

DRAFT COMMISSIONING PLAN FOR EDUCATION PROVISION

2019 – 2023



Table of Contents

Section		Pages
	Foreword	2
1	Executive Summary Purpose Havering Context What we are seeking to achieve Principles and Guidelines Capital funding Havering's school age demographic trends Early Education and Childcare Havering's primary and secondary school forward plan – by planning area Post 16 Education and Training Special Educational Needs and Alternative Provision	3-6
2	Havering Context - A place of change A place of diversity and choice	7-9
3	What We Are Seeking To Achieve Vision and Priorities	10-11
4	Principles and Planning Guidelines Our over-arching Principles Planning guidelines – Early Years Education Planning guidelines – Primary Planning guidelines – Secondary Planning guidelines – Post-16 Education Planning guidelines - Special Educational Needs & Alternative Provision Planning guidelines – Free schools	12-18
5	Capital Funding Funding Sources Value for Money	19-20
6	Havering's school age demographic trends Havering's birth rate and long term trends Housing developments and Projections	21-29
7	Commissioning Early Years Education and Childcare Legislative Context Duties to provide for Early Education and Childcare Early Years and Childcare Provision in Havering Future priorities over the plan period	30-33
8	Commissioning Statutory School Provision Duties to provide for ages 4-16 Havering's Projections by planning area Commissioning proposals for Primary and Secondary schools Future priorities over the plan period- Primary and Secondary	34-45
9	Commissioning Post-16 Education and Training Duties to provide for Post-16 Students Need analysis for Post-16 Provision Future Priorities over the plan period	46-55
10	Commissioning Special Educational Needs and Alternative Provision Duties to Provide for special educational needs and disabilities Forecast demand and commissioning needs Future priorities over the plan period- SEND Duties to Provide Alternative Provision Current Alternative Provision in Havering Future priorities over the plan period- AP	56-63
11	Glossary and translation request	64-69

FOREWORD

Welcome to the Council's Commissioning Plan for Education Provision in Havering for the period 2019 to 2022. This is a four year rolling plan that is updated annually. It sets out how Havering Council seeks to ensure there is sufficient capacity to meet demand for early years, primary, secondary, post-16 and special school places across the borough.

The document contains information on:

- The current pattern of early years, primary, secondary, post-16 and special school provision across the borough
- Forecasts of future early years, primary, secondary, post-16 and special school numbers
- Our plans to meet the need for additional places in areas of growth
- The Council's policy for school organisation and expansion in the borough

Births in Havering rose significantly from 2257 in 2002 to 3423 in 2016 and this has been reflected in higher primary school intakes in recent years. To meet the increased demand, an additional 5360 primary school places (reception-year 6) have been created across the borough in the last seven years. Secondary school intakes are starting to rise as a result of larger cohorts transferring to primary schools and to meet the increased demand an additional 1075 secondary school places (years 7-11) have been created over the last three years. During the period to 2022-23 we expect a further 318 primary school reception places to be needed in the borough.

Alongside this, the Council since August 2017 till date, has worked with providers to create an additional 422 (0-5) early years places to support the early years education and childcare entitlement in day nurseries, preschools, maintained nurseries and childminder settings. In addition, we have provided a further 108 full-time equivalent early years places in spring 2018. This is in recognition of the roll out of the 30 hour offer for working parents/carers of three and four year olds from September 2017.

The Council is also working with its partners and has created 121 special school places (reception-year 14) through expansion of its special schools and creation of Additional Resourced Provision (ARP) in schools to serve the growing demand for specialist provision in the borough.

We would like to thank all the early years providers, schools, governors, academy trusts and dioceses who work with us to ensure there is sufficient capacity to meet the demand for places. The next few years will be an exciting and challenging time as we continue a programme of delivering additional places. At the heart of this programme is our commitment to ensure that we continue to meet local needs and secure high quality education for all Havering children and young people.

Councillor Robert Benham
Cabinet Member for Children and Learning

Trevor Cook
Assistant Director Education

SECTION 1: EXECUTIVE SUMMARY

1.1 Purpose

The Council is the strategic Commissioner of Education Provision in Havering. This Commissioning Plan sets out how we will carry out our statutory duty to ensure 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. The plan details our future need for education provision, thereby enabling parents and education providers to put forward proposals as to how these needs might best be met.

This Plan is a 'live' document which underpins the dynamic process of ensuring there are sufficient places for Havering children in schools, and other provisions.

1.2 Havering context

Much of the London Borough of Havering is part of the Metropolitan Green Belt and protected by development, and as a result over 50% of Havering is parkland – making it one of the capital's greenest boroughs. Family-friendly Havering offers parents an appealing choice of schools, particularly for primary-aged children with the borough's primary schools ranked some of the best in country. Early years education and childcare are predominantly provided by the private and voluntary sectors. Primary and secondary education are provided through different types of schools, infant, junior, primary, secondary, academies, single sex and faith schools. Post 16 opportunities are available through schools and colleges.

1.3 What we are seeking to achieve

Our vision is that every child and young person should go to a good or outstanding early years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve. Our overarching priorities for Education in Havering are set out in our Children's Services.

We believe that parents and communities should have a strong voice in proposals in future school development. We also recognise 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 both the need for extra places and our objective of providing access to a good local school for every Havering child. We therefore continue to welcome proposals from existing schools, Trusts, the Dioceses and new providers that address the needs set out in this plan.

1.4 Principles and Guidelines

The role of the Local Authority is set within a legal framework of statutory duties which are set out in the relevant sections of the Plan. We also have a set of principles and planning guidelines to help us in our role as Commissioner of Education Provision (Section 4). It is important that the Local Authority is transparent when making commissioning decisions or assessing the relative merits of any proposals it might receive.

1.5 Capital Funding

The Local Authority has a key role in securing funding to provide sufficient numbers of pupil places in order to meet its statutory duty. The cost is currently met from Basic Need Grant from the Government, Section 106 property developer contributions and future Community Infrastructure Levy monies (CIL). Another funding option is the Free Schools Programme.

1.6 Havering's school age demographic trends

In Havering, we have seen an increase of 52% in the number of births between calendar years 2002 to 2016. This includes a 19% increase in the birth rate from 2012 to 2016. Havering saw the highest birth rate increase over this period for a London Local Authority. The next highest birth rate increase for a London Authority over this period was less than 5%, with the majority of boroughs seeing a decrease in their birth rate.

The number of primary age pupils (reception-year 6) is expected to continue to rise from 22,619 to 25,375 over the next five years. Beyond this point strategic forecasts show that the number of pupils will continue to rise until 2026-27.

The number of secondary age pupils (years 7-11) in Havering schools is expected to rise significantly from 14,599 in 2018-19 to 15,975 in 2022-23. Beyond this point the longer term strategic forecasts indicate a further increase in pupil numbers.

However these long term strategic forecasts are heavily influenced by new housing development. Further information on our forecasting methodology can be found in **Appendix 1**.

1.7 Early Education and Childcare

We are aware that assessing the childcare market and ensuring a sufficiency of provision is both a complex and a constantly moving challenge. Analysis of childcare places for 0-4 year olds shows that across the borough there is a surplus of places.

