Total Year 1-6 FE	0	0	0	1	

Please note:

- FE is form of entry - 1 FE means one form of entry which is equal to 30 places.
- The need for reception places as outlined above is based on including a 5% element on the projected reception intakes only for Harold Hill, Romford and Rainham and South Hornchurch primary planning areas as these areas have the highest in year mobility and new housing growth. 5% surplus capacity is not included for the remaining planning areas as there's little in-year applications in those areas.
- Romford assumes that Concordia Academy Romford will open as planned with 60 reception places in 2016/17 and 90 places from 2017/18. Much of the additional provision will be achieved by expanding existing schools, with proposals being sought to establish a new 3FE Primary School in Rainham and South Hornchurch Planning area. While in many cases the need for new and expanded schools is dependent on future housing development, the increase in demand for education places continues to be significant.

By clearly setting out the Local Authority's future commissioning needs and plans we hope parents and providers will be in a better position to make proposals and suggestions regarding how these needs can be met. This is a different approach to setting out predetermined solutions to perceived need, and should enable a greater range of options to be considered. We welcome the fact that new providers, such as academy trusts and free schools, are entering the market and believe that parents and communities should have a strong voice in proposals for future school development.

The Local Authority also recognises that popular schools may wish to expand, or be under pressure from the local community to do so. Such expansions are welcome to help meet the need for extra places and to meet our objective of providing access to a good local school for every Havering child. We support this greater diversity in the range of education provision available to Havering children and young people. As the Strategic Commissioner of Education Provision, we welcome proposals from existing schools and new providers that address the needs set out in this Plan for new provision to meet increased demand and to improve the quality of education.

The Plan also sets out our future needs and proposals for early years education and childcare, provision for children and young people with special educational needs and disabilities, and the requirements we have to make appropriate provision for young people aged 16-19 to gain better qualifications and have the right opportunities to move into employment with training, apprenticeships or higher education.

This Plan is a 'live' document which underpins the dynamic process of ensuring there are sufficient school places for Havering children, and other provision. It is subject to regular discussion and consultation with schools, Local Elected Members and other stakeholders

EXECUTIVE SUMMARY

The purpose of the Commissioning Plan is to set out in detail how we will meet the future need for education provision in Havering.

The Plan:

- states the vision for achieving higher education standards in Havering;
- outlines the principles and planning guidelines on early years to post 16 education provision, including provision for Special Educational Need & Disabilities
- sets out the commissioning plan for provision of places in statutory and non-statutory education for 0-25;
- establishes a framework to develop proposals and proposed approach for the council to continue fulfilling its statutory duty to secure sufficient school places to meet the needs of its children and families in future.
- provides demographic and contextual information to support the development of the proposals to manage school place provision.

The strategy is also intended to help parents and the wider community understand how the changing role of the local authority in education provision have contributed to & influenced key planning decisions.



It updates the school community on the longer term population trends and the implications for their schools and provides information on what the council has done so far to enable it meet the growing demand for school places.

The supporting information on the latest school places data utilises the January 2016 pupil census data and projections unless where otherwise specified.

SECTION 1: HAVERING CONTEXT - REVIEW OF COMMISSIONING

1.1 Vision for Havering

Our strategic priorities in the London Borough of Havering are to ensure all pupils meet their full potential, to shape education and skills provision around the needs of our economy and our partners in the sub region and beyond; at the same time continue to improve services for the most vulnerable young people.

The commissioning plan for education provision contributes to these priorities by setting out how we will carry out our responsibility for ensuring there are sufficient places of high quality, in the right places, for all learners, while at the same time fulfilling our other responsibilities to raise education standards and be the champion of children and their families in securing good quality education, childcare and other provision including training and apprenticeships.

As the increasing pupil population continues to impact across our school provision and squeeze on public expenditure is set to continue, we need to ensure that the right number of early years settings and school places are in the right areas at the right time in order to meet ever changing demand. We are constantly looking at ways to direct capital resources to secure school place provision of high quality in premises that are safe, secure and fit for purpose.

In our carrying out our statutory duties, we continuously work with our schools, academies and early years providers, the Dioceses of Brentwood and Chelmsford to ensure that we make the best use of school accommodation for the school and the local community

1.2 A place of change (population, demography and changes)

Havering is the third largest London borough, covering some 43 square miles. It is located on the northeast boundary of Greater London. To the north and east the Borough is bordered by the Essex countryside, to the south by a three mile River Thames frontage, and to the west by the neighbouring boroughs of Redbridge and Barking & Dagenham.

The estimated population of the London Borough of Havering is 249,085. It has the oldest population in London with a median age of approximately 40 years old as recorded in the 2011 census.

The Borough experienced a net population loss of 6.3% from 1983 to 2002 but the population has increased year on year from 2002, with a 10.7% increase from 2002 to 2015. This increase is mainly due to internal migration – that is, migration from other local authorities (1,710, 0.7%). Natural change (births minus deaths) contributed 0.3% and international migration accounted for the remaining 0.2% of the population increase from mid-2014 to mid-2015

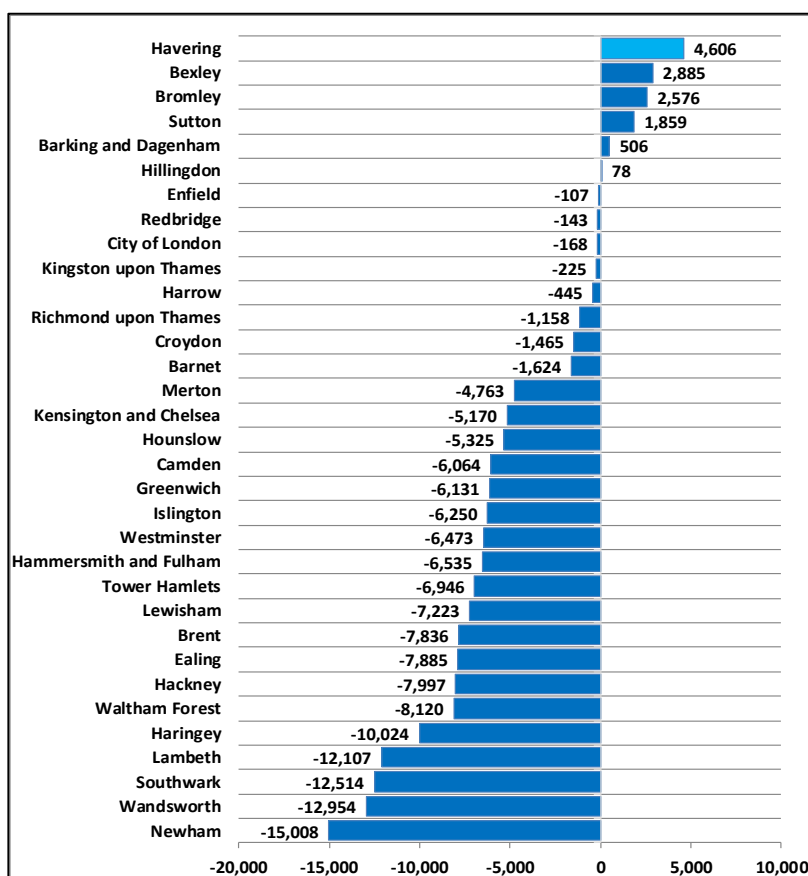
As well as increases in the number of births in Havering, there has been an increase in the general fertility rate from 54 (per 1,000 women aged 15-44) in 2003 to 66 in 2014. This equates to an additional 12 births per 1,000 women aged 15-44 within the period.

Havering is one of the most ethnically homogenous places in London, with 83% of its residents recorded as White British in the 2011 census, higher than both London and England. However, based on the GLA estimates of population change by ethnicity, the projections from 2013 shows decrease in the white population from 85% (in 2015) to 79% (in 2030) and a projected increase in the Black African population from 3.8% in 2015 to 5.2% of the Havering population in 2030. .

Inclusive of ‘natural change’ (i.e. births and deaths), children aged 0-4 years are the largest contributors to population change, largely due to births. 2014 saw a net increase in young adults (20-49 years) largely due to internal migration and a net decrease in adults aged 50 years and over largely due to deaths .The impact of the welfare reforms in 2013 coined the ‘doughnut effect,’ whereby residents relocate further outside of London to find more affordable accommodation has also added to the net inflow of people into the borough.

Recent data presented below as released by the Greater London Authority (GLA) shows that Havering has experienced the largest net inflow of children across all London boroughs. In the six year period (2009-2014), 4,606 children have settled in the borough from another London borough (see Figure 1). The figure also illustrates that there is migration of children out of Inner London Boroughs, which have experienced a negative net flow, into Outer London Boroughs. However, the biggest inflows of children into Havering for 2014 came from neighbouring Outer London Boroughs, Barking & Dagenham (123 children) and Redbridge (103 children).

Figure 1 illustrates the Net flow of children by London Borough, 2009-2014



Data source: Internal Migration Flows 2009-2014; Greater London Authority (GLA); Produced by Public Health Intelligence

It is projected that the largest increases in population will occur in children (0-17 years) and older people age groups (65 years and above) up to 2031.

The changes now seen in Havering's population, influenced by increased births, immigration, housing developments and economic migration, mean that the Council's provision of school places must also respond to meet the changing needs of residents.

1.3 A place of diversity and choice (current school provision)

Schools in the borough are grouped into planning areas which are configured based on existing ward boundaries. There are seven primary and five secondary planning areas respectively, set up for the purpose of projecting school places. The diversity across Havering is further demonstrated by the varying school sizes, governance arrangements and the number of voluntary aided schools.

There have been recent changes with regards to school provision, which have led to the introduction of both academies and free schools

Academy is the legal term that includes both sponsored and convertor academies, Free Schools, University Technical Colleges (UTC's) and most Studio Schools. These new forms of state maintained school are independent from the local authority, and report directly to the Secretary of State.

Further information about academies can be found [here](#)

Of the 81 schools in the borough, 51% are community schools, 11% are voluntary aided, 1% is voluntary controlled, 31% are Academies (converters, sponsor-led and Free school), 6% are foundation schools.

A full breakdown of the types of schools is provided in the table below:

School Category	Primary	Secondary	Special	Total
Academy-Sponsor Led	4	3	2	9
Academy-Converters	4	11		15
Community	40	1		41
Free School	1			1
Foundation	1	3	1	5
Voluntary Aided- Catholic	8			8
Voluntary Aided-Church of England	1			1
Voluntary Controlled	1			1
Total	60	18	3	81

The count of primary schools includes 12 pairs of separate Infant and Junior schools. Primary schools currently range in size from under 20 to 120 pupils per year group.

79% of secondary schools are academies and range from 515 pupils on roll to 1,417 including Post-16 numbers. Four schools are single sex, (two boys and two girls). Six secondaries, in addition to the Havering College of Further & Higher Education and the Havering Sixth Form College currently offer Post-16 education.

As at April 2016, 448 providers in Havering were offering 7167 early years and childcare places for statutory and non- statutory school aged children. Of these, 1058 places are nursery classes within maintained schools and academies.

1.4 Review of Commissioning to 2015

The need for additional places is a national one and as the amount of schools' capital allocation for education diminishes, one of the council's top priorities has been to ensure sufficiency of school places.

The Havering Commissioning Plan published in September 2012 identified the need for additional permanent school places to be created – equivalent to 12 forms of entry (FE) in Primary Schools. The plan also identified the need to provide 195 temporary school places to meet short-term pressures. This was approved by cabinet under the first Phase of permanent expansion programme.

The pupil forecast data was later revised in July 2013, to take account of population movement, both migration (new arrivals) and local (within and between areas of the borough). This showed a deficit of around 350 Reception places and around 1800 places across all the year groups by 2015/16. Hence, a second phase expansion programme was initiated to help meet the identified need.

1.5 What we have done so far (temporary and permanent places added)

Over the past three years we have worked to ensure that every child or young person in the borough requiring a school place has been able to secure one

From 2011 to 2015, 14 FE permanent places have been delivered in Primary schools. In addition to this, a further 525 temporary places for Reception Year pupils have also been delivered to take account of the reduced provision of permanent places. These additional 14 permanent forms of Reception Year entry created since September 2011 is equivalent to seven new 2 FE Primary Schools. In total, an additional 2505 permanent Primary school places have been created in all year groups from 2011/12-2015/16.

In addition to the above, the Department for Education (DFE) has approved the establishment of a free school in Harold Hill. The Drapers Maylands Primary school opened as a 2FE school (60 reception places) in Settle Road, Harold Hill in September 2015.



The table below gives a breakdown by academic years the temporary and permanent places created since 2011.

Year	Temporary Year R places added	Permanent Year R places added	Temporary primary places added (Years 1-6)	Permanent primary places added (Years 1-6)	Total primary places added
2011-12	60	0	0	0	60
2012-13	165	0	0	0	165
2013-14	165	300	360	1230	2055
2014-15	30	60	82	345	517
2015-16	105	60	75	510	750
Total	525	420	517	2085	3547

We are also anticipating that Concordia Academy (Free school) Romford which has also been approved by DFE will open its doors from September 2016, creating an additional 90 places in the Romford Planning area from September 2017.

In July 2011, the Government launched the Priority Schools Building Programme (PSBP) which was aimed at addressing schools with the worst condition issues. London Borough of Havering was successful in securing support for The Mawney, Suttons and Hacton Primary Schools. The rebuild programme incorporates an increase of places in each school. . The rebuild projects for Hacton and Suttons have started and completion is due on or before the end of 2016. The Mawney rebuild project is expected to be completed before September 2018.

On the 9 February 2015, the Government announced that six schools in the London Borough of Havering had been successful in their application to become part of the second phase of the Priority School Building Programme. The six schools are Broadford Primary School, The Royal Liberty School, Marshalls Park School, The Albany School, Hall Mead School and Redden Court School.

SECTION 2: THE ROLE OF LOCAL AUTHORITY IN COMMISSIONING EDUCATION PROVISION

In the national policy context the Local Authority is the commissioner of education provision. Providers will come from the private, voluntary, charitable and maintained sectors. The role of the Local Authority is set within a legal framework of statutory duties which are set out below. Within this framework, the Local Authority continues to be the major provider of education by maintaining most Havering schools and it also fulfils the function of “provider of last resort” to ensure new provision is made when no other acceptable new provider comes forward.