However, a number of wards namely; Elm Park, Gooshays, Harold Wood, Mawney, Rainham & Wennington and Squirrels Heath have a deficit of places. We will continue to work with providers, schools and potential providers to encourage the establishment of additional provision where this is required. When a new school is delivered according to the ESFA baseline design a nursery space will be included.

The Government Policy to offer 30 hours free early education and childcare to eligible working parents went live in September 2017. Havering put in an additional 108 places for the 30 hour offer. Demand for 30 hour places is currently estimated and is constantly under review to ensure that there is sufficient number of places to meet demand

1.8 Havering's Primary and Secondary School Forward Plan – by planning area

Detailed analysis, at planning area level, of the future need for primary and secondary school places is contained in Section 8 of this Plan. This clearly sets out what provision needs to be commissioned, where, and when. We will consult on the proposals in line with statutory responsibilities and agreed procedures.

Planning Area	Reception places needed by FE*				
	By 2018-19	By 2019-20	By 2020-21	By 2021-22	By 2022-23
Collier Row	0	0	0	0	0
Elm Park	0	0	1	1	1
Harold Hill	0	0	4	3	3
Hornchurch	0	0	2	1	1
Rainham and S Hornchurch	0	0	1	2	3
Romford	0	0	1	3	3
Upminster and Cranham	0	0	1	0	0

*FE = Form of entry, or 30 children.

Planning Area	Year 7 places needed by FE						
	By 2018-19	By 2019-20	By 2020-21	By 2021-22	By 2022-23	By 2023-24	By 2024-25
North East	0	1	0	0	1	1	1
North West	0	0	0	0	0	0	0
Central	0	0	0	0	0	1	1
East	0	0	0	0	0	0	0
South	0	0	0	0	0	0	1

1.9 Post-16 Education and Training

We work closely with schools, colleges, training providers and workplaces offering apprenticeships to ensure that sufficient provision exists to enable all young people aged 16-19 years (up to 25 years for some pupils with Special Educational Needs and Disability – SEND) to engage in education and training. The Education and Skills Funding Agency (ESFA) provides funding for the provision of education and training for 16-19 year olds and those aged 19-25 with an Education Health Care Plan (EHCP). With all secondary schools offering post-16 education within Havering having academy status, this means all funding for mainstream post-16 provision goes directly to the Schools, Colleges and Training Providers. We are committed to working in partnership with the learning community to ensure the needs of our young people are met through the development of clear progression pathways at all levels.

1.10 Special Educational Needs and Alternative Provision

As at January 2018, there were approximately 1370 children and young people resident in Havering with an EHCP or Statement. In 2017, 2.4% of the Havering

school population had a statement of SEND or EHCP, this compares to 2.8% nationally.

The number of EHCPs is forecast to increase for all four main SEND types with Communication and Interaction Needs and Social Emotional and Mental Health due to see the highest growth, with the growth in Communication and Interaction needs mainly due to an increase in Autistic Spectrum Disorder.

An increase on Havering school age population has also led to an increase in the number of pupils subject to EHCPs. We anticipate that the demand for specialist places will continue to increase with the overall population growth. Forecasts would suggest that by 2022-23 the number of children and young people with an EHCP in Havering would increase by over 100 on current numbers to 1500.

Over the last three years the number of pupils requiring alternative provision in Havering has fluctuated slightly with current figures from September 2017 to date of 251 pupils listed as in attendance.

Havering has a need for an all-through AP free school to provide a registered full time offer for a small number of primary aged pupils who require development and support to be able to return to mainstream and maintain their placement.

SECTION 2: HAVERING CONTEXT

The education and learning vision of **ensuring a good start for every child to reach their potential contributes** to the delivery of this dynamic vision focused around four cross cutting priorities; **communities, places, opportunities and connections** that will enable the borough play an active role in the success of the whole of London.

2.1 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.

According to the 2016 Mid-Year Estimates of Population, published by the Office for National Statistics (ONS) on 22 June 2017, the population of Havering is 252,783.

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 12.3% increase from 2002 to 2016.

As well as increases in the number of births in Havering, there has been an increase in the general fertility rate from 58 (per 1,000 women aged 15-44) in 2004 to 70 in 2016. 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, higher than both London and England. However, an increase in the black African population is projected to increase from 4.0% in 2016 to 5.2% of the Havering population in 2031.

According to the Greater London Authority (GLA), Local authority population projections Housing-led Model, the population of Havering is projected to increase from 257,514 in 2018 to 276,645 in 2023 and 294,665 in 2028; an increase of 7% and 14% respectively from 2018.

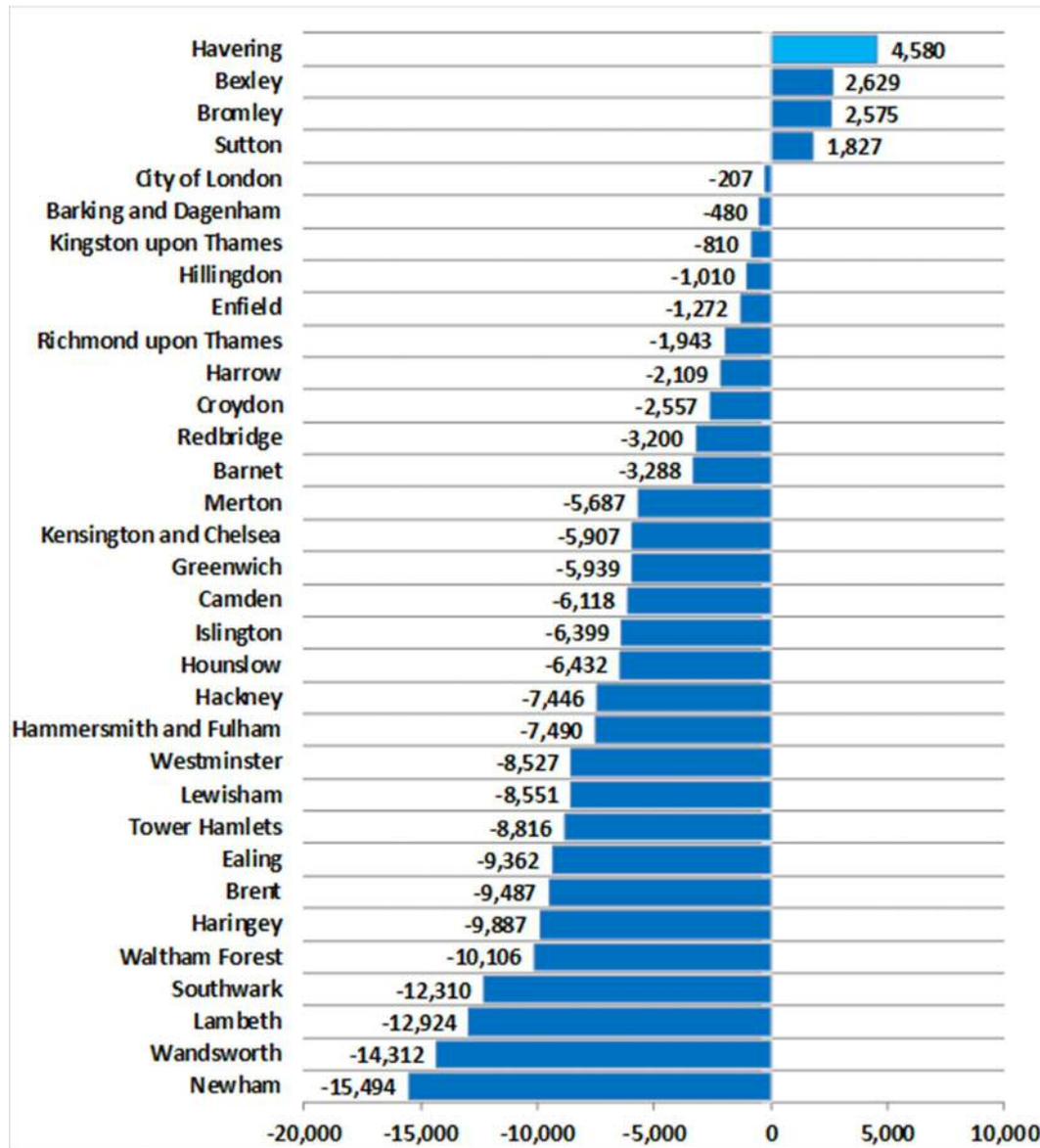
The populations in Romford Town, Brooklands and South Hornchurch wards are expected to increase the most over the next fifteen years. The projected increase in population in Romford Town is mainly due to its rapidly growing economy and new housing developments; whereas inflow migration from neighbouring boroughs mainly account for the projected population increase in Brooklands and South Hornchurch.

In addition, Havering has experienced the largest net inflow of children across all London boroughs in recent years. In a six year period (from 2011 to 2016), 4,580 children have settled in the borough from another part of the United Kingdom (see Figure 1).

Figure 1 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 in 2016 came from neighbouring Outer London Boroughs, Redbridge (407 children) and Barking & Dagenham (342 children).

Figure 1 – Migration of children



Data source: Internal Migration Flows 2011-2016; 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 2033.

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

2.2 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 82 schools in the borough, 43% are community schools, 11% are voluntary aided, 1% is voluntary controlled, 41% are academies (converters, sponsor-led and free school), and 4% are foundation schools.

16 of our secondary schools are academies and the remaining 2 are likely to become academies by the beginning of the 2018-19 academic year.

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

School Category	Primary	Secondary	Special	Total
Academy-Sponsor Led	5	7	2	14
Academy-Converters	9	9		18
Community (LA Maintained)	34	1		35
Free School	2			2
Foundation	1	1	1	3
Voluntary Aided- Catholic	8			8
Voluntary Aided-Church of England	1			1
Voluntary Controlled	1			1
Total	61	18	3	82

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.

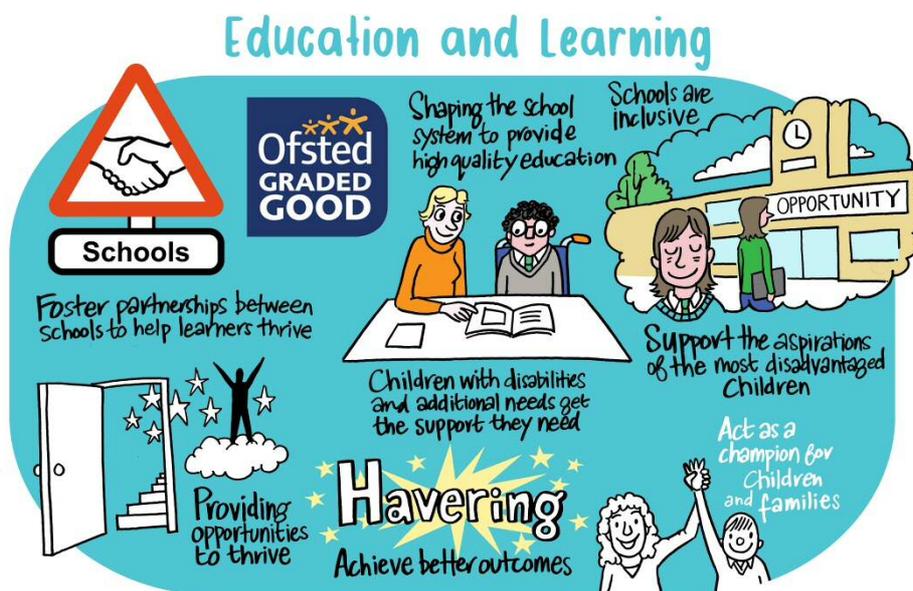
Our secondary schools range in size from 150 to 240 per year group. Four secondary schools are single sex, (two boys and two girls). Six secondaries, in addition to the Havering College of Further & Higher Education and the Havering Sixth Form College currently offer Post-16 education.

As at summer 2018, 398 active providers in Havering were offering 6,766 0-5 year Ofsted registered childcare places. Of these, 1,305 are nursery places within maintained schools and academies.

SECTION 3: WHAT WE ARE SEEKING TO ACHIEVE

3.1 Vision and priorities

The Havering's Children and Families vision is for every child in the borough to "have the best possible start in life with families and communities looking after themselves and each other enabling all to lead happy and healthy lives"



Our vision for Education and Learning is to ensure that every child will go to a school rated as 'Good' or better, and provide an opportunity for every young person in the borough to thrive, thereby securing outcomes that are above the national average.

We want to ensure our schools are inclusive and support our most vulnerable young people to be aspirational.

We would also ensure that our children with disabilities and additional needs get the full support they require by fostering and encouraging deep partnerships between schools within which learners thrive.

The commissioning plan for education provision contributes to this vision 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. 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.

We believe that parents and communities should have a strong voice in proposals on the future school development and so in our carrying out our statutory duties, we will continuously work with all our stakeholders to meet our objective of providing access to a good local school for every Havering child.

We also recognise 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 both the need for extra places and, would therefore, welcome proposals from existing schools, Trusts and the Dioceses.

To ensure that every child has access to a great education, we will support our primary and secondary schools to develop a strong strategy to achieve the best outcomes for Havering's children by;

- **Creating more school places to meet demand, in the right places throughout the borough, over the next decade.**
- **Establishing a Secondary Schools Improvement Board and plan of action; working in partnership with Head Teachers, governing bodies of secondary schools and the Regional Schools Commissioner, to secure rapid improvement in outcomes for secondary pupils.**
- **Improve the smooth transition of pupils from primary to secondary schools to ensure that the rates of progress achieved in years 5 and 6 are maintained and accelerated in year 7.**

We will measure our success by;

- **Increased % of parents receiving an offer of their first choice school.**
- **The percentage of the borough children in good or outstanding schools.**
- **The number children achieving a good or better level of development at age 5.**
- **Pupil progress in 8 subjects, from the end of primary school to the end of secondary school (Progress 8).**

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:

- To ensure that all schools are well placed to deliver high quality education that meets the needs of their local community and makes best use of public funding.
- Where there is sustained evidence that a school is failing to meet the needs of the local community and/or to deliver improved outcomes and/or is not financially viable to explore the options of a range of partnership solutions where appropriate e.g. collaborations, federations, Multi-Academy Trust (MATs).
- To address the relative underperformance at Key Stage 2 of junior schools compared with all-through primary schools by supporting infant and junior schools to form a federation or to amalgamate.
- To ensure any changes to school organisation impacts positively on school performance and life chances of children, to support governing boards to review their organisational and leadership arrangements and to plan for building leadership capacity.
- Where there is need to create additional school provision, a range of options for 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
- To develop an approach to school organisation review that enables stakeholders to engage fully and effectively in the process.
- Organisational changes should promote greater diversity of provision in a locality.
- The needs of Children in Care and those with SEND 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.
- 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.
- All early education and childcare providers whether you are school nursery or a private, voluntary and independent provider are required to have the Early Education and Childcare Directory and Funding Agreement in place to provide high quality childcare
- Engaging with maintained schools, academies and free schools to support the establishment of nursery provision to deliver the early education and childcare (EE&C) as part of the whole school 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 7am to 7pm, enabling school nurseries to deliver a more flexible offer including blocks of hours, rather than just morning or afternoon.
- Engagement with PVI settings to develop or expand more of these, to deliver the 2 year old entitlement.
- Encourage Childminders to deliver the EE&C for 2, 3 and 4 year olds.