Statutory Duties

Education in Havering can be divided into three phases, although there is some overlap between these. The three main phases are:

- Early Years, primarily delivered by private, voluntary and independent pre-school providers and accredited Childminders and schools with a maintained nursery provision
- 4-16, “compulsory school age” during which schools are the main providers;
- Post 16, colleges and schools both offer substantial provision, with colleges as the sole provider for young people aged 19-25.

The Local Authority also has specific duties in relation to provision for pupils who have Special Educational Needs and pupils excluded from school or who are unable to attend school because of ill health.

2.1 Duties to Provide for Under 5s

Section 6 of the Childcare Act 2006 gives local authorities a duty of securing, so far as is reasonably practicable, that the provision of childcare (whether or not by them) is sufficient to meet the requirements of parents in their area in order to enable them to:

- (a) take up, or remain in work, or
- (b) undertake education or training which could assist them to obtain work.

Section 7 of the Childcare Act 2006 gives local authorities a related duty to secure free early education provision for pre-school children of a prescribed age (three and four years olds,) from the beginning of the term after their third birthday, and now two year olds from lower income families.



Section 11 of the Childcare Act 2006 placed a duty on local authorities to prepare an annual childcare Sufficiency Report.

From September 2013 the Government introduced a duty on local authorities to ensure that the most disadvantaged 2 year olds are be able to access free early education provision.

2.2 Duties to Provide for Ages 4-16

The law requires Local Authorities to make provision for the education of children from the September following their fourth birthday to the end of the academic year in which their eighteenth birthday falls either at school or otherwise. Most Havering parents choose to send their children to Havering schools. However, some parents may choose to send their children to schools outside of Havering, likewise non-Havering residents may wish for their child to attend a school within Havering. Where distance from the home address to the school is a tie breaker criteria, priority cannot be given to a Havering resident if an out-borough resident lives closer.

From age 14 to 16 a minority of young people are offered college placements or alternative curriculum provision, usually through school links. Some children are educated in Special schools or other specialist provision because of their special educational needs.

The Local Authority has a statutory duty to provide full time education for pupils “not in education by reason of illness, exclusion or otherwise” (Section 19 of the 1996 Education Act) and which is appropriate to individual pupil needs. This duty is discharged through Pupil Referral Units, alternative provision commissioned by Secondary schools and the Medical PRU and Education Service.

2.3 Duties to Provide for Post 16 Students

Local authorities have responsibilities to support young people into education or training, which are set out in the following duties:

- to secure sufficient suitable education and training provision for young people aged 16 to 19 (and those aged 20 to 24 with an Education, Health and Care Plan/Learning Difficulty Assessment) in their area;
- to ensure support is available to all young people from the age of 13 that will encourage, enable or assist them to participate in education or training (tracking young people’s participation successfully is a key element of this duty); and
- to have processes in place to deliver the ‘September Guarantee’ of an education or training place for all 16 and 17 year olds.

Learning providers are required to notify the Local Authority when a young person leaves learning so that it can fulfil its statutory duties in respect of tracking young people in post 16 education and training.

The Children and Families Act 2014 became law from September 2014. It sets out the statutory special educational needs and disability (SEND) system for children and young people aged 0 to 25 in England. The ‘Code’ is statutory guidance that details the required SEND provision by law which schools and local authorities are expected to follow. This includes the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs Disability Regulations 2014.

Section 35 of the Children’s and Families Act 2014 places duties on Local Authorities to ensure:

- reasonable adjustments for disabled children and young people; and

- auxiliary aids and services to disabled children and young people.

The system under the new Act for those under 16 is similar to that currently in place; namely the process of and reasons for assessments are very similar and families have the same rights of appeal. The main changes from the SEN Code of Practice 2001 are:

- The Code of Practice (2014) covers the 0-25 age range;
- There is a clearer focus on the views of parents, children and young people and their role in decision-making. Guidance is now provided on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care.
- For children and young people with more complex needs; a coordinated assessment process and the new 0-25 Education, Health and Care Plans(EHC) replaces statements and Learning Difficulty Assessments (LDAs);
- There is new guidance on the support of pupils and students should receive in education and training settings;
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to employment and adulthood.

One significant change brought about by the Children and Families Act 2014 is that there is no longer a distinction between maintained schools and independent or non-maintained schools. Parents can now express a preference for any maintained school, academy, free school or non-maintained school. Havering is working with non-maintained education providers.

Greater diversity of provision is likely to give the most cost effective response to managing fluctuating pressures on SEND capacity.

The Equality Act 2010 places a duty on early years providers, schools and the Local Authority to ensure that children and young people with disabilities do not experience discrimination in admission to school, in education and in associated services

SECTION 3: WHAT WE ARE SEEKING TO ACHIEVE

3.1 Delivering Education

Our vision for Education Learning and Skills and our priorities for improvement as set out in our “Education and Skills Delivery Strategy” is to ensure that every child and young person will go to good or outstanding education provision, have access to the best teaching, and benefit from settings and schools and other providers working in partnership with each other to share the best practice as they continue to improve.

Commissioning sufficient school places, in the right locations and making changes in school organisation has a significant impact in our vision to create a cultural, economic and physical environment that stimulates children and young people to open their minds to the full range of opportunities that are available to them.

To ensure all pupils meet their full potential we aim to achieve the following targets and priorities:

- **No Havering school or setting will be in an Ofsted category;**
- **Our Early years would improve to match the national figures at 85% of good or better provision;**
- **There will be more primary schools that are good or better above the statistical neighbours figure of 83% and the percentage of outstanding primary schools increase year on year to be well above national average of 23%;**
- **The percentage of secondary schools that are good to be well above the national at 76% and the outstanding schools increase year on year to 22%;**
- **Further additional resource provision is developed as the needs of the SEN population changes over time;**
- **Post-16 performance improves to be in line with national averages;**
- **Performance of children on statements and education health care plan continue to improve by 3% per year from 2013 performance;**
- **Participation in education and training at 16 and 17 to be above London and England percentages;**
- **To enhance the capacity of our special schools to meet a wider range of needs so reducing the demand for out of borough provision, which can be hugely expensive particularly for residential placements;**
- **Help parents to access a preferred school place for their child by maintaining the online admission applications currently at 100%, and increase the number of parents who get their first preference of secondary school to 84% in line with the national average and continue to improve on our 87.7% for primary applications gaining their first preference which is above both the national and the London average;**
- **Commission and expand educational provision in early years, schools, 14-19 and for SEN pupils, so that we meet demand with good provision;**
- **We will maintain at least 5% surplus capacity in school places in the reception year group for those primary planning areas that experience mass housing growth, a large number of school place applications received throughout the year and high mobility. We will ensure we deliver additional school places in line with demand and parental preferences, each year as set out in the Commissioning Plan;**

It is important to balance the need for school places and meeting parental preference with the efficient delivery of high quality education services. This requires a modest surplus of school places in any given locality. Too much surplus capacity is financially wasteful, and can impact negatively on budgets and school standards.

The Local Authority seeks to maintain 5% surplus capacity in school places in Harold Hill, Romford and Rainham & South Hornchurch primary planning areas and ensure we keep pace with demand for school places in each planning area by providing places of good quality that parents want for their children. We will take action to reduce surplus capacity where this exceeds 10%, and will seek to exert a downward pressure on levels of surplus capacity where these are forecast to remain significantly above 5% throughout the forecast period.

We are very much aware that none of this can be achieved without the support of and close working relationship with Governors, Head teachers, staff, parents and residents underlining the essential partnership with the school and wider community. We are grateful for all the help and co-operation we have received thus far and for the on-going dialogue in place to ensure that every child has the best quality of provision we can deliver. The increasingly diverse environment in which decisions about school sizes and locations are now taken means that the Local Authority has to commission school places in an open and transparent fashion, and work closely with all education providers, to secure the best for Havering's children and young people.

The Local Authority holds similar ambitions for the Early Years and post-16 age groups and for those children and young people with Special Educational Needs (SEN). We will continue to work with Early Years providers to respond positively to the ever changing needs of families to ensure high quality childcare provision is available to give children the best start in life and support families' working commitments. We are committed to delivering the Government's drive to extend free entitlement to two year olds from disadvantaged backgrounds, and are working closely with providers to make this happen. Similarly we are working with schools, colleges, employers and training organisations to ensure appropriate pathways and provision are in place for the young people aged 16-19 in Havering. Our commissioning intentions for SEN, set out in the Draft SEND Strategy for Havering include encouraging a mixed economy of providers, reducing the demand for school places outside Havering and creating more places in Havering Special schools and in SEN specialist resourced base provision in mainstream schools.

New School Provision

The Education Act 2011 changed the arrangements for establishing new schools and introduced section 6A (the free school presumption) to the Education and Inspections Act 2006. Where a LA thinks there is a need for a new school in its area it must seek proposals to establish an academy (free school).

The presumption arrangements require LAs to seek proposals to establish a free school where they have identified the need for a new school in their area. The LA is responsible for providing the site for the new school and meeting all associated capital and pre-/post-opening costs. The decision on all new free school proposals lies with the Secretary of State.

SECTION 4: PRINCIPLES AND GUIDELINES

It is important that the Local Authority is open and transparent in its role as the Strategic Commissioner of Education Provision in Havering. To help guide us in this role we abide by clear principles, and consider school organisation proposals against our planning guidelines. We stress that planning guidelines are not absolutes, but a starting point for the consideration of proposals.

These are our Over-Arching Principles:

- We will always put the needs of the learners first.
- Every child should have access to a local good or outstanding school, which is appropriate to their needs.
- All education provision in Havering should be rated “good” or better, and be financially efficient and viable.
- We will aim to meet the needs and aspirations of parents and the local community.
- We will promote parental preference.
- We recognise perceptions may differ as to benefits and detrimental impacts of proposals. We aim to ensure our consultation processes capture the voice of all communities. To be supported, proposals must demonstrate overall benefit.
- Organisational changes should promote greater diversity of provision in a locality.
- The needs of Children in Care and those with SEN will be given priority in any commissioning decision.
- We will give priority to organisational changes that create environments better able to meet the needs of vulnerable children, including those who have SEN and disabilities, those from minority ethnic communities and / or are from low income families.
- We will make the most efficient use of resources.
- Any educational provision facing challenges in difficult times will be supported and challenged to recover in an efficient and timely manner, but where sufficient progress is not so achieved we will seek to commission alternative provision or another provider.
- If a provision is considered or found to be inadequate by Ofsted, we will seek to commission alternative provision where we and the local community believe this to be the quickest route to provide high quality provision.
- In areas of high housing growth we will actively seek developer contributions to fund or part fund new and additional provision.
- In areas of high surplus capacity we will take action to reduce such surplus¹.

¹ Actions might include re-classifying accommodation, removing temporary or unsuitable accommodation, leasing spaces to other users, promoting closures or amalgamations. We recognise that, increasingly, providers will be responsible for making such decisions about the use of their buildings, but we believe we all recognise the economic imperatives for such actions.

4.1 Planning Guidelines – Early Years

Increasing the number of Early Education and Childcare Places;

- Support the set-up of new businesses, particularly in areas of place pressure.
- The Havering Directory and Funding Agreement requires all settings that receive a less than “Good” Ofsted Inspection Judgement, to engage with the Local Authority to develop an monitor an improvement plan to ensure that settings meet the identified requirements of the Ofsted report and reach a “Good” or above standard within six months. Whilst Early Years Providers with a Satisfactory/Requires Improvement Ofsted Inspection Judgement may deliver the Early Education Entitlement (EEE) for 3 and 4 year olds, the 2 year old EEE can only be delivered by Providers with a “Good” or above Ofsted Inspection Judgement, except where there is not sufficient accessible ‘good’ or ‘outstanding’ provision.
- Engaging with maintained schools, academies and free schools to support the establishment of nursery provision to deliver the EEE as part of the whole school rather than engaging with a PVI provider especially where these are in areas of place pressure.
- Encouraging and supporting schools to offer full time education and childcare (this may include Breakfast and After School Clubs) from 8am to 6pm, enabling school nurseries to deliver a more flexible offer including blocks of hours, rather than just morning or afternoon.
- Engagement with both school and PVI settings to develop or expand more of these, to deliver the 2 year old entitlement.
- Childminders to deliver the EEE for 2, 3 and 4 year olds. Whilst Childminders represent 14.2% of all EEE Providers, they only currently supply 1.5% of the available places.



Increasing the Take-up of the Early Education Entitlement;

- Identification of take-up of the 2, 3 and 4 year old entitlement in the different planning areas and wards in the Borough.
- Publicity of the EEE and to specifically target those areas with lower take-up.
- Partnership working with relevant partners to identify barriers to childcare for parents/carers returning to or remaining in work or in undertaking training to support obtaining work.
- Continue the Information and Brokerage Service provided by the Family Information Service.
- Review training of early year providers designated as Disability Access Champions to increase those able to effectively support SEN children.

4.2 Planning Guidelines – Primary

- The curriculum is generally delivered in key stage specific classes. Therefore, for curriculum viability Primary schools should be able to operate at least 4 classes.
- Where possible, planned Published Admission Numbers (PANs) will be multiples of 30 but where this is not possible, multiples of 15 are used.
- We believe all through Primary schools deliver better continuity of learning as the model for Primary phase education in Havering. When the opportunity arises we will either amalgamate separate infant and junior schools into a single Primary school or federate the schools. However, we will have regard to existing local arrangements and seek to avoid leaving existing schools without links on which they have previously depended
- At present Primary school provision is co-educational, and we anticipate that future arrangements will conform to this pattern.
- A range of options for increasing primary phase school provision will be considered - including the expansion of existing schools to whatever size is feasible on the site, options will include the expansion of existing schools on “split sites” where existing main sites are constrained, the establishment of primary phase provision on secondary school sites possibly as all through provision and the encouragement of Free Schools where needed.



4.3 Planning Guidelines – Secondary

- All schools must be able to offer a broad and balanced curriculum and progression pathways for 14-19 year olds either alone or via robust partnership arrangements.
- PANs for Secondary schools will not normally be less than 120. PANs for Secondary schools will normally be multiples of 30.
- A range of options for increasing secondary phase school expansion will be considered – including the expansion of existing school to whatever size is feasible on the site, expanding on split sites using playing fields or Green Belt sites.
- All our Secondary schools admit pupils at age 11. Any new Secondary provision would be expected to follow this model, except where it is proposed to be all-aged (Primary and Secondary).



- Proposals for additional Secondary places need to demonstrate a balance between selective and non-selective school places.
- We will encourage the formation of all-aged schools where this is in the interests of the local community.

4.4 Planning Guidelines- Special Educational Needs

- We aim, over time, to build capacity in mainstream schools, by broadening the skills and special arrangements that can be made within this sector to ensure compliance with the relevant duties under SEN and disability legislation for example through the establishment of Additional Resources Provisions (ARPs) attached mainstream schools.
- For children and young people where mainstream provision or an ARP is not appropriate, we seek to make appropriate provision through one of Havering's Special schools otherwise for most young people aged 16-19 provision may be at school or college and for the young people who are aged 19-25 provision is likely to be college based. To reduce the number of young people attending post 16 out of borough specialist provision or schools, we need to expand Havering provision or schools.
- For young people over 18 we jointly commission with Adult Social Services and the Health Service to ensure continuity between the two services.
- We recognise the need for children and young people to live within their local community where possible and we seek, therefore, to place them in day places unless residential provision is needed for care or health reasons. In such cases agreement to joint placement and support will be sought from the relevant teams within Havering or the Health Service.
- We aim to reduce the need for children to be transported to schools far away from their local communities.

4.5 Planning Guidelines - Expansion of Popular Schools and New Provision

- We support diversity in the range of education provision available to our children and young people. We recognise that new providers are entering the market, and that parents and communities are able to make free school applications.
- We also recognise that popular schools may wish to expand, or be under pressure from the local community to do so.
- As the Strategic Commissioner of Education Provision, we welcome proposals from existing schools and new providers that address the needs identified in this Plan, which include new provision to meet increased demand, and new provision to address concerns about quality.
- In order for us to support any such proposal, they must adhere to the planning principles and guidelines set out above, and meet an identified need.

4.6 Planning Guidelines – Post-16 Provision

In fulfilling their statutory duties, the local authority champion the education and training needs of young people in Havering by:

- informing local provision which meets the needs of young people and employers;
- influencing and shaping the provision on offer and helping to develop and improve the education and training market;
- identifying those most in need of additional support to participate;
- supporting the improvement of the quality of
- the education and training of young people aged 16-19 (aged 20-24 with a Learning Difficulty Assessment (or Education, Health and Care Plan)); and
- supporting employer needs, economic growth and community development.

Strategic Priorities:

- Continue to support the growth in participation of 16 year olds staying in education, monitoring participation rates and trends.
- Increase the number of 17 year olds participating in education and training, making a positive transition from year 12 to 13.
- Increase the availability, range and quality of Traineeships and Apprenticeships opportunities available across all levels.
- Promote participation of all 14-19 year olds particularly those most vulnerable and ensure that appropriate mix and balance of provision is available for all Havering residents, particularly those in vulnerable groups.



SECTION 5: FUNDING

The Local Authority as Strategic Commissioner of Education Provision has a key role in securing funding to provide sufficient education provision in the borough, particularly in schools.

5.1 Basic Need Allocation and programme funding

The Schools Expansion Programme is broadly funded from Basic Need Grant. For 2012/13-2014/15 a total of £17,112m was allocated all of which is now committed and spent. The new, two year allocation for 2015/16 and 2016/17 of £29,979m was made in December 2013. This allocation is already committed and the allocation for 2017/18 of £16,756m is already committed as well. A further allocation of £10,949m has recently been announced for 18/19. Whilst this can be supported through S106 developer contribution monies or tariff, there is currently a gap in central funding to deliver additional Secondary and SEN school places at a time when demand for these places is increasing in Havering and many other local authorities.

The revenue implications of schools expansion are met from the Dedicated Schools Grant (DSG). The schools' delegated budgets are based on the October pupil census and the additional costs in the current financial year will be met from the pupil growth contingency, which has been set aside from the DSG as agreed by the Schools Funding Forum. The additional pupils will be automatically reflected in subsequent years DSG and corresponding school budget shares.

The Local Authority also received a capital allocation of £422,197 to support 2 year old Early Education Entitlement places. This funding was not ring-fenced and it has been agreed that it would be allocated to support the development of nursery places, including for 2 year olds, at schools sites that are included in the Priority Schools Building Programme.

The Government recently reviewed the cost of providing new school buildings and the financial process for allocating funding to local authorities to support the provision of extra school places. The new 'baseline' designs guide local authorities towards standardisation in terms of space and design of new schools. In meeting these guidelines, Havering is committed to securing value for money when providing additional school accommodation which is of a high quality.

Government funding for 'Basic Need' is allocated on a formulaic basis assessed from information provided by local authorities about forecast numbers of pupils and school capacity. Such funding will only provide for predicted growth in numbers arising from changes in the birth rate and from inward net migration.

For new pupil places required because of housing development it is necessary to look to other funding, specifically developer contribution monies. In the past, developer contribution funding has been secured through the negotiation of S106 agreements. Whilst S106 remains for meeting specific requirements of individual developments, the arrangement is to be supplemented by the Community Infrastructure Levy (CIL). CIL is a local tariff on all developments to provide new service capacity to support development. The Council will continue to pursue appropriate bidding opportunities for government grant.

Proposals to establish new provision which are driven by parents, rather than a basic need for new places, may be funded by the Government's free school programme, or through the Council if funding is available.

5.2 Availability of Capital and Planning Permission

Statutory proposals to alter school provision cannot be published without the necessary capital funding being identified and secured. Planning permission is required where there are proposals to increase the footprint of a building and in certain other circumstances. Where planning permission is required, school organisation proposals are approved after planning permission have been granted

5.3 Existing Premises and Sites

In drawing up options and proposals around reshaping provision or providing additional places, the Local Authority conducts an option appraisal on existing premises and sites to inform feasibility.

The issues to be considered include:

- the condition and suitability of existing premises;
- the ability to expand or alter the premises, including arrangements whilst works are in process;
- the works required to expand or alter the premises and the estimated associated capital costs;
- the size and topography of the site; and road access to the site including transport and safety issues.

5.4 Value for money

Any decision to build new school provision will be based on the long term sustainability of school rolls. Modular buildings and modern methods of construction will be used to meet short term pressures on school places and to ensure complete value for money. Full consideration will be given to which route provides the best value for money which can be achieved within the timeframe available, this will include relocating existing modular building once they become available.

SECTION 6: FORECASTING METHODOLOGY

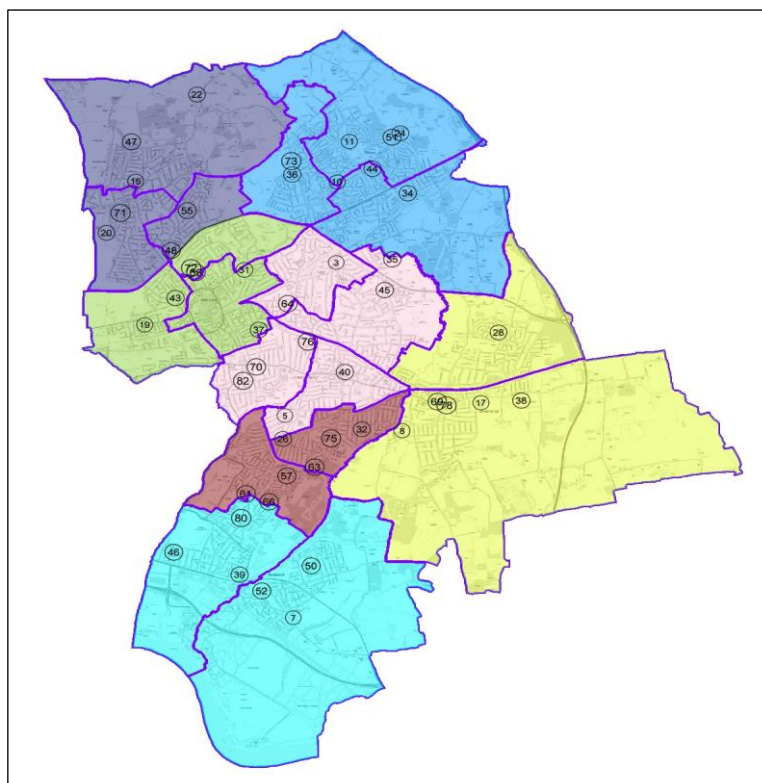
The Local Authority uses data on births and pre-school population figures to inform the forecasting of pre-school and Primary school pupil rolls. Secondary school and post-16 education needs are calculated from Primary school rolls and transfer rates to Secondary schools. Migration in and out of different parts of Havering and housing developments are taken into account. The methodology for forecasting the future needs for Special education provision is being developed further, and existing plans for increased provision are included in this Plan.

6.1 Year Reception and primary

The following information is used to calculate school roll projections in Havering:

- Birth data received from the ONS.
- Population projections produced by the GLA and in-house via the GLA Witan model
- Historic pupil data obtained from the school census
- Housing development data obtained from our planning department.

The authority calculates independently a projection of pupil numbers for the whole borough before making projections at primary planning area level. There are seven primary planning areas (see figure below), which were revised in 2014. The primary planning areas previously used were not made up of existing ward boundaries and many of the old planning areas only partially cover some wards. As birth and population data is often received at ward level, this then involves an assumption being made as to what proportion of the ward level birth/population data sits under which planning area.



No	School Name	No.	School Name
3	Ardleigh Green Inf. & Jnr	45	Nelmes Primary
5	Benhurst Primary	46	Newtons Primary
7	Brady Primary	47	Oasis Academy Pinewood
8	Branfil Primary	45	Parklands Infant & Junior
10	Broadford Primary	50	Parsonage Farm Primary
11	Brookside Inf. & Junior	51	Pyrgo Priory Primary
15	Clockhouse Primary	52	Rainham Village Primary
19	Crowlands	55	Rise Park Infant & Junior
20	Crownfield Inf. & Jnr	57	RJ Mitchell Primary
22	Dame Tipping Primary	61	Scargill Infant & Junior
22	Elm Park Primary	63	Scotts Primary
24	Drapers Maylands	64	Squirrel's Heath Inf. & Junior
28	Engayne Primary	66	St Albans Catholic Primary
31	Gidea Park Primary	68	St Edward's C of E Primary
32	Hacton Primary	69	St Joseph's RC Primary
34	Harold Court Primary	70	St Mary's Catholic Primary
35	Harold Wood Primary	71	St Patrick's Cath. Primary
36	Hilldene Primary	72	St Peter's Catholic Primary
37	Hylands Primary	73	St Ursula's RC Inf. & Junior
38	James Oglethorpe Pry	75	Suttons Primary
39	La Salette Catholic Pry	76	Towers Infant & Junior
40	Langtons Inf. & Junior	78	Upton Infant & Junior
43	Mawney Primary	80	Whybridge Infant & Junior
44	Mead Primary	82	Wykeham

Key	Primary Planning Area
Purple	COLLIER ROW
Brown	ELM PARK
Blue	HAROLD HILL
Pink	HORNCHURCH
Cyan	RAINHAM & SOUTH HORNCHURCH
Yellow-Green	ROMFORD
Yellow	UPMINSTER & CRANHAM

After many years of stable rolls, Havering is now experiencing in some areas a demand for primary school places which outstrips capacity. Therefore the decision was made to review the old planning areas and to reconfigure them based on existing ward boundaries. This makes the process of attributing ward level data to primary planning areas more accurate and less arbitrary which in turn will lead to a more robust set of projections. The exception to this is Pettits ward - as it is split in two by the A12, this leads to, in effect a boundary line that children do not tend to cross to attend primary school.

Once projections have been made a planning area level, individual school projections are made for all schools in that planning area. Data on parental preferences for schools is used when projecting numbers at school level. The accuracy of the individual planning area projections can then be checked by aggregating and comparing with the projection for the whole borough

The main method used to project school rolls in Havering is the cohort survival method. The base information used for forecasting the number of children entering Reception in Havering is the number of births within the borough and the number of children in Reception classes (obtained from the school census and summer count for previous years).

The birth data is provided by the ONS at ward level. This birth data allows the historical uptake factor to be calculated and this represents the number of children born in the borough that will go on to attend a Havering primary school five years later. The past trend of reception intake to total birth rate for the corresponding year is calculated, an average established and then applied to the birth rate for future years to calculate the projected reception intake.

The method assumes that 112% of pupils born in the borough will take up a Reception place in a Havering school five years later. This is the percentage used when calculating the number of children entering schools in 2016/17 and for subsequent years on the basis of live births from five years previously. When actual live birth data is not available from the ONS, projected birth data from the GLA is used. Havering is a net importer of pupils, that is more pupils are expected to attend primary school here than were actually born in Havering. This has been the trend for a number of years and is not expected to change.

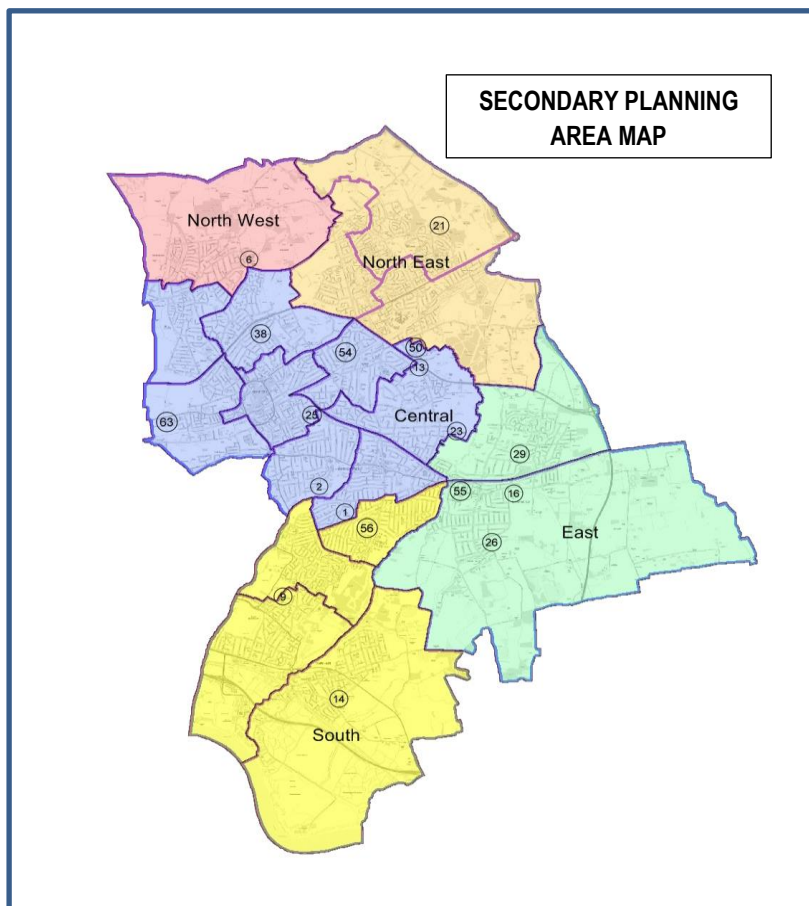
Once the number for Reception has been projected, the past trend of cohort movement through the primary phase year on year from reception to year 6 is calculated, an average established and applied to each age cohort as they move through the system. The primary rolls are projected to continue to rise in the next five years as a result of rising births in Havering and inward migration i.e. those who choose to move here.