Increasing the Take-up of the Early Education Entitlement;

- Identification of take-up of the eligible 2 year olds, universal and extended entitlement of 3 and 4 year olds at wards level throughout the Borough.
- Publicity of the EE&C 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.

4.2 Planning Guidelines – Primary

- 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 (infant and junior school aged children in one primary school), 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.

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.
- 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.
- Proposals for new secondary schools to include grammar schools



4.4 Planning Guidelines – Primary and Secondary

The following points apply to both primary and secondary provision and reflect recent recommendations by Lord Agnew, Parliamentary Under-Secretary of State for the School System;

- To create new places in schools or academies that have an overall Ofsted rating of 'good' or 'outstanding,'
- To consider a range of performance indicators and financial data before deciding which school to expand.
- Not to expand a school or academy that is underperforming, unless there is a very strong rationale to do so (and if the school or academy is eligible for intervention, the Local Authority should discuss this with the relevant RSC first)
- We will encourage the formation of all-aged schools where this is in the interests of the local community.
- To take action where school places are not needed to meet forecast demand - the ESFA do not expect local areas to be carrying excessive levels of spare capacity.
- As part of fulfilling our sufficiency duty we need to manage the local school estate efficiently and reduce or find alternative uses for high levels of spare capacity, in order to avoid detriment to the educational offer or financial position of schools in the area. As part of this LAs expected to consider a range of options for the reuse of space including:

- Increasing early education and childcare provision
- Exploring options for reconfiguration, including via remodelling, amalgamations, mergers and closures where this is the best course of action.
- Consider the costs and benefits of keeping or removing spare capacity along with considering the quality and diversity of provision, taking into account local factors, to determine the most appropriate approach for Havering.
- Aim to maintain a surplus of 2% in some schools within each planning area for primary and secondary in order to accommodate in-year applications. However if the surplus places within a planning area are concentrated in one or two schools then this will be reviewed and addressed in line with the recommendations previously set out.

4.5 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.
- 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.



4.6 Planning Guidelines- Special Educational Needs and Alternative Provision

- We would ensure that children, young people and their families have the right support at the right time by delivering an ongoing programme to create more additionally resourced provisions (ARPs) in mainstream settings and develop a new Social Emotional and Mental Health (SEMH)/Autistic Spectrum Disorder (ASD) free school

- Support the growing numbers of children with more complex needs by increasing the funding to special schools via a revised funding matrix and re-designating special schools, as appropriate; to support more children with severe needs whilst reducing the number of pupils with moderate learning difficulties who can best be supported in mainstream provision or an ARP
- We aim to review the provision of health therapies across the borough to provide sufficient services to meet needs
- Improve our offer of pathways to adulthood for young people so that they can move towards a productive and enjoyable adult life and ensuring social care support provides appropriate care in a timely way.
- To improve training for staff working with children and young people with high needs by improving the confidence of all staff in working with children with high needs, support staff retention through gaining appropriate qualifications and enabling peer-to-peer learning.
- Develop a small capital grants programme to allow providers and schools to make their buildings more inclusive and increasing hourly rate for top up payments to schools & the hourly funding rate from the Special Educational Needs Inclusion Fund for early years.
- To continue to make improvements in how services are delivered via the Children and Adults with Disabilities Service (CAD), the Admissions and Inclusion Service, and the Early Help service. This includes making improvements to how we gather and use data to plan future services and provision.
- We would assess the impact of alternative provision and how it is provided for families by increasing the allocation to the Social Inclusion Fund to support placements in alternative provision.
- To support our primary and secondary pupils who require development to be able to return and maintain their placement in mainstreams schools by providing an all-through alternative provision free school that will address their needs enabling them achieve good educational attainment.



4.7 Planning Guidelines – Free Schools

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 process requires LAs to seek proposals to establish a free school where they have identified the need for a new school in their area. Under the presumption route the local authority is responsible for providing the site for the new school. It is the department's expectation that the site be made available free or on a peppercorn basis by the local authority to the trust. The local authority is also responsible for meeting the associated capital and pre/post-opening revenue costs. Basic need capital funding is provided on a non-ring-fenced basis; so that local authorities can provide the places that they need, including through new presumption schools. The decision on all new free school proposals lies with the Secretary of State.

- 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.
- Any new primary free school proposal will also include proposals to include an ARP and nursery as part of the specification.

Havering has had two primary free schools opened in 2016-17 – Drapers' Maylands Primary School, and Concordia Academy.

Free school applications- Wave 13

Wave 13 has now opened to proposer groups seeking to open mainstream primary, secondary, all-through and 16-to-19 free schools. The DfE has stated its intention to run a separate process for special and alternative provision (AP) applicants in the summer.

The criteria stipulate that the focus of the free school programme will now be on the following:

- Specific areas identified by the DfE as having the lowest educational performance and the lowest capacity to improve.
- Areas with both a basic need for new places and low standards.
- Areas as yet untouched by the free school programme.

In practical terms, this means that in order to make a compelling need case for a new school, applicants need to show that:

- a high proportion of the places being proposed are required to meet basic need; and
- the proposed school will serve one of the third of local authority (LA) districts identified by the DfE as having the lowest standards and capacity to improve; or
- the proposed school is in a pocket of low standards where there is a very strong case that a new free school will address the standards issue.

Havering is not identified by the ESFA as being one of the targeted districts for [Wave 13](#).

- The secondary map only highlights a deficit of places in the North East planning area.
- The primary map highlights a deficit of places in the Romford, Hornchurch, Elm Park and Upminster planning area.

Due to the housing growth planned in the Romford area over the next five years, a new 3FE primary school will be needed. Havering welcome sponsors to put in applications to establish this new 3 FE primary school in Romford.

Special and Alternative Provision (AP) free schools

Local authorities will be invited to submit an expression of interest (EOI) for a new special free school and or AP free school where it would benefit their area in summer 2018. Havering will submit EOIs for a new special free school and an AP free school.

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SECTION 5: FUNDING

The Schools Expansion Programme is broadly funded from the Department for Education (DfE) Basic Need Grant. All the Basic Need allocation received up to 2018-19 is committed. There was no Basic Need Grant for Havering for 2019-20, and an allocation of £21,953m has recently been announced for 2020-21. With free schools and academisation most of the capital funding is going direct to academies, this puts more pressure on Havering to ensure sufficient school places are provided. Havering may have to commit to borrowing to fund expansion programmes outside of any Central Government Funding. All existing funding is either spent or committed.