As previously noted, an additional 5% is added to the projected reception intake for the Harold Hill, Romford and Rainham and South Hornchurch primary planning areas. This reception intake with 5% is then projected forward for other year groups via the past trend of cohort movement as outlined above. These primary planning areas experience high levels of new housing as well as high mobility with families moving in and out of

these areas, which lead to school place applications being received from these areas. Romford and Rainham and South Hornchurch have mass housing developments planned that will add further demand on school places. The additional 5% is necessary for these planning areas in order to ensure that we have sufficient primary school places available to accommodate school place demand from families living in these areas throughout the year.

6.2 Year 7 and secondary

Previously Havering has projected secondary school places solely on a borough-wide basis- that is the borough boundary is taken as the planning area for secondary. Havering has now introduced secondary planning areas in order to produce projections. It is hoped that introducing secondary planning areas will allow localised trends and patterns of movement around secondary school attendance to be captured and reflected accurately in the projections. The introduction of secondary planning areas help identify areas of need earlier, as a shortage of places in particular area will be highlighted at planning area level, that may well be hidden at borough level. There are five secondary planning areas that are made up by aggregating existing ward boundaries



No.	School
1	Abbs Cross
6	Bower Park
9	Brittons
13	Campion
16	Coopers'
21	Drapers Academy
23	Emerson Park
28	Francis Bardsley Girls'
26	Gaynes
29	Hall Mead
38	Marshall's Park
50	Redden Court
54	Royal Liberty for Boys'
55	Sacred Heart
63	St. Edward's C of E
2	The Albany
14	The Chafford Academy
56	The Sanders School

To project the secondary phase at borough level, historical data is used to calculate the transfer rate from year 6 to year 7. A two-year average rate of 110% has been applied to the year 6 projected rolls to calculate the projected year 7 intake. As with the primary projections the past trend of cohort movement through the secondary phase year on year

from year 7 to year 11 is calculated, an average established and applied to each age cohort as they move through the system. Havering is a net importer of secondary pupils, that is the number of pupils expected to attend a Havering secondary school is higher than the number of pupils expected to attend a Havering primary school. This has been the trend for a number of years and is not expected to change.

The total secondary rolls are projected to rise from 2015/16 onwards, however the year 7 intake is projected to fluctuate slightly from 2016/17 to 2017/18 before increasing year on year from 2017/18 onwards, as a result of the rising primary rolls.

6.3 Post 16 Projections

Projections for 16+ provision for the schools which have sixth form are made by using staying on rates comparing year 12 numbers with year 11 historic pupil numbers and then year 13 numbers with year 12 historic pupil numbers. The projections for year 12 and year 13 in school sixth forms are expected to remain reasonably static during the next five years.

6.4 SEN projections

Primary;

The historical trend of Havering statemented pupils in mainstream primary schools by primary SEN type is calculated as a proportion of total primary school population. This trend for each primary SEN type is then applied to future projected total primary school rolls to produce the projected number of statemented pupils expected in mainstream schools for future years.). The future projected number of pupils with each primary SEN type is then aggregated to give the total number of pupils expected to attend a Havering primary school either with a statement of SEN or and Education Health care plan. The projections are produced for statemented pupils who attend Havering schools regardless of whether the pupil resides in Havering or not.

Secondary;

The historical trend of Havering statemented pupils in mainstream secondary schools by primary SEN type is calculated as a proportion of total secondary school population. This trend for each primary SEN type is then applied to future projected total secondary school rolls to produce the projected number of statemented pupils expected in mainstream schools for future years. The future projected number of pupils with each primary SEN type is then aggregated to give the total number of pupils expected to attend a Havering secondary school either with a statement of SEN or and Education Health care plan. The projections are produced for statemented pupils who attend Havering schools regardless of whether the pupil resides in Havering or not.

Special schools

The historical trend of Havering statemented pupils in Havering special schools by primary SEN type is calculated as a proportion of the combined total primary and secondary school population. This trend is then applied to the future projected combined total primary and secondary school population to produce the projected number of statemented pupils expected in Havering special schools by type of need. The future

projected number of pupils with each primary SEN type is then aggregated to give the total number of pupils expected to attend a Havering special school. The projections are produced for those pupils who attend a Havering special school regardless of whether the pupil resides in Havering or not.

6.5 Housing

We receive data from the planning team detailing regarding housing completions in Havering. This allows us to calculate the child yield expected as a result of these housing completions.

In addition we also factor into the projections the child yield from future major housing developments as detailed in the Housing Annual Monitoring Report and as set out by regeneration colleagues. The child yield from each housing scheme is staggered over a five-year period to reflect the fact that housing developments are not all occupied immediately, nor generate child yield immediately. All the planning areas have the child yield weighted. For areas where we know from local information that housing is occupied quickly, an assumption is made that the child yield is highest in the first year of occupancy. A 40% weighting has been used to calculate child yield for the first year, followed by 20% in the second year, 20% in the third year and 10% in the fourth and fifth year.

The child yield is aggregated from ward level to planning area level and then split out by year group. In primary the child yield is split out by applying the trend from the previous year regarding the total primary roll and the proportion made up by each year group. The effect of splitting out the child yield this way instead of evenly splitting across all year groups (as with secondary) is subtle, but weights the child yield slightly in the earlier year groups.

We maintain a close relationship with our planning department and also factor into the projections the child yield from future major housing developments detailed in the Housing Annual Monitoring Report.

The benefit of the above housing and subsequent child yield methodology is that it incorporates the expected child yield from all new major housing in the borough. When we run out of known planned housing developments, we continue to factor new housing into the school roll projection methodology by applying the Mayor of London Housing target for Havering as set out in the Mayor of London Further Alterations to the London Plan.. The Mayor of London annual monitoring housing target for Havering is 1170. In years where the known planned housing does not meet the 1170 target, the level of housing factored in the school roll projections for this year is topped up to 1170. For future years where there is no information available regarding known planned housing developments, the housing element included in the projections is based solely on the annual housing supply target of 1170 units being achieved.

Rainham and Beam Park Housing Development

The Rainham and Beam Park Housing bid has now been approved with over 3500 units to be delivered over the period 2015/16 to 2021/22. The projected child yield over this period has now been factored in the school roll projections. In the long term, this is likely

to result in a continuation and probable escalation of the projected increase in pupil numbers.

Romford Housing Zone Development

The Romford housing zone bid has been approved with an expected delivery of 3304 units over the period 2017/18 to 2025/26. The projected child yield over this period has now been factored in the school roll projections. In the long term, this is likely to result in a continuation and probable escalation of the projected increase in pupil numbers.

6.6 Additional factors

The accuracy of previous projections is reviewed as a starting point for the production of a new series of projections. In this way inconsistencies or problems with the previous projections can be identified and corrected before the new set of projections is produced. Significant school organisation changes planned have been taken into consideration in working out projections.

Cohort survival rates are reviewed each year. They are used to determine whether changes are occurring in pupil flows and methodology for borough and planning area level and school -level projections, with the projections adapted accordingly. Parental preferences for schools are used when projecting numbers at school level.

We consult schools regarding the individual school roll projections for their school and a projection for the planning area they are in. All the adjustments raised by schools on their individual projections will be considered and revised in the projections where appropriate.

In addition to the in-house school roll projection model that we run in order to inform us of future school place demand in Havering, we also buy into the GLA School Roll Projection service that also provides us with school roll projections for Havering. Although we receive school roll projections from the GLA, we still use our in-house projections as our definitive set of roll projections. The reason for this is because we are able to make adjustments to our in-house projections that reflect local trends and patterns of movement that may not be captured by the GLA. By being able incorporate our local knowledge of demographic changes in Havering in our school roll projections; we are able to produce a more robust set of projections that better reflect what is happening on the ground.

The GLA school roll projections are still used as a tool to help assess the accuracy of our in-house projections.

6.7 Accuracy of forecasts

At the borough level, the overall pupil projection models (age 4 -10 and 11 -16) we have developed have consistently delivered accurate projections, well within the $\pm 1\%$ for one year ahead, borough-wide, as recommended by the Audit Commission.

Average Pupil Projection Accuracy (2008 – 2012)	1 Year ahead	2 Year ahead	3 Year ahead
Primary	99.62%	98.91%	98.29%
Secondary	99.62%	99.20%	97.99%
Overall	99.78%	99.13%	98.33%

For the academic year 2015/16, the primary projection total had a variance of .1.6% when compared to the actual primary total roll. In 2015/16 the secondary projected roll total had a variance of 3% when compared to the actual roll.

6.8 Effect of net migration on accuracy of forecasts

Havering in common with the many other London Boroughs and urban areas is currently experiencing an increase in demand for primary school places. This increase in demand is due to rising birth rates in Havering and families moving into the borough from other parts of London, the UK and abroad.

All Local Authorities including Havering have a statutory duty to ensure that there are enough school places available in the borough to accommodate all children who live in the borough and might require one. The increase in demand for primary school places has meant that in some areas of Havering the demand for places is higher than the number of places available.

Local forecasting in different areas has a greater variance, largely due to migration and pupil mobility in some districts. Some areas of Havering have seen rapid housing growth and other demographic changes that have led to more families with school age children moving into these areas, which in turn create an additional demand for school places.

However it is impossible to predict in advance the movement of families into and around Havering and how this may impact on school places. That is because we have no way of knowing when families will move into an area, what ages the children will be or even when during the school year they will arrive requiring a school place. Therefore due to the unpredictable nature of migration into Havering it is important that we maintain a surplus of places whenever possible in order to allow us to accommodate the late school applications we receive throughout the year.

SECTION 7: OVERVIEW OF HAVERING DEMOGRAPHIC TRENDS

7.1 Havering Birth Rates and Long Term Forecasts

Figure 7.1 shows the changing birth rate in England and Wales over the past 20 years. Figure 7.2 shows the number of births in Havering over the past 20 years. These indicate that the upward trend we have seen in the number of Reception pupils entering our schools is closely related to the increase in the birth rate in Havering. The pattern of declining numbers of Year 7 pupils entering our secondary schools has already started to reverse from this school year.

Fig 7.1: Source ONS

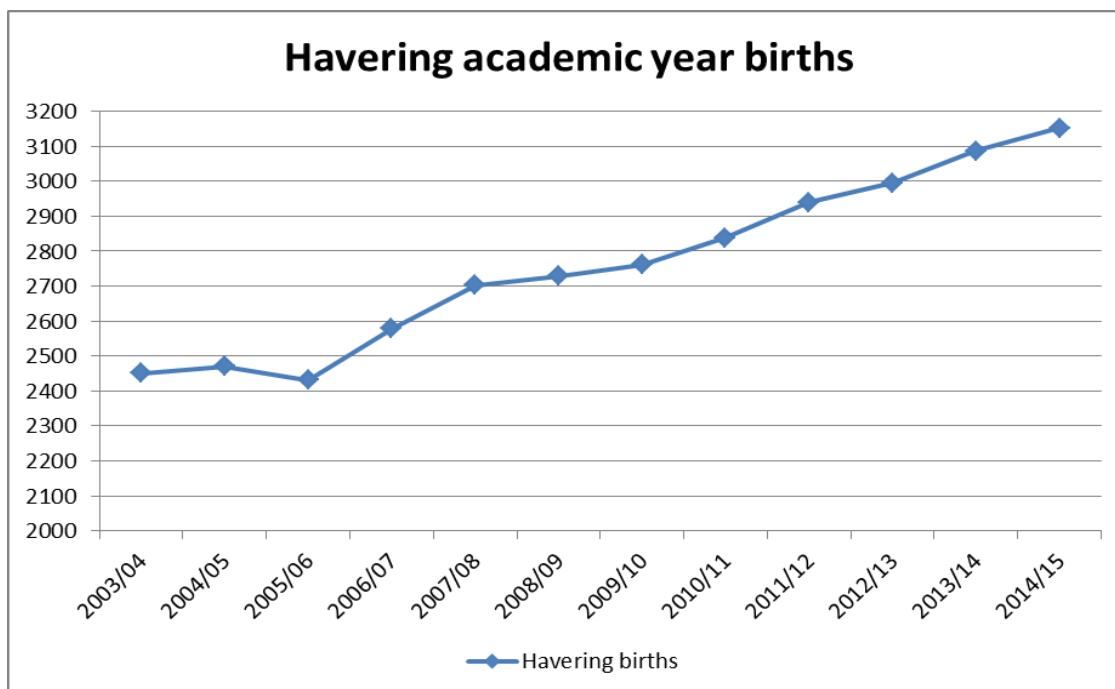
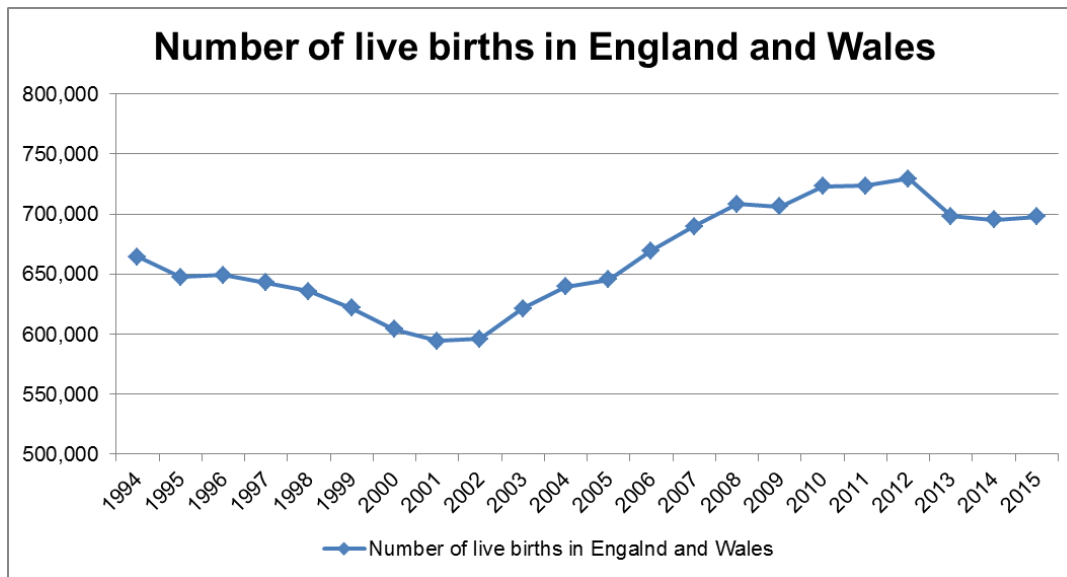


Fig 7.2: Source ONS

7.2 Long Term Pupil Forecast

Tables 7.1 and 7.2 below provide long term pupil forecasts up to 2025-26. These allow for planned housing developments and expected inward migration to the borough. In Havering there is a resident-based take-up of mainstream education of about 95% at the Primary phase and 90% at the Secondary phase. Those not attending mainstream schools in Havering may attend a mainstream school in another borough, may be educated at home, attend independent schools, Special schools or alternative education provision

Table 7.1: Long Term School-Based Forecast of Mainstream Primary Pupils by planning area

Table 7.1 above shows that the number of Primary age pupils in Havering schools is expected to rise significantly from 21074 in 2015-16 to around 25667 in 2020-21. Beyond this point the pupil population continues to increase year on year. Across Havering by 2025-26 pupil numbers are forecast to be around 28889. The continued population rise through to 2020-21 and beyond suggests the need for some new permanent accommodation mixed with temporary expansion where appropriate. Any further major housing developments in any of the primary planning areas will require new school sites and school provision in order to accommodate the school place demand. This cannot be delivered through expansion of existing schools, as we are already planning to expand all schools that can be to be expanded in order to meet the need from known population growth.

Planning Area	Current Roll	Standard five-year forecast	Long Term Strategic Forecast	
	2015-16	2019-20	2020-21	2025-26
Collier Row	3387	3704	3773	4076
Elm Park	2242	2723	2838	3179
Harold Hill	3395	4288	4420	4937
Hornchurch	4641	5050	5062	5405
Rainham and S Hornchurch	2167	2709	2965	3414
Romford	2692	3634	3859	4923
Upminster and Cranham	2550	2721	2759	2956

Table 7.2: Long Term School-Based Forecast of Mainstream Secondary Pupils (Years 7-11) by Planning area

Planning Area	Current Roll	Standard ten-year forecast	Long Term Strategic Forecast
	2015-16	2024-25	2025-26
North East	776	1355	1409
North West	735	1118	1153
Central	7599	9850	10114
East	3037	3776	3889
South	2437	3196	3201

Table 7.2 above indicates that the number of Secondary age pupils (Years 7-11) in Havering schools is expected to rise significantly from 14584 in 2015-16 to over 19000 in 2024-25 (the end of the standard forecasting period). Beyond this point the longer term strategic forecasts indicate that pupil numbers will continue to rise, although this estimate is heavily influenced by projections of new housing development beyond 2025, the principal driver for Havering’s long term strategic forecasts. Any further major housing developments in any of the secondary planning areas will require new school sites and school provision in order to accommodate the school place demand. This cannot be delivered through expansion of existing schools, as we are already planning to expand all schools that can be to be expanded in order to meet the need from known population growth.

7.3 Housing Developments and Projections

Table 7.3 below provides an overview of the number of units gained in residential schemes granted approval in the period 1992-2014 in Havering by primary planning area.

Future major housing developments planned for Havering are detailed in the Housing Authority Monitoring Report that can be viewed [here](#) . It demonstrates a significant housing development is planned for future years, particularly in the Romford, Harold Hill and Rainham areas. The planned housing numbers are used as part of the forecasting process but the current volatility in the UK and global economies, and Havering housing market means that the eventual level of house completions may differ significantly from the planned level, and this will alter the need for school places

Table 7.3 Historic and Forecast House Building by Planning Area (1992 to 2014)

Planning Area	Financial Year					
	1992-1994	1995-1999	2000-2004	2005-2009	2010-2014	Total
Collier Row	-21	75	122	420	130	726
Elm Park	82	16	67	55	178	398
Harold Hill	195	119	307	659	1867	3147
Hornchurch	125	185	944	467	282	2003
Rainham and S Hornchurch	27	237	201	572	1059	2096
Romford	67	507	1088	2243	1072	4977
Upminster and Cranham		75	108	111	75	369
Grand Total	475	1214	2837	4527	4663	13716

7.4 Travel to School Patterns

Travel to school patterns from one planning area to another at the Primary phase are relatively insignificant but the situation is very different at the Secondary phase where there are some significant cross border flows (Figure 7.4), including into and out of the borough as well as between Havering wards.

Table 7.4: Net Travel Flows for Secondary Pupils (Years 7-11) at Havering Schools (January 2016)

Authority	Net Import/Export				
	2012	2013	2014	2015	2016
Barking and Dagenham	788	894	932	969	847
Essex	-412	-417	-381	-354	-339
Newham	109	114	114	105	76
Redbridge	24	15	-5	-11	-57
Southend-on-Sea	-87	-109	-133	-107	-155
Thurrock	671	659	635	621	569
Tower Hamlets	27	30	38	33	24
Waltham Forest	28	34	13	11	-5

Source: Data is taken from DfE cross border mobility matrices for January 2012 to January 2016.

Please note that a negative figure indicates Havering is a net exporter of pupils to this Authority, a positive figure indicates Havering is a net importer of pupils from this Authority.

7.5 Migration

Recent figures released by GLA as detailed in the January snapshot of the internal migration of flows of school aged children showed that Havering is one of the top five London boroughs that have experienced an Inflow of children.

For this 'top 5' London boroughs, the inward migration of children across the 5 year period range between 2200 – 3100 children

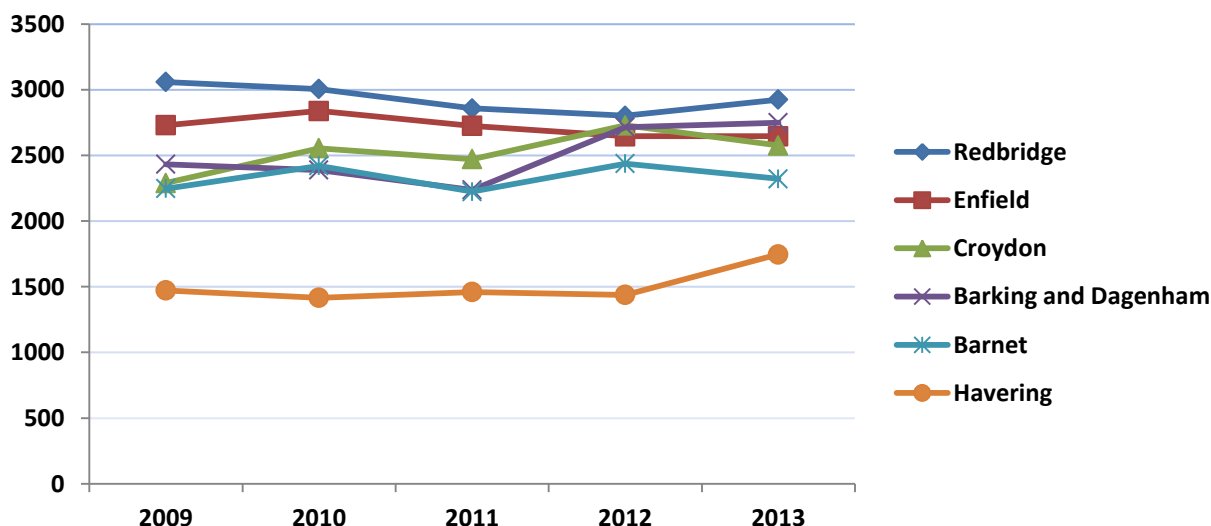


Figure 7.3: The top 5 London boroughs of inflow of children from 2009 to 2013

Source: Data taken from GLA dataset internal migration flows of school aged- children (January 2015 snapshot)

Figure 7.3, is the inflow experienced by Havering. As can be seen, there was a sharp incline of children from 2012 to 2013. The movement of children from other local authorities into Havering, led to an increased pressure upon local schools to meet the demand for school places. Havering experienced the biggest inflow from both Redbridge and Barking and Dagenham boroughs, both of which also experienced an increase from 2012 to 2013

7.6 Current and Forecast Reception Pupils in Mainstream Primary Education

Table 7.5 below shows that the number of Reception pupils in Havering schools has increased from 2607 in 2008-09 to 3188 in 2015-16. This is an increase of 22%. In 2008-09 Reception year groups at Havering primary schools operated with 6% surplus capacity. This has reduced to 2% in 2015-16. The 2% surplus in 2015-16 is only due to additional places being added to the primary phase due to the permanent expansion of 4 more schools. The number of Reception pupils is forecast to continue to increase year on year to 3797 in 2020/21.

Table 7.5: Historic and Forecast Reception Pupils in Havering Mainstream Schools (2008-09 to 2020-21)

Academic Year	Reception NOR	Permanent reception places available	Surplus/ Deficit of places
2008/09	2607	2775	168
2009/10	2701	2795	94
2010/11	2680	2765	85
2011/12	2824	2795	-29
2012/13	2905	2780	-125
2013/14	2995	3080	85
2014/15	3008	3140	132
2015/16	3188	3260	72
2016/17	3426	3393	-33
2017/18	3512	3513	1
2018/19	3635	3543	-92
2019/20	3739	3543	-196
2020/21	3797	3543	-254

Table 7.6 below represents Reception Year group data at planning area level. It shows that the growth in pupil numbers is not uniform across the borough, nor is the level of surplus capacity.

Table 7.6: Current and Forecast Reception Pupils in Havering Mainstream Schools by Planning Area (2020-21)

Planning Area	Total Reception places 2015-16	Pupil roll 2015-16	Surplus places 2015-16	Surplus capacity 2015-16	Permanent places 2020-21	Pupil roll 2020-21	Surplus places 2020-21	Surplus capacity 2020-21 (%)
Collier Row	525	517	8	2%	555	554	1	0%
Elm Park	380	356	24	6%	438	424	14	3%
Harold Hill	540	509	31	6%	570	619	-49	-9%
Hornchurch	720	696	24	3%	720	714	6	1%
Rainham and South Hornchurch	330	321	9	3%	330	495	-165	-50%
Romford	390	419	-29	-7%	540	606	-66	-12%
Upminster and Cranham	375	370	5	1%	390	385	5	1%

If no further action is taken (apart from the completion of projects already planned and proposed) by the end of the forecasting period (2020-21) there will be no surplus capacity in Reception Year groups across the Borough . Action will be taken in those planning areas where surplus capacity falls below 2% to provide additional places. Solutions will vary from new provision to expansion of existing facilities through permanent or temporary means.

As we are unable to predict in advance the number or ages of late applicants it is important that a surplus is maintained within the school system in order to accommodate late applicants. This is something recognised by the Education Funding Agency who have included an additional surplus element in their Basic Need calculation.

Tables 7.7 and 7.8 below show that the number of Primary pupils in Havering schools is forecast to rise from 18297 in 2008-09 to around 25677 in 2020/21.

Table 7.7: Historic and Forecast Primary Pupils in Havering Mainstream Schools (2008-09 to 2020-21)

Academic Year	Primary NOR	Permanent primary places available	Surplus/ Deficit of places
2008/09	18297	20038	1741
2009/10	18379	19010	631
2010/11	18473	19225	752
2011/12	18649	19285	636
2012/13	19072	19330	258
2013/14	19834	19820	-14
2014/15	20374	20675	301
2015/16	21074	21200	126
2016/17	22150	21836	-314
2017/18	23131	22584	-547
2018/19	23990	23189	-801
2019/20	24831	23652	-1179
2020/21	25677	24010	-1667

This is an expected increase of 40% from 2008-09 and 22% on current roll numbers. Havering Primary schools currently operate with under 2% surplus capacity but this is forecast to decrease to zero over the coming years. It demonstrates that pressure is building in all Primary year groups, not just the Reception entry year.

Plans for additional capacity will be brought forward over the coming months to ensure that surplus capacity is maintained at 5% at least in some planning area

Table 7.8-Current and Forecast Primary Pupils in Havering Mainstream Schools by Planning Area (2020-21)

Planning Area	Capacity 2015-16	Pupil roll 2015-16	Surplus places 2015-16	Surplus capacity 2015-16	Capacity 2020-21	Pupil roll 2020-21	Surplus places 2020-21	Surplus capacity 2020-21
Collier Row	3525	3387	138	4%	3825	3773	52	1%
Elm Park	2330	2242	88	4%	2920	2838	82	3%
Harold Hill	3435	3395	40	1%	3900	4420	-520	-13%
Hornchurch	4860	4641	219	5%	5040	5062	-22	0%
Rainham and South Hornchurch	2295	2167	128	6%	2370	2965	-595	-25%
Romford	2745	2692	53	2%	3510	3859	-349	-10%
Upminster and Cranham	2572	2550	22	1%	2730	2759	-29	-1%

Table 7.8 above shows that current surplus capacity for primary year groups (Reception - Year 6) varies across the borough from 3% to -25% in 2020-21

7.7 Current and Forecast Pupil Numbers in Mainstream Secondary Education

Table 7.9 indicates how the number of Year 7 pupils in Havering schools are forecast to increase in the long-term up to 2022-23, having declined for four consecutive years from 2008-09. Table 7.10 provides an overview of this at planning area level. Tables 7.11 and 7.12 below provide similar information but for pupil numbers in all Year groups 7–11.