A capital allocation of £2.5m split evenly over three years from 2018-19 to 2020-21 has been granted for planning places for pupils with Special Educational Needs. A top up of £598,176 was recently announced. Havering is required to publish a concise plan to describe how they intend to use the funding; this can be used as investment in new places and improvements to facilities for pupils with Education Health and Care Plan (EHC) in mainstream and special schools.

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. It will not cover costs in full.

Future funding models could include working with free schools and academies to secure joint or full funding to meet the cost of expansion.

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 are 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.

Existing Premises and sites

Where possible utilising or re-purposing existing space is investigated and has provided some cost effective extra places so far. In drawing up options and proposals around reshaping provision and/or providing additional places feasibility studies are commissioned to consider the condition and suitability of existing premises, the ability to expand or alter the premises, the works required and the associated costs, the size and topography of the site and road access to the site including road safety. Any expansion will be future proofed to ensure that any work is sustainable and fit for purpose over a reasonable period of time.

Value for money

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. '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.

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 pressures on school places and to ensure best value for money. Full consideration will be given to which route provides the best value for money which can be achieved within the timeframe. The build method for new accommodation will be that which is most appropriate to meet either a bulge in school population or a permanent enlargement.

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SECTION 6: HAVERING DEMOGRAPHIC TRENDS

6.1 Havering Birth Rates and Long Term Forecasts

Figure 6.1 shows the changing birth rate in England and Wales over the past 23 years. Figure 6.2 shows the number of births in Havering over the past 16 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 is projected to reverse from the forthcoming school year.

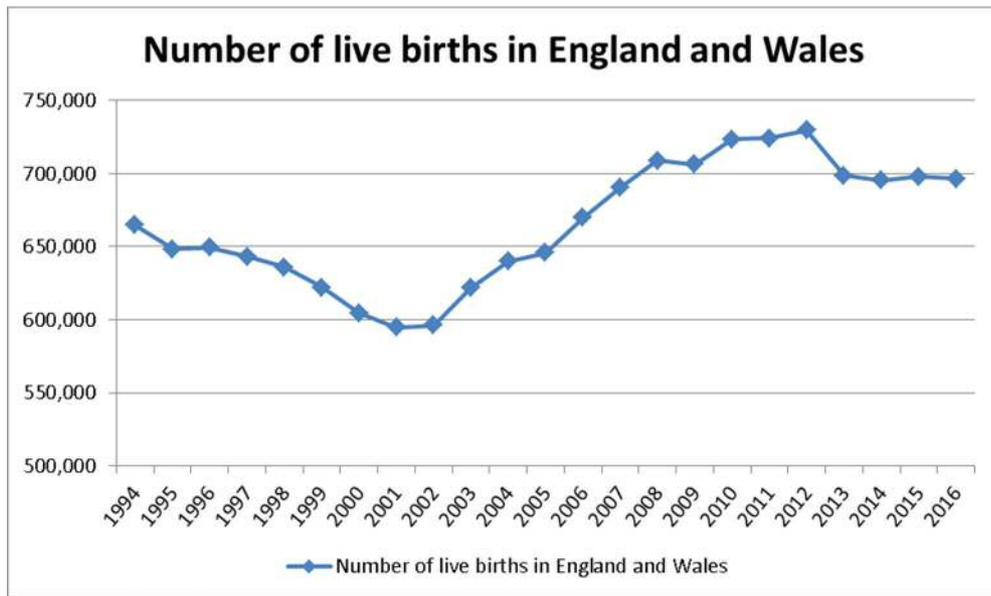


Fig 6.1: Source ONS

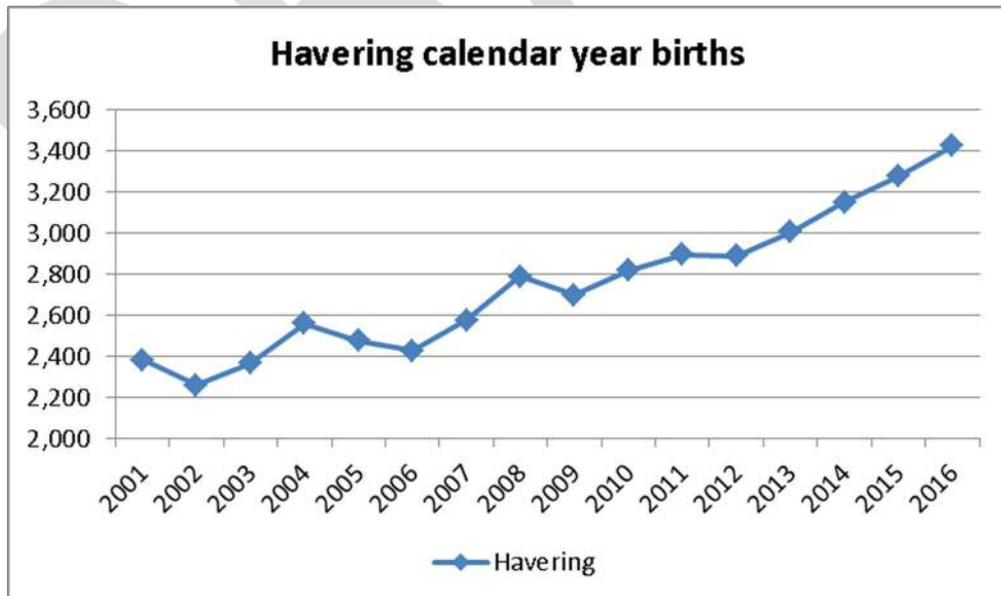


Fig 6.2: Source ONS

In Havering we have seen an increase of 52% in the number of births between calendar years 2002 to 2016. This includes a 19% increase in the birth rate from 2012 to 2016. Havering saw the highest birth rate increase over this period for a London Local Authority.

The next highest birth rate increase for a London Authority over this period was less than 5%, with the majority of boroughs seeing a decrease in their birth rate.

Havering was the only London borough to have a year on year increase in the birth rate since 2013. This shows that although the majority of London boroughs have experienced a reduction in the birth rate, Havering is still experiencing an increasing birth rate that will lead to larger reception cohorts each year.

We currently have access to actual ONS birth data up until and including the 2015-16 academic year which is then used to project the numbers of pupils expected to enter reception five years later in 2020-21. From 2021-22 onwards in this document, the reception projection is calculated using forecast birth data obtained from the GLA. We receive the latest academic year births from the ONS on an annual basis; once received they are incorporated into our forecast model so that our reception projections are based on actual birth data as far as possible.

6.2 Long Term Pupil Forecast

Tables 6.1 and 6.2 below provide long term pupil forecasts up to 2027-28. 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 approximately 95% at the primary phase and 89% 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 6.1: Long Term School-Based Forecast of Mainstream Primary Pupils by planning area

Planning Area	Current Roll	Standard five-year forecast	Long Term Strategic Forecast
	2017-18	2022-23	2027-28
Collier Row	3419	3587	3532
Elm Park	2509	3244	3528
Harold Hill	3636	4401	4834
Hornchurch	4680	4722	4951
Rainham and S Hornchurch	2233	2760	3001
Romford	2931	3972	4422
Upminster and Cranham	2554	2690	2759

Table 6.1 above shows that the number of primary age pupils (reception-year 6) in Havering schools is expected to rise significantly from 21,962 in 2017-18 to 25375 in 2022-23. Beyond this point the pupil population continues to increase year on year. Across Havering, by 2027-28, pupil numbers are forecast to be 27027.

The continued population rise through to 2022-23 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

Table 6.2: Long Term School-Based Forecast of Mainstream Secondary Pupils (years 7-11) by Planning area

Planning Area	Current Roll	Standard seven-year forecast	Long Term Strategic Forecast
	2017-18	2024-25	2027-28
North East	910	1123	1305
North West	716	892	920
Central	7419	8718	9097
East	2946	3035	3115
South	2347	2909	3269

Table 6.2 above indicates that the number of secondary age pupils (years 7-11) in Havering schools is expected to rise significantly from 14,338 in 2017-18 to over 16,600 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 may require new school sites and school provision in order to accommodate the school place demand.

6.3 Havering Local Plan

Havering must have an up to date [Local Plan](#) for the Borough. A Local Plan is part of the statutory Development Plan for an area. It sets out the long term strategic planning priorities and objectives, opportunities for development and clear planning policies on what will or will not be permitted and where.

Importantly, the new Local Plan will be a very important tool in enabling the Council to deliver its vision: Havering - Making a Greater London. The Plan has been prepared alongside the preparation of the vision and is fully consistent with it.

The Local Plan will also enable important planning and regeneration initiatives such as the Council’s two Housing Zones in Rainham and Romford, its estates renewal programme and the opportunities arising from Crossrail to be reflected.

The Council has submitted the Havering Local Plan (2016-2031) and supporting documents to the Secretary of State for the Ministry of Housing, Communities and Local Government for independent examination on 27 March 2018.

6.4 Housing Developments and Projections

Table 6.3 below provides an overview of the number of units gained in residential schemes granted approval in the period 1992-2017 in Havering by primary planning area.

Table 6.3 Historic and Forecast House Building by Planning Area (1992 to 2016)

Planning Area	Financial Year						
	1992-1994	1995-1999	2000-2004	2005-2009	2010-2014	2015-2016	Total
Collier Row	-21	75	122	420	130	26	752
Elm Park	82	16	67	55	178	54	452
Harold Hill	195	119	307	659	1867	814	3961
Hornchurch	125	185	944	467	282	206	2209
Rainham and South Hornchurch	27	237	201	572	1059	33	2129
Romford	67	507	1088	2243	1072	517	5494
Upminster and Cranham		75	108	111	75	34	403
Grand Total	475	1214	2837	4527	4663	1684	15400

Future major housing developments planned for Havering are detailed in the Housing Authority Monitoring Report that can be viewed [here](#). In addition [Havering Local Plan 2016 – 2031 Proposed Submission](#) details the intention to increase the supply of high quality housing in Havering by a minimum of 17,550 dwellings over the Plan period. It demonstrates a significant housing development is planned for future years, particularly in the Romford 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.

We receive data from the planning team detailing 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 trajectory that forms part of the Local Plan evidence base and as set out by regeneration colleagues. The housing proposed as part of the Local Plan and resulting child yield has been incorporated into the school roll projections. A table setting out these housing developments with expected delivery timescales at scheme level can be viewed under Annex 1 and Annex 3 in the [Havering Local Plan 2016-2031 Housing Position Statement](#) which forms part of the evidence base for the Local Plan.

The child yield from each housing scheme is staggered over a five or three-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 the primary phase 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 30% in the second and third year. For the secondary phase the child yield is phased evenly over a five-year period, with 20% added each 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 weighting the yield at 30% in reception, 15% each in years 1 and 2 and the 10% each across years 3-6. 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 higher in the earlier year groups, thus ensuring that additional capacity required to meet the demand arising from new housing is implemented in time.

There is a close relationship between the School Organisation team and planning department, and projections also factor in the child yield from future major housing developments detailed in the Housing Annual Monitoring Report/Local Plan.

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 1,170. In years where the known planned housing does not meet the 1,170 target, the level of housing factored in the school roll projections for this year is topped up to 1,170. 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 1,170 units being achieved.

The Mayor of London's new draft London plan proposed that the annual housing target for Havering be increased from 1,170 to [1,875](#) net housing completions each year. If this new draft London Plan with increased housing targets is adopted the above approach to housing development figures factored into the school roll projections will be reviewed.

Housing Zones

The building of a significant number of new homes in the Strategic Development Areas of Romford and Rainham and Beam Park is identified in the Local Plan and will be supported by means of a range of planning and financial measures through the Mayor of London's Housing Zone Programme.

Havering is one of only a few London boroughs with two Housing Zones and the Council consider that this will be an important element in its ability to deliver the new homes that the borough needs over the Local Plan period (2016-2031) because it provides a high degree of certainty that the new homes will come forward. This is a key component of the Local Plan's approach to housing delivery.

The Rainham and Beam Park Housing Zone was established in 2015 followed by the Romford Housing Zone in 2016. The Housing Zone Programmes are funded by a combination of local authority funding, GLA direct and recoverable grant, and external funding. Housing Zone finance will be used predominantly to deliver physical infrastructure in advance or in parallel to developments.

The Romford Strategic Development Area and the Rainham and Beam Park Strategic Development Area are anticipated to deliver over 5,300 and 3,000 homes respectively over the Local Plan period, with the new increased number of economically affluent residents living in well-designed homes in Romford and Rainham and Beam Park centres.

Romford Strategic Development Area

Romford Strategic Development Area encompasses Havering's largest town centre and is one of Outer London's major growth and regeneration areas. The area offers exciting development and regeneration opportunities and over the next 15 years it will accommodate a significant level of housing and economic growth alongside new and enhanced supporting infrastructure. The Council will work with its partners to realise the opportunities in Romford and to ensure it retains its strategic role within Havering and north east London.

Over the plan period the Council will support the delivery of over 5,300 new high quality homes in well managed residential and mixed use schemes that provide attractive places to live which are well integrated with the existing community.

Part of the new housing planned for Romford will include those homes planned as part of the approved Romford housing zone, with an expected delivery of 3,304 units from 2017-18 onwards. The projected child yield over this period has now been factored into 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.

Due to the housing growth planned for Romford, a 3 form of entry primary school (630 places) will be needed. The new school should be sufficient to meet demand for the additional primary places needed over the next five years. Further primary places are expected to be needed beyond this period.

Rainham and Beam Park Housing Development

The Council will support the delivery of over 3,000 new high quality homes in attractive, well managed residential schemes which are well integrated with their surroundings. Developments will be delivered on a series of connected sites to the south of New Road extending from the River Beam in the west to Dovers Corner/Bridge Road in the east, together with sites to the north of New Road which are currently occupied by incompatible uses. The Council will also support the redevelopment of undesignated sites in Rainham District Centre and wider Strategic Development Area.

Rainham and Beam Park Housing zone is due to start delivering homes from 2018-19 onwards. The projected child yield from this housing growth has 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.

Due to the increased housing planned for Rainham, a 3 form of entry primary school (630 places) is needed to meet the demand from housing growth in the area.