Table 7.9 - Historic and Forecast Year 7 Pupils in Havering Mainstream Schools (2008-09 to 2022-23)

Academic Year	Year 7 NOR	Permanent year 7 places available	Surplus/ Deficit of places
2008/09	3125	3184	59
2009/10	3061	3199	138
2010/11	3085	3204	119
2011/12	2934	3238	304
2012/13	2895	3248	353
2013/14	2829	3228	399
2014/15	2963	3228	265
2015/16	2967	3248	281
2016/17	3182	3206	24
2017/18	3121	3252	131
2018/19	3380	3252	-128
2019/20	3534	3252	-282
2020/21	3645	3252	-393
2021/22	3641	3252	-389
2022/23	3888	3252	-636

The number of Year 7 pupils in Havering schools has fallen in recent years from 3125 in 2008-09 to a low point of 2829 in 2013-14. Thereafter, Year 7 rolls are forecast to rise to almost 3888 through the period to 2022-23, an increase of 31% on current roll numbers.

Table 7.10- Current and Forecast Year 7 Pupils in Havering Mainstream Schools by Planning Area (2022-23)

Planning Area	Permanent places 2015-16	Pupil roll 2015-16	Surplus places 2015-16	Surplus capacity 2015-16	Permanent places 2022-23	Pupil roll 2022-23	Surplus places 2022-23	Surplus capacity 2022-23
North East	180	179	1	1%	180	269	-89	-49%
North West	180	162	18	10%	180	221	-41	-23%
Central	1578	1532	46	3%	1624	1990	-366	-23%
East	693	621	72	10%	651	755	-104	-16%
South	617	473	144	23%	617	654	-37	-6%

Table 7.10 shows that current surplus capacity for Year 7 is 9% across Havering, however this varies across planning areas. By the end of the forecasting period (2022-23) there will be a deficit of around -20% deficit capacity in Year 7 across the borough (based on current capacity data) so plans to commission additional secondary school places will need to be brought forward in the coming years to address this situation.

Table 7.11- Historic and Forecast Secondary Pupils (Years 7-11) in Havering Mainstream Schools (2008-09 to 2022-23)

Academic Year	Secondary NOR	Permanent secondary places available	Surplus/ Deficit of places
2008/09	15422	15906	484
2009/10	15409	15928	519
2010/11	15353	15715	362
2011/12	15150	15829	679
2012/13	15028	15953	925
2013/14	14837	15967	1130
2014/15	14720	16046	1326
2015/16	14584	16140	1556
2016/17	15021	16158	1137
2017/18	15256	16162	906
2018/19	15768	16186	418
2019/20	16302	16210	-92
2020/21	16977	16214	-763
2021/22	17434	16260	-1174
2022/23	18224	16260	-1964

Table 7.11 above shows that the number of Year 7-11 pupils in Havering Secondary schools has been declining in recent years from 15422 in 2008/09 to 14584 in 2015-16. Thereafter it is forecast to rise to 18224 through the period to 2022-23, an increase of 25% on current roll numbers.

Table 7.12- Current and Forecast Secondary Pupils (Years 7-11) in Havering Mainstream Schools by Planning area (2022-23)

Planning Area	Permanent places 2015-16	Pupil roll 2015-16	Surplus places 2015-16	Surplus capacity 2015-16	Permanent places 2022-23	Pupil roll 2022-23	Surplus places 2022-23	Surplus capacity 2022-23
North East	840	776	64	8%	900	1271	-371	-41%
North West	900	735	165	18%	900	1049	-149	-17%
Central	7890	7599	291	4%	8120	9322	-1202	-15%
East	3465	3037	428	12%	3255	3547	-292	-9%
South	3045	2437	608	20%	3085	3038	47	2%

Table 7.11 above shows that current surplus capacity for Secondary year groups (Years 7-11) is 10% across Havering. This is forecast to decrease over the coming years; such that by the end of the forecasting period if no action is taken there will be a deficit of 12% places in Secondary schools across the borough. In recent times the immediate pressures have been to accommodate peak years of Primary children entering the education system, as well as unprecedented numbers moving into the borough (in other year groups). Over the coming years the general focus will shift away from expansion of Primary places to the funding and commissioning of additional Secondary places

For information regarding the need for additional mainstream school places in Havering please see the [London Borough of Havering School Data Pack](#)

7.8 Special Educational Needs in Havering

There are approximately 1000 children who have a statement of special educational need and who live in Havering. Since September 2014, any requests received for an assessment and agreed could lead to an Education, Health and Care Plan (EHCP). The majority of these children attend mainstream school where they receive additional support in excess of £6000. Some will attend Additionally Resourced provisions/Units (ARPS) and the remaining children attend Special schools both within and out of borough.

The demand for Special School places is increasing in line with the overall growing demand for school places with the complexity of the needs of the children increasing and changing over time.

Work is on-going to attempt to forecast the school places required in the next 10 years for children who have a special educational need.

Main Issues in Special Educational Needs Provision

- As the general population of school aged children increases, the numbers of children who have special educational needs will increase too.
- There is an overall increase in the complexity of needs for some children who require a school place.
- The numbers of children who have some primary needs such as Moderate or Specific Learning Disabilities will decrease as support is offered in mainstream

schools but we are predicting sharp rises in the numbers of children with other primary needs, for example Autistic Spectrum Disorder.

The table below gives predicted numbers of pupils with each primary need over the next 8 years taking into account the general population rise and the current trends for each primary need.

Table 7.13: Havering Primary SEN Projections

Primary- number of pupils in Havering primary schools with a statement or education health care plan by type of need															
Year	Cognition and learning needs				Communication and interaction needs		Social, Emotional and Mental Health		Sensory and/or physical needs				Other/NSA		Total
	SPLD	MLD	SLD	PMLD	ASD	SLCN	BESD	SEMH	VI	HI	MSI	PD	OTH	NSA	
2013/14	6	14	11	9	72	59	41	0	4	16	0	19	6	0	257
2014/15	9	19	14	12	82	95	0	34	3	22	0	15	6	6	317
2015/16	8	20	12	12	90	111	0	34	7	21	1	16	5	6	343
2016/17	9	21	14	13	94	116	0	36	7	23	1	17	6	6	363
2017/18	9	22	14	13	98	121	0	38	8	24	1	17	6	7	377
2018/19	10	22	15	14	101	125	0	39	8	25	1	18	6	7	389
2019/20	10	23	15	14	104	128	0	40	8	25	1	18	6	7	401
2020/21	10	24	16	14	107	132	0	41	8	26	1	19	7	7	411
2021/22	11	24	16	15	110	135	0	42	9	27	1	19	7	7	422
2022/23	11	25	17	15	112	138	0	43	9	27	1	20	7	8	432
2023/24	11	25	17	15	114	140	0	44	9	28	1	20	7	8	437

Table 7.14: Havering Secondary SEN projections by type of need

Secondary- number of pupils in Havering secondary schools with a statement or education health care plan by type of need															
Year	Cognition and learning needs				Communication and interaction needs		Social, Emotional and Mental Health		Sensory and/or physical needs				Other/NSA		Total
	SPLD	MLD	SLD	PMLD	ASD	SLCN	BESD	SEMH	VI	HI	MSI	PD	OTH	NSA	
2013/14	24	58	7	0	63	47	45	0	6	12	0	21	3	0	286
2014/15	28	61	6	1	76	51	0	25	8	18	0	21	6	20	321
2015/16	21	55	5	0	65	48	0	36	4	16	0	27	9	7	293
2016/17	25	59	6	1	78	52	0	31	6	17	0	28	8	7	318
2017/18	25	60	6	1	79	53	0	32	6	18	0	28	8	7	323
2018/19	26	62	6	1	81	55	0	33	6	18	0	29	8	8	334
2019/20	27	65	6	1	84	56	0	34	7	19	0	30	8	8	345
2020/21	28	67	6	1	88	59	0	35	7	20	0	31	9	8	359
2021/22	29	69	7	1	90	60	0	36	7	20	0	32	9	8	369
2022/23	30	72	7	1	94	63	0	38	7	21	0	34	9	9	386
2023/24	31	74	7	1	97	65	0	39	8	22	0	35	10	9	397

Table 7.15: Havering Special School Projections

Special- number of pupils on roll in Havering special schools by type of need															
	Cognition and learning needs				Communication and interaction needs		Social, Emotional and Mental Health		Sensory and/or physical needs				Other/NSA		
Year	SPLD	MLD	SLD	PMLD	ASD	SLCN	BESD	SEMH	VI	HI	MSI	PD	OTH	NSA	Total
2013/14	0	66	109	44	23	3	21	0	1	0	0	3	0	0	270
2014/15	0	70	115	44	35	7	0	0	1	0	0	9	2	0	283
2015/16	1	71	103	41	38	10	0	0	2	1	0	9	2	1	279
2016/17	1	74	114	45	40	10	0	0	2	1	0	9	2	1	298
2017/18	1	76	118	46	41	11	0	0	2	1	0	10	2	1	306
2018/19	1	79	122	47	42	11	0	0	2	1	0	10	2	1	316
2019/20	1	81	125	49	43	11	0	0	2	1	0	10	2	1	326
2020/21	1	84	129	50	45	12	0	0	2	1	0	11	2	1	337
2021/22	1	86	133	52	46	12	0	0	2	1	0	11	2	1	346
2022/23	1	89	137	53	47	12	0	0	2	1	0	11	3	1	357
2023/24	1	90	140	55	48	13	0	0	2	1	0	12	3	1	364

Types of Provision

Children who have a statement of special educational needs/EHCP and who live in Havering attend a variety of different provisions depending on their needs. These provisions are:-

1. **Mainstream School** – additional funding is given to the school to meet the additional needs identified in the statement.
2. **Additionally Resourced Provisions/Units (ARPs)** –Pupils have access to a separate room or rooms dedicated solely to the education of students with special needs within a larger mainstream primary or secondary school. These resourced provisions are typically staffed by specialist staff. Resourced provision/units because they are located in mainstream schools, may have pupils who are based in the unit/resource but who are included in some mainstream classes depending on the level of need.
3. **Special Schools:** A school providing for students who have a range of special educational needs that can more appropriately be met in specialist provision. Special schools are specifically designed, staffed and resourced to provide the appropriate special education for children with a wide range of additional needs. Some pupils attending special schools have some links with mainstream schools either by visiting a mainstream school for a specific session or with mainstream pupils visiting the special school. The special schools have a mix of specialisms as this provides the best learning environment for these children.
4. In addition to the above, there are a number of children who live in Havering but attend schools in other boroughs. This may be because they have a specific need that cannot be met in a Havering school, the demand for a need is low and it is more cost effective for the low numbers of pupils with that need to attend out of borough special schools or due to parental preference. There are currently some

children who attend out of borough schools because there are no places at the school in borough which could meet their educational needs.

Special Educational Needs and Disability Provision in Havering

There are currently 3 special schools and 7 mainstream schools (4 primary, 3 Secondary) with additionally resourced provisions/units for children with Special Educational Needs and Disabilities in Havering.

Future Demand by Primary Need Type and Options;

Communication and Interaction Needs- Autistic Spectrum Disorder (ASD) and Speech Language and Communication (SLCN)

Between 2015/16 to 2018/19 in our mainstream primary schools we are projecting an increase of 25 pupils and in our mainstream secondary schools we are projecting an increase of 23 pupils with an EHC plan or statement of special educational needs listing Communication and Interaction needs as the primary SEN type.

We will investigate the establishment of ARPs where the needs of these pupils can be appropriate met in mainstream schools. There is also a need to investigate further options for pupils with complex and challenging behaviour to ensure their needs can be met. This may be the establishment of a specialist unit in partnership with a specialist provider within Havering.

Between 2015/16 to 2018/19 we are projecting an increase of 5 pupils with Communication and Interaction needs in our special schools. Corbets Tey is already developing specialist provision to meet the needs of pupils with Communication and Interaction needs and may want to consider expanding the provision further.

There is a need for more in borough special school places and resourced provision/unit places providing for pupils who have ASD. The number of children diagnosed with ASD is rising.

There is a need to ensure that there are sufficient ASD places in borough so that reliance on high cost specialist provision out of borough is reduced.

Cognition and Learning Needs- Specific Learning Difficulties (SPLD), Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) and Profound Multiple Learning Difficulties (PMLD)

Whilst this group is only growing gradually the needs are becoming greater.

Both Ravensbourne and Corbets Tey Schools are at or nearly at capacity. The out of borough placements for this group are very expensive and, as it is difficult for these children to travel. It is essential that these children can be educated locally or they will require very expensive placements away from family, friends and their local community. There have been a small number of children moving into Havering who have profound disability needs. There is also a growing need for Post-16 Provision for this student group.

Between 2015/16 to 2018/19 we are projecting an increase of 32 pupils with Cognition and Learning needs in our special schools. We will seek discussion with our existing special schools regarding expansion to meet the growing need in this area.

Social, Emotional and Mental Health (SEMH)

SEMH is a new SEN type in use since 2014/15. We are projecting this need to increase in the secondary phase. There is a need to conduct further analysis into the needs of this group, this could be addressed via the establishment of a specific ARP or specialist unit.

Sensory and/or Physical needs- Physical Disabilities (PD), Hearing Impairment (HI), Hearing Impairment (HI), Multi-Sensory Impairment and Visual Impairment (VI)

The number of pupils with PD attending a mainstream school is projected to increase by two each in both the primary and secondary phase up until 2018/19. Many of our schools are not suited to make reasonable adjustments for these pupils which means reliance on those schools that are accessible.

The number of children with HI has also increased during the last three years; by 5 in mainstream primary schools and by 4 in mainstream secondary schools.

During the last three years the number of children with a primary SEN of VI has remained fairly static across primary, secondary and special schools at around 13 children each year.

SECTION 8: COMMISSIONING PLAN

8.1 Commissioning Early Years Education and Childcare

The Childcare Act 2006 placed duties on all local authorities to secure sufficient childcare, so far as is reasonably practicable for working parents, or parents who are studying or training for employment, for children aged 0-14. (Or up to 18 for disabled children).

The Childcare Sufficiency report highlights that there continues to be sufficient Early Education Entitlement (EEE) places in most of the ward in the borough. It is also important to note that not all children entitled to an EEE place access this and even when they do, may not take this up in their home ward.

Current data showing the position for individual Wards are included in the [Childcare Sufficiency Report](#). It indicates that there are potential shortfalls of places in the Gooshays, Harold Wood, Mawney, Rainham & Wennington, South Hornchurch and Upminster wards. This is the position based on existing capacity as of July 2016, however, this situation may change as new providers open and existing providers may close.

The table below sets out further actions that will be taken over the next few years to address the potential shortfalls in places and also ensure that we continue to maintain sufficient EEE places in Havering.

Action Plan for increasing the number of early education and childcare places;

Proposed Actions	Delivery Method	Actions Taken or in Progress
Continuing to support the set-up of new childcare businesses and expansion of existing ones	Relevant information and processes published on the Havering Website. Active support packages. Liaising with Planning Department and Economic Development Services	A number of new businesses in progress. Development of active support package on a trading basis in progress
Increasing the numbers of settings with a "Good" or above Ofsted Inspection Judgement and which can then deliver EEE for 2 year olds	Quality Assurance Targeted Support Package.	"Buy in" from settings with an existing Ofsted Inspection of less than "Good". Settings now receiving a less than "Good" Judgement required to accept Quality Assurance support.
Developing new or expanding nursery provision at school sites where schools are being expanded or proposed for expansion as a result of increasing pupil numbers. Including new maintained nursery classes where appropriate	Creating or expanding nursery provision on the condition that the provision will include EEE for 2 year olds and 8 am – 6 pm "wrap-around" care subject to demand and viability.	Cabinet has agreed in principle to expand nursery provision on school sites. <i>Executive Decision has agreed in principle the establishment of new maintained nurseries.</i> Funding allocated to support the development of nursery provision at schools including additional places and 8 – 6 "Wrap-around"

		care. Feasibility to be carried out once a site has been identified.
Engaging with Schools and PVI settings to deliver more 2 year old places and for more Childminders to deliver EEE for 2, 3 and 4 year olds.	Provider Briefings, 1-1 discussions, peer support, Publicity to parents, including promoting the advantages of taking-up their entitlement with a Childminder.	Discussions taking place with a number of schools. An increased number of Childminders have recently stated to deliver EEE.
Work with the owners/managers of private and community halls to set-up new provision or to commission new Providers, if a provider vacates premises.	Contact and discuss with owner/managers.	Partnering up with Services to find a provider or sourcing a replacement setting in their premises.

Whilst Local Authorities have a duty to ensure a sufficiency of Early Years place they are also encouraged to focus on ensuring that all eligible children are able to take up their early education place.

The table below sets out our action for increasing the take up of early entitlement.

Proposed Actions	Delivery Method	Actions Taken or in Progress
Identification of take-up of the 2, 3 and 4 year old entitlement in the different planning areas and wards in the Borough.	To extend and improve the analysis of data to better enable the EEE take-up in different areas. Specifically target publicity to those areas with lower take-up by the Information and Brokerage Service via the Family Information Service (FIS)	Extended data set in development. FIS support families in identifying an EEE place.
Target families identified by the Department of Work and Pensions (DWP) as potentially qualifying for the 2 year old entitlement.	Contacting families identified termly by the DWP.	“Friendly” post card communications sent termly.
Working with Job Centre Plus, Children’s Centres and other relevant partners to identify barriers to childcare for parents returning to/remaining in work or in training to obtain work; and to seek solutions.	Regular contact, including team meetings and discussion of issues.	Current contact on ad hoc issues.

8.2 Commissioning for additional Primary and Secondary Places

Principles and challenges

Havering has a diverse range of primary and secondary schools and wishes to maintain that diversity. To help develop the range of options available, we will work with other providers when making commissioning decisions.

The London average of 83.6% of parents being offered their first preference primary school and 68% their first preference secondary school are being achieved, but will become more difficult as higher numbers of children enter primary schools and move through to secondary schools. Commissioning decisions will take into account parental preferences and the provision of school places in areas where parents are unable to secure places within easy walking distance of home.

At secondary level, Academies will make their own decisions about admission numbers where places are currently unfilled, but is recognised that any current capacity will be filled from 2016 onwards when the current large primary cohorts move to secondary school.

Parental choice for in year applicants, particularly those looking for places in KS1, is severely reduced and in some areas of the borough and in some year groups, there are periods for in-year applicants when no places are available. It is challenging to expand schools in year groups higher than Reception or Year 7, and commissioning decisions will, resources permitting, build in capacity to allow for future demand to be met.

It is important to recognise we cannot achieve our ambitions without working in partnership with schools. The increasingly complex environment in which decisions about school sizes and locations are now taken means that the local authority has to commission school places and work closely with all education providers, to secure the best for Havering's children and young people.

It is important to balance the need for school places and meeting parental preference with the efficient delivery of high quality education services. This requires a modest surplus of school places in any given locality. Too much surplus capacity is financially wasteful, and can impact negatively on budgets and school standards.

The Local Authority seeks to maintain between 5% surplus capacity in primary school places and ensure we keep pace with demand for school places in each planning area by providing places of good quality that parents want for their children. We will take action to reduce surplus capacity where this exceeds 10%, and will seek to exert a downward pressure on levels of surplus capacity where these are forecast to remain significantly above 5% throughout the forecast period.

8.3 Commissioning Special Educational Needs Provision

The SEND strategy is being drafted and will be consulted on in the summer term.

Our commissioning intentions are to deliver the SEND Strategy in line with our three key aims:

- Improve children and young people's educational, health and emotional wellbeing outcomes

- Continue to target existing Special school resources and a dedicated outreach team to support the development of skills in mainstream schools, particularly for pupils with autism (ASD), and speech, language and communication needs (SLCN).
- Further increase the range of specialist additionally resourced provision in our mainstream schools
- Develop integrated assessment and joint commissioning to deliver EHC plans
- Work in partnership with our maintained Special schools to increase the number of commissioned special school places within these schools therefore demonstrating the case for investment and ensuring growth in places is cost efficient
- Further increase the number of places available for ASD with the current school estate.
- Encourage closer links between our Special schools and FE Colleges, utilising existing good practice to ensure continuity of support up to age 25.
- Develop the range of integrated social care, health and education providers and encourage a mixed economy
- Formalise the partnership with providers to deliver a best value approach to low incidence high cost needs. Collaboration offers parents greater choice of good quality local provision, in which they can feel confident.
- Decrease the demand for out of borough placements.

8.4 Commissioning Post-16 Education and Training

The Education Funding Agency (EFA) is responsible for managing the government's 16-19 Demographic Growth (Basic Needs) fund (DGCF). This fund is intended to support the creation of accommodation for new learners aged 16-19. This demand may arise from either population growth, the increase in participation by young people who are not in education, employment or training (NEET), or new learners with learning difficulties and/or disabilities who require provision.

The table below sets out the funded places in the academic year 2013/14 - 2016/17 for 16-19 learners at Havering based providers. The funded places were calculated by the Education Funding Agency (EFA) based on the previous year numbers of 16-18 learners at each institution. The places below will not be filled entirely by Havering residents and does not include Apprenticeships.

2013/14 Funded 16-19 places of Havering based providers

Provider Name	Category	2013/14
Chelmer Training Limited	Commercial and Charitable Provider	174
Drapers' Academy	Academy	89
Havering College of Further and Higher Education	General FE and Tertiary	3,097
Havering Sixth Form College	Sixth Form College	2,727
Ravensbourne School	Maintained Special School	23
Sacred Heart Of Mary Girls' School	Academy	205
St Edward's Church of England School and 6 th Form	Academy	240
The Champion School	Academy	271
The Coopers' Company And Coborn School	Academy	472
The Frances Bardsley Academy for Girls'	Academy	178

2014/15 Funded 16-19 places of Havering based providers

Provider Name	Category	2014/15
Business Education Partnership	Commercial and Charitable Provider	74
Chelmer Training Limited	Commercial and Charitable Provider	10
Drapers' Academy	Academy	109
ELUTECH	Academy	138
Havering College of Further and Higher Education	General FE and Tertiary	3,098
Havering Sixth Form College	Sixth Form College	2,603
Ravensbourne School	Maintained Special School	25
Sacred Heart Of Mary Girls' School	Academy	206
St Edward's Church of England School And Sixth Form College	Academy	233
The Champion School	Academy	331
The Coopers' Company And Coborn School	Academy	458
The Frances Bardsley Academy for Girls'	Academy	193

2015/16 Funded 16-19 places of Havering based providers

Provider Name	Category	2015/16
Drapers' Academy	Academy	124
ELUTECH	Academy	200
Havering College of Further and Higher Education	General FE and Tertiary	2,268
Havering Sixth Form College	Sixth Form College	2,711
Ravensbourne School	Maintained Special School	25
Sacred Heart Of Mary Girls' School	Academy	193
St Edward's Church of England School And Sixth Form College	Academy	199
The Champion School	Academy	339
The Coopers' Company And Coborn School	Academy	448
The Frances Bardsley Academy for Girls'	Academy	194

2016/17 Funded 16-19 places of Havering based providers

Provider Name	Category	2015/16
Drapers' Academy	Academy	140
Havering College of Further and Higher Education	General FE and Tertiary	2,540
Havering Sixth Form College	Sixth Form College	2,711
Ravensbourne School	Maintained Special School	25
Sacred Heart Of Mary Girls' School	Academy	188
St Edward's Church of England School And Sixth Form College	Academy	208
The Champion School	Academy	329
The Coopers' Company And Coborn School	Academy	467
The Frances Bardsley Academy for Girls'	Academy	166

Source: DfE secure access portal 16-19 funding allocations for the 2015/16 and 2016/17 academic year

Attending a school sixth form is only one option for learners aged 16-18. The table below shows the stay-on rates at Havering 11-18 schools (including the 11-18 academies) from Year 11, Year 12 and Year 13. The learners at 11-16 schools and special schools have not been included in the Year 11 figures.

School sixth form stay on rates

	Yr 11	Yr 12	Yr 13
2011/12	3003	737	651
2012/13	3026	743	653
2013/14	3041	832	660
2014/15	3066	789	750
2015/16	2902	816	641

	Yr 11/12	Yr 12/13
2012/13	24.7%	88.6%
2013/14	27.5%	88.8%
2014/15	25.9%	90.1%
2015/16	26.6%	81.2%

The table below shows the Apprenticeship participation for 16-18 Havering residents. The learner numbers are for residents participating in an Apprenticeship in the relevant year.

16-18 Apprenticeship participation of Havering residents

	2010/11	2011/12	2012/13	2013/14	2014/15
Intermediate (Level 2)	382	422	439	410	440
Advanced (Level 3)	158	173	196	250	250
Higher (Level 4+)	<5	<5	8	10	20
Total Apprenticeships	541	596	643	660	710

Source <https://data.gov.uk/dataset/fe-data-library-apprenticeships>

16-18 Apprenticeship participation of Havering residents

The table below shows the proportion of 16-17 year old Havering residents in education and training for June 2013 -2016 academic year recorded as participating in the areas indicated. This information is essential to the planning of provision to ensure the incoming duties relating to the Raising of the Participation Age are delivered

A snapshot of the 16-17 cohort and their activity areas is shown in the table below

Year	Number of 16/17 year olds known to the LA	Full time education & Training	Apprenticeship	Work based Learning	Part time Education	Employment combined with training	other	Total	Current activity not known to the LA
2013	5,840	85.5%	3.5%	1.0%	0.0%	0.4%	0.4%	90.8%	2.1%
2014	5800	86.3%	4.9%	0.3%	0.1%	0.5%	0.1%	92.2%	1.7%
2015	5,900	86.1%	5.4%	0.6%	N/A	0.7%	0%	92.8%	1.2%
2016	5,970	84.3%	8.1%	0.3%	N/A	1.3%	0%	94%	1.6%

Source: <http://www.15billion.org/ims/monthlyreports/>

The table below provides data on those who are not participating and the categories they fall into for June 2013 - 2016.

June 2013 Not in Education Employment or Training (NEET) breakdown by destination

		Year 12	Year 13	Year 14	Total	Total as a %
NEET Available	Awaiting a foundation Learning place			1	1	0.2%
	Awaiting Level 2 place		1		1	0.2%
	Awaiting sub Level 2 place			1	1	0.2%
	EET start date agreed	3	1	7	11	2.7%
	Not yet ready for work or training	4	1	3	8	2.0%
	Seeking EET	48	94	129	271	67.1%
	Working not for reward		1	4	5	1.2%
	Sub Total	55	98	145	298	73.8%
NEET – Not available	Illness	4	6	12	22	5.4%
	Other Reason				7	1.7%
	Pregnancy	1	3	8	12	3.0%
	Teenage Parents	6	18	37	61	15.1%
	Unlikely to be economically active		1		1	0.2%
	Young Carers		2	1	3	0.7%
	Sub Total	11	3	65	106	26.2%
Grand Total		66	128	210	440	100%

June 2014 Not in Education Employment or Training (NEET) breakdown by destination

		Year 12	Year 13	Year 14	Total	Total as a %
NEET Available	EET start date agreed	5	4	4	13	3.7%
	Seeking EET	39	69	132	240	67.8%
	Working not for reward			10	10	2.8%
	Sub Total	44	73	146	263	74.3%
NEET – Not available	Illness	4	6	1	26	7.3%
	Other Reason	2	1	4	7	2.0%
	Pregnancy	5	2	2	9	2.5%
	Teenage Parents	2	17	25	44	12.4%
	Unlikely to be economically active		2	2	4	1.1%
	Young Carers		1			0.3%
	Sub Total	13	29	49	91	25.7%
Grand Total		57	102	195	354	100%

June 2015 Not in Education Employment or Training (NEET) breakdown by destination

		Year 12	Year 13	Year 14	Total	Total as a %
NEET Available	Not yet ready for work or training	2	3	1	6	2.0%
	Seeking EET	39	60	103	202	66.7%
	Start date non-RPA EET	1	2	1	4	1.3%
	Start date RPA EET	3	3	4	10	3.3%
	Working not for reward		2	1	3	1.0%
	Sub Total	45	70	110	225	74.3%
NEET – Not available	Illness	3	7	12	22	7.3%
	Other Reason	2	2	2	6	2.0%
	Pregnancy	1	1	1	3	1.0%
	Teenage Parents	6	11	27	44	14.5%
	Unlikely to be economically active			2	2	0.7%
	Young Carers			1	1	0.3%
	Sub Total	12	21	45	78	25.7%
Grand Total		57	91	155	303	100%

June 2016 Not in Education Employment or Training (NEET) breakdown by destination

		Year 12	Year 13	Year 14	Total	Total as a %
NEET Available	Not yet ready for work or training	2	0	2	4	1.6%
	Seeking EET	29	44	74	147	58.1%
	Start date non-RPA EET		1		1	0.4%
	Start date RPA EET	3	2	4	9	3.6%
	Working not for reward			1	1	0.4%
	Sub Total	34	47	81	162	64%
NEET – Not available	Illness	7	11	13	31	12.3%
	Other Reason	1	3	4	8	3.2%
	Pregnancy	3	2	4	9	3.6%
	Teenage Parents	6	13	20	39	15.4%
	Young Carers	2		2	4	1.6%
	Sub Total	19	29	43	91	36%
Grand Total		53	76	124	253	100%

Source: <http://www.15billionebp.org/>

The employment and education status for a proportion of young people aged 16-18 years old changes on a regular basis. The above table indicates that we need to be planning full time education or full time employment with training pathways for the young people who are Not in Education, Employment or Training (NEET), or whose status is currently unknown.