Council Estate Regeneration

Further growth will be accommodated from major regeneration of the Council’s own housing estates. The Council is planning to build a significant number of new homes in one of the most ambitious local authority home building programmes in the country. The initial programme focuses on 12 sites across the borough delivering over 2,000 additional homes.

The projected child yield expected from the new housing 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.

6.5 Travel to School Patterns

Travel to school patterns from one borough to another are changing for both the primary phase and secondary phase (Tables 6.4 and 6.5):

Table 6.4: Net Travel Flows for Primary Pupils (reception – year 6) at Havering Schools (Jan 2017)

Authority	Net Import/Export					
	2012	2013	2014	2015	2016	2017
Barking and Dagenham	57	30	15	-19	-43	-75
Essex	-77	-78	-71	-90	-80	-66
Newham	-24	-26	-36	-32	-54	-45
Redbridge	-59	-80	-82	-111	-136	-175
Thurrock	500	451	447	406	428	438

Source: Data is taken from DfE cross border mobility matrices for January 2012 to January 2017.

Please note that a negative figure (red font) indicates Havering is a net exporter of pupils to this Authority e.g. in tables 6.4 and 6.5, for Essex a negative figure means more Havering residents travel out of borough to attend an Essex school, than Essex residents travel in to Havering to attend a Havering school.

A positive figure in tables 6.4 and 6.5 (black font) indicates Havering is a net importer of pupils from this Authority e.g. in table 6.4 and 6.5, for Thurrock a positive figure means more Thurrock residents travel in to the borough to attend a Havering school, than Havering residents travel out to attend a Thurrock school.

In the primary phase Havering has stopped being a net importer of pupils from Barking and Dagenham and we now have more Havering residents attending Barking and Dagenham primary schools than we have Barking and Dagenham residents attending a Havering primary school.

The net export figure from 2016 to 2017 has reduced for Essex and Newham, while the net export figure for Redbridge over the same period has increased. We remain a net importer for Thurrock, with the net import figure increasing slightly from 2016 to 2017.

Table 6.5: Net Travel Flows for Secondary Pupils (Years 7-11) at Havering Schools (Jan 2017)

Authority	Net Import/Export					
	2012	2013	2014	2015	2016	2017
Barking and Dagenham	788	894	932	969	847	820
Essex	-412	-417	-381	-354	-339	-393
Newham	109	114	114	105	76	48
Redbridge	24	15	-5	-11	-57	-83
Southend-on-Sea	-87	-109	-133	-107	-155	-192
Thurrock	671	659	635	621	569	558
Tower Hamlets	27	30	38	33	24	17
Waltham Forest	28	34	13	11	-5	-14

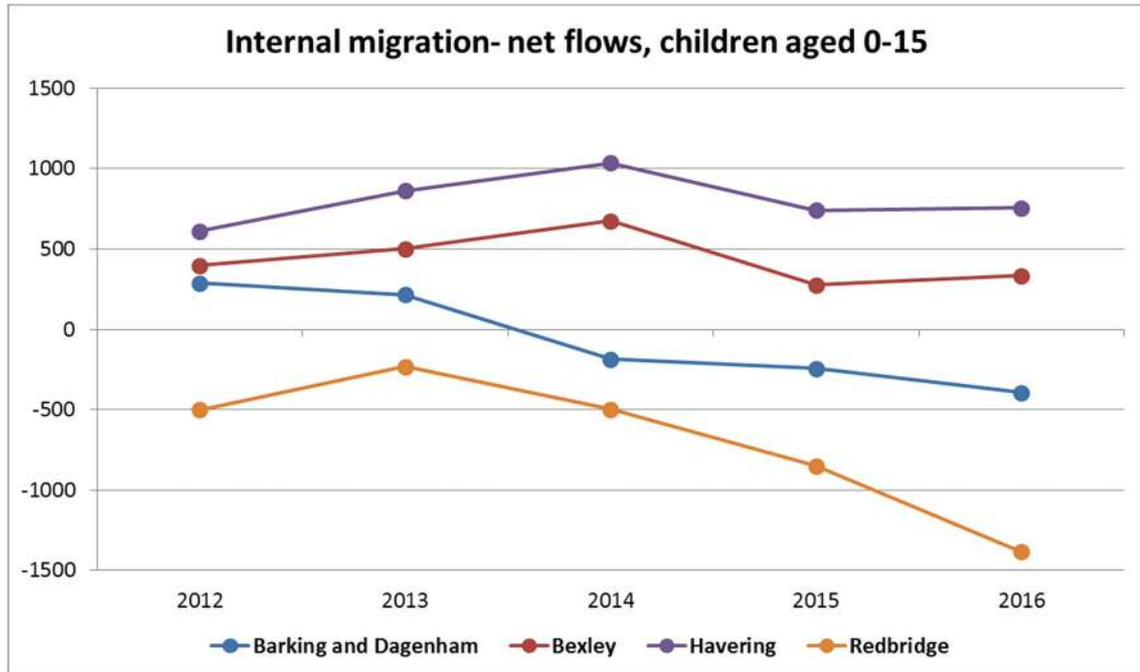
Source: Data is taken from DfE cross border mobility matrices for January 2012 to January 2017.

We remain a net importer of secondary pupils for Barking and Dagenham, Newham, Thurrock and Tower Hamlets, although it is important to note that the net import figure for all of these Local Authorities is reducing.

Havering is a net exporter of secondary pupils to Essex, Redbridge, Southend-on Sea and Waltham Forest. The net export figure for Essex, Redbridge and Southend-on Sea increased significantly from 2016 to 2017.

6.6 Migration

Data published by the GLA regarding internal migration flows of school age children, shows that each year from 2012-2016, Havering was the London borough with the highest net flow for internal migration of children aged 0-15 years old:



Internal migration- net flows, children aged 0-15, 2012 to 2016

Source: Data taken from GLA Internal migration flows - school age children

Figure 6.6, Shows the internal migration net flows for children aged 0-15, from 2012 to 2016 for Havering, compared to our London Local Authority geographical neighbours Barking and Dagenham and Redbridge and compared to our closest statistical neighbour, Bexley.

The above shows that over this five year period Havering has been a net importer of children aged 0-15. Even though the net flow figure for Havering has reduced from the peak in 2014, the net flow number in 2016 is still above the figure in 2012.

SECTION 7: COMMISSIONING EARLY YEARS EDUCATION AND CHILDCARE

7.1 Legislative Context

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).

7.2 Duties to Provide for Early Years education and childcare

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.

Section 12, gives local authorities the duty to provide information, advice and assistance to parents and prospective parents relating to the provision of childcare, services or facilities that may be of benefit to parents and prospective parents, children and young people, something that is strengthened in the Childcare Act (2016)

Section 13 gives local authorities the duty to provide information, advice and training to childcare providers.

The Education Act 2011 gives parents of disadvantaged two year olds a new right to free early year's education and care.

The Childcare Act 2016, Section 1 places a duty on the Secretary of State to secure the equivalent of 30 hours of free childcare over 38 weeks of the year for qualifying children. Children in England will qualify if they are under compulsory school age and meet the description set out in the regulations made under section 2. Section 2 allows the Secretary of State to discharge their duty under section 1 of the Act by placing a duty on the local authority to secure free childcare for qualifying children.