Current data for the Local Authority appears to be clear:

- there is no anticipated significant pressure for additional places overall to meet the needs of Havering residents in the next few years;
- the predicted fall in numbers of young people 16-18 should to a large degree cancel out a rise in the participation rate to full participation of 16 and 17 year-olds from 2015.

The partnership in Havering between the colleges and schools, where the colleges guarantee places for suitably qualified applicants has proved to be valuable in ensuring places for young people in Havering.

However, whilst the overall numbers may be accommodated, whether the places available meet the needs of all young people, particularly those not presently engaged in education or training needs further consideration.

The predicted fall in the number of young people resident in Havering combined with a potential increase in the number of 16-19 providers in Havering and the surrounding areas, such as the recently established University Technical College (ELUTECH), may have implications for the roll projections of providers in the Borough. It should be noted, however, that the number of 16-19 year-olds in East London and the Thames Gateway is predicted to increase significantly in the coming years, which is also the case in Greater London. The popularity of Havering providers is seen in the fact that the travel to learn data show that Havering has traditionally been a net importer of learners post-16. The issue for providers may therefore be more about responding to changes in demand, including managing changes in the balance of the types of provision required by the group of young people.

From 2014/15 the overall (Y7-Y11) numbers in secondary schools in Havering are projected to increase year on year. A rapid rise in year 7 is projected in 2018/19 as the larger primary cohort transfers on to the secondary phase leading to an overall deficit in secondary places by 2018/19. The numbers projected post-16 is expected to follow the pattern of secondary figures, although the introduction of a new 6th form in Drapers' Academy in 2012/13 created additional places.

The number of year 11 leavers is projected to decline slightly until 2017/18, which is followed by a significant rise in 2019/20 and in the years beyond. This is significant as Havering is a high net importer of learners and the combination of increased future residents and school population will impact on the provision required.

Projected numbers on roll for school sixth forms

	Yr 12	Yr 13	Total	Number of places	Surplus/ Deficit of places
2014/15	789	750	1539	1990	451
2015/16	816	641	1457	1990	533
2016/17	781	720	1500	1990	490
2017/18	787	687	1474	1990	516
2018/19	788	691	1479	1990	511
2019/20	827	689	1516	1990	474
2020/21	835	722	1558	1990	432
2021/22	875	730	1606	1990	384
2022/23	859	763	1622	1990	368

Projected numbers on roll for Havering College of Further and Higher Education and Havering Sixth Form College

	16-18 year old population in Havering	Havering College of Further and Higher Education	Havering Sixth Form College
2016/17	9043	2354	2760
2017/18	8829	2354	2800
2018/19	8799	2454	2850
2019/20	8918	2554	2900
2020/21	9228	2554	2950
2021/22	9566	2554	2975
2022/23	9907	2554	3000
2023/24	10318	2554	3000

Appendix 1: Glossary of Terms

Academies	Schools funded directly by central government, independent of the local authority
All-through school	A school which provides both Primary and Secondary education. They accept children at age 4, and can school them right through to Sixth form (age 18-19)
Basic Need Allocation	Grant received from the central government to create additional school places for the projected demand of pupil places arising from increased births and general demographic change, in excess of current schools capacity to provide them
Cabinet	The decision making body of the Council
Child Yield	The means of determining the number of pupils to come from the development of new housing
CIL	Community Infrastructure Levy; which allows local planning authorities to agree developer contributions to support education, highways and other infrastructure needs
Community School	State-funded school under the control of the local authority. The Local authority employs the school's staff, is responsible for the school's admissions and owns the school's estate
DFE	Department for Education – the central government controlling body for all aspects of education
DSG	Dedicated Schools Grant -The money the Government gives to local authorities to fund schools
EEE	Early Education entitlement – 15 hours of provision per week over 38 weeks of the year for 3 and 4 year olds
EFA	Education Funding Agency – the central government body responsible for the allocation and control of funds to academies and other schools operated independent of the local authority EYFS
EYFS	Early Years Foundation Stage – the phase in education and care from 0-5 years, until a child moves into Year One at school.
FE	Form of Entry based on multiples of 30 pupils, used to determine the size of schools
Free School	All ability state-funded schools set up in response to local demand, operating independent of the local authority
Foundation School	A state-funded school in which the governing body has greater freedom in the running of the school and owns the land and buildings
GLA	Greater London Authority is responsible for the strategic administration of Greater London. It shares local government powers with the councils of 32 London Borough and the City of London.
Maintained Schools	Schools funded by central government through the local authority, including community, community special, foundation (including trust), voluntary aided and voluntary controlled
NEET	A descriptor for young people not in employment, education or training
Net Capacity	The number of pupil places available at a school
ONS	Office for National Statistics- is the executive office of the UK statistics authority charged with the collection and publication of statistics related to the economy, population and society of England and Wales at national, regional and local levels

PAN	Planned Admission Number-: maximum number of pupils a school intends to admit in the first year of school
Planning Areas	A combination of Havering wards aggregated into areas used to determine future school capacity needs
PSPB	Priority Schools Building Programme—A building programme aimed at addressing schools with the worst condition issues
PRU	Pupil Referral Unit an establishment maintained by the local authority for children with additional needs, and unable to attend a mainstream or special school, or academy
Section 106	Planning obligation on developers to provide contributions, either in cash or kind, for additional school places as a consequence of new housing developments
SEND	Special Educational Needs and Disability
Special School	School catering solely for pupils with Special Educational Needs and disability
Sponsored Academy	An academy controlled by a sponsor, where additional support is required, normally as a consequence of underperformance
Studio School	A school funded directly from central government, under the control of a proposer (normally a FE College, but could also be a sixth form), offering academic and vocational qualifications for 14-19 year olds in a practical and project-based way, combined with work placements with local and national employers
OfSTED Category	Inspection judgements made by Ofsted categorising schools in (requiring improvement or special measures) as a consequence of underperformance. Maintained schools placed in either of these categories by Ofsted will normally be required to become sponsored academies to bring about the necessary improvements
UTC	University Technical College- Technical academies sponsored by a local university for 14-19 year olds with emphasis on providing technical education
VA Schools	Voluntary aided school - maintained schools with a foundation established by the church
VC Schools	Maintained school that retain minority foundation representation on their governing body and also retain strong links with the church in their community

Appendix 2: INTERPRETING AND TRANSLATION ASSISTANCE

This document contains information regarding the draft Commissioning Plan for Education Provision in Havering. If English is not your first language and you would like to see this document in your preferred language, please tick the appropriate box, complete your name and address, and return the whole form to the address below.

This document can also be made on **Audio Tape** **Braille** **Large Print**

<p style="text-align: center;">দোভাষির কাজ এবং অনুবাদে সহায়তা</p> <p>এই দলিলটিতে হ্যাভেরিং-এ শিক্ষার ব্যবস্থার জন্য কমিশনিং পরিকল্পনার (Commissioning Plan for Education Provision) খসড়ার বিষয়ে তথ্য আছে। যদি ইংরেজি আপনার প্রথম ভাষা না হয় এবং আপনি এই দলিলটি আপনার পছন্দসই ভাষায় দেখতে চান, অনুগ্রহ করে যথাযথ বাস্তব টিক করুন, আপনার নাম এবং ঠিকানা পূরণ করুন, এবং নিচের ঠিকানায় সম্পূর্ণ ফর্মটি ফেরত পাঠান।</p> <p>এছাড়া এই দলিলটি পাওয়া যেতে পারে</p> <p>অডিও টেপে <input type="checkbox"/></p> <p>ব্রেইলে <input type="checkbox"/></p> <p>বড় মুদ্রণে <input type="checkbox"/></p> <p style="text-align: right;">Bengali <input type="checkbox"/></p>	<p style="text-align: center;">VERTIMO ŽODŽIU IR RAŠTU PAGALBA</p> <p>Šiame dokumente pateikta informacija apie įgyvendinimo plano, skirto švietimo programai Heiveringe, projektą. Jei anglų kalba nėra jūsų gimtoji kalba ir norėtumėte gauti šį dokumentą savo pageidaujama kalba, pažymėkite atitinkamą langelį, įrašykite savo vardą bei adresą ir užpildytą formą grąžinkite toliau nurodytu adresu.</p> <p>Šis dokumentas taip pat gali būti pateikiamas:</p> <p>garsajuostėje <input type="checkbox"/></p> <p>Brailio šriftu <input type="checkbox"/></p> <p>didelėmis spausdintinėmis raidėmis <input type="checkbox"/></p> <p style="text-align: right;">Lithuanian <input type="checkbox"/></p>
<p style="text-align: center;">POMOC W ZAKRESIE TŁUMACZEŃ USTNYCH I PISEMNYCH</p> <p>Niniejszy dokument zawiera informacje dotyczące wstępnej wersji Planu Zleceń w Zakresie Dostarczania Usług Edukacyjnych (ang. <i>Commissioning Plan for Education Provision</i>) w Havering. Jeśli język angielski nie jest Państwa ojczystym językiem i chcieliby Państwo przeczytać ten dokument w wybranym języku, prosimy zaznaczyć odpowiednie pole, wpisać swoje imię i nazwisko oraz adres, a następnie przesłać cały formularz na adres podany poniżej.</p> <p>Dokument ten można otrzymać także w następujących wersjach:</p> <p>Kaseta audio <input type="checkbox"/></p> <p>Pismo Braille'a <input type="checkbox"/></p> <p>Duży druk <input type="checkbox"/></p> <p style="text-align: right;">Polish <input type="checkbox"/></p>	<p style="text-align: center;">ASISTENȚĂ - TRADUCERE ȘI INTERPRETARE</p> <p>Acest document conține informații referitoare la Proiectul de Plan Educațional din Havering. Dacă limba engleză nu este limba dvs. maternă și doriți să vizualizați acest document într-o altă limbă, vă rugăm să bifați caseta corespunzătoare, să completați formularul cu numele și adresa dvs. și să-l returnați la adresa de mai jos.</p> <p>Acest document este disponibil și sub următoarele forme:</p> <p>Casetă audio <input type="checkbox"/></p> <p>Document Braille <input type="checkbox"/></p> <p>Document tipărit cu caractere mari <input type="checkbox"/></p> <p style="text-align: right;">Romanian <input type="checkbox"/></p>

<p>اس دستاویز میں بیورنگ میں تعلیم کی فراہمی کے حوالے سے ڈرافٹ کمشن پلان کے متعلق معلومات شامل ہیں۔ اگر انگریزی آپ کی مادری زبان نہیں ہے اور آپ اس دستاویز کو اپنی ترجیحی زبان میں دیکھنا چاہتے ہیں، تو برائے مہربانی موزوں خانے میں ٹک کا نشان لگائیں، اپنا نام اور پتہ لکھیں اور پورا فارم درج ذیل پتہ پر بھیج دیں۔</p> <p>یہ دستاویز ان حالتوں میں بھی دستیاب ہے</p> <p><input type="checkbox"/> آڈیوٹیپ <input type="checkbox"/> بریلی <input type="checkbox"/> بڑا پرنٹ</p> <p style="text-align: right;">Urdu <input type="checkbox"/></p>	<p style="text-align: center;">ÌRÀNÌLÓWỌ FÚN ŞÍŞE ÒGBÙFỌ ÀTÌ TÍTÚMỌ ÈDÈ</p> <p>Ìwé yí ní àwọn àlàyé nípa èdà àkókó Ètò Ìfilólẹ̀ fún Ìpèsè Èkó ní Havering nínú. Bí èdè Gẹ̀gẹ̀sì kì bá kíí ẹ̀ èdè rẹ̀ àkókó, tí o sì fẹ̀ rí àkọ̀sílẹ̀ yíí ní edè tí o bá fẹ̀, jọwọ̀ fí ààmì sí àpótí tí ó yẹ, kọ orúkọ àtí àdírẹ̀sì rẹ̀ sí ibítí a pèsè, kí o sì dá ìwé nàà lódìndi padà sí àdírẹ̀sì tó wà nísàlẹ̀ yíí.</p> <p>A tún le ẹ̀ àkọ̀sílẹ̀ inú ìwé yíí sórí</p> <p>Téèpù Ohùn <input type="checkbox"/></p> <p>Àkọ̀sílẹ̀ fún kíkà àwọn aláìrírán <input type="checkbox"/></p> <p>Àtẹ̀jádé Onílẹ̀tà Nlánlá <input type="checkbox"/></p> <p style="text-align: right;">Yoruba <input type="checkbox"/></p>
<p>Name _____</p> <p>Address _____</p> <p>_____</p> <p>_____</p> <p>Telephone No _____</p>	<p>Return to:</p> <p>School Organisation Team Learning and Achievement 9th Floor, Mercury House, Mercury Gardens, Romford RM1 3DW</p>