7.3 Early Years and Childcare Provision in Havering

Our current data shows 398 active providers in Havering are offering 6,766 (0-5 year) Ofsted registered childcare places. Of these, 1305 are nursery places within maintained schools and academies.

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

Table 7.1 and 7.2 below shows the projected take up of 2, 3 and 4 year olds funded places in the borough by ward from 2017-18 onwards.

Table 7.1; 2 year old projections

Year	Brooklands	Cranham	Elm Park	Emerson Park	Gooshays	Hacton	Harold Wood	Havering Park	Heaton	Hylands	Mawney	Petits	Rainham & Wennington	Romford	Hornchurch	Squirrels Heath	St Andrews	Upminster	Total
2015/16	84	13	40	14	66	18	14	26	88	32	22	36	56	61	36	18	22	7	653
2016/17	65	4	32	18	64	18	11	27	63	26	19	40	49	62	40	12	26	6	583
2017/18	63	5	35	20	78	18	14	29	71	33	20	39	49	62	41	12	27	6	622
2018/19	70	5	34	21	71	20	14	29	66	31	20	40	49	64	43	11	24	7	617
2019/20	69	4	33	21	72	21	14	28	64	31	20	39	48	65	49	11	25	7	622
2020/21	71	4	33	21	72	22	13	28	63	30	19	39	47	71	56	11	24	7	632
2021/22	71	4	33	21	71	21	13	28	61	30	19	37	47	73	63	11	25	6	635

Table 7.2; 3 and 4 year old projections

Year	Brooklands	Cranham	Elm Park	Emerson Park	Gooshays	Hacton	Harold Wood	Havering Park	Heaton	Hylands	Mawney	Pettits	Rainham and Wennington	Romford	South Hornchurch	Squirrels Heath	St Andrews	Upminster	Total
2015/16	316	152	234	202	286	234	330	216	347	151	157	398	280	433	307	273	266	317	4899
2016/17	371	183	255	191	300	246	299	216	307	192	123	389	276	442	275	292	252	294	4903
2017/18	373	180	274	195	306	242	308	216	288	191	124	398	296	447	284	297	270	302	4992
2018/19	387	196	294	193	332	240	324	225	311	203	123	398	310	453	291	324	284	296	5185
2019/20	404	205	294	198	351	265	330	227	313	211	127	406	301	470	331	325	283	297	5337
2020/21	423	195	285	201	339	290	324	224	297	205	125	404	298	509	381	318	273	303	5395
2021/22	420	192	283	201	335	289	316	222	291	199	123	394	295	540	442	314	277	299	5433

Forecasts for 2018-19 indicates a potential shortfall of places in the Elm Park, Gooshays, Harold Wood, Mawney, Rainham & Wennington and Squirrels Heath wards in 2018-19. This is the position based on existing capacity as of Summer 2017, however, this situation may change as new providers open and existing providers may close.

Further information of the borough's provision and ward profile data is provided on our [2018-19 Childcare Sufficiency Report](#).

7.4 Options to meet the projected future demand for places:

We are aware that assessing the childcare market and ensuring a sufficiency of provision is both a complex and a constantly moving challenge. We will continue to work with providers, schools and potential providers to encourage the establishment of additional provision where this is required.

Analysis of childcare places for 0-4 year olds shows that across the borough there are sufficient places apart from 3 and 4 year old places in the wards already mentioned above. The following are the options that we will put in place to enable us meet the projected demand in these wards;

- **Elm Park** – work with good/outstanding childcare providers to create additional places in this ward, explore new provision and/or create early years and childcare provision in schools with high surplus capacity
- **Gooshays** – the expansion of the maintained nursery at Broadford Primary from 30 to 60 places will meet the potential shortfall of early years and childcare places in this ward
- **Harold Wood** – the expansion of the maintained nursery at Mead Primary from 30 to 60 places will meet the potential shortfall of early years and childcare places in this ward
- **Mawney** - The 30 additional places at the maintained nursery at Crownfield Infant School created through the Early Years Capital Bid will help meet the shortfall of places in this ward and we will be working with good and outstanding childcare providers to create additional early years and childcare places in this ward
- **Rainham & Wennington** –the proposed establishment of a 30 place nursery at Brady Primary will help meet the potential shortfall of early years and childcare places in this ward
- **Squirrels Heath** – To work with good and outstanding childcare providers to create additional early years and childcare places in this ward.

7.5 Future priorities over the plan period - Early Years

The Government Policy to offer 30 hours free early education and childcare went live in September 2017. Demand for 30 hour places is currently estimated and is constantly under review to ensure that there are a sufficient number of places to meet demand.

Havering created an additional 108 places for the 30 hour offer and our future planning to ensure that we continue to meet our commissioning obligations will include the following;

- Ensure that a nursery provision is part of the space when a new free school is being delivered according to the ESFA baseline design.
- Developing new or expanding nursery provision at school sites where schools are being expanded as a result of increasing pupil numbers, including establishing new maintained nurseries in schools with high surplus capacity where there is a deficit of early years and childcare places.

- Encouraging all early years and childcare providers to continue to assess the need of the market in their area to gauge an understanding of unmet demand;
- Working with providers to broker solutions that will deliver additional early years and childcare places needed in areas of unmet demand and provision of flexible childcare that meets the need of working parents;
- Monitor the impact of new extended entitlement (30 hours) on childcare sufficiency levels ensuring that the views and needs of parents and carers are addressed;
- Continue to support the set-up of new childcare businesses and expansion of existing provisions;
- Increasing the number of settings with a 'Good' or above Ofsted inspection judgement;
- Engaging with Schools, Childminders and Private, Voluntary and Independent (PVI) provisions to deliver more 2 year olds places and wraparound care;
- Continue to work with commercial and letting properties to develop and establish new provision especially in areas of future housing developments.

SECTION 8: COMMISSIONING STATUTORY SCHOOL PROVISION

8.1 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 an over subscription 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 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 alternative provision academies, alternative provision commissioned by secondary schools and the Medical Education service.

8.2 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 2018, 25 Forms of Entry (FE= 30 children) permanent places have been delivered in primary schools. In addition to this, a further 585 temporary places for reception year pupils have also been delivered to take account of the reduced provision of permanent places during the earlier phases of the expansion programme. The additional 25 permanent forms of reception year entry created since September 2011 is the equivalent to thirteen new 2FE primary schools. In total, an additional 5,360 primary school places (reception-year 6) have been created in all year groups from 2011-12 to 2018-19.



In addition to the above, the Department for Education (DfE) has established two free schools.

The Drapers Maylands Primary school opened as a 2FE school (60 reception places) in Settle Road, Harold Hill in September 2015 and the Concordia Academy in Romford which was approved as a 3FE (90 reception places), opened in September 2016 in a temporary site but has admitted only 30 pupils each year since opening. However, we are anticipating

that they will relocate to their permanent site in September 2018, admitting 90 into reception each year from this date.

Table 8.1 below gives a breakdown by academic years the temporary and permanent primary places created since 2011;

Table8.1: Additional Primary Places from 2011-12 to 2018-19.

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	30	0	60	150
2012-13	165	0	0	0	165
2013-14	165	300	360	1230	2055
2014-15	30	60	67	345	502
2015-16	75	60	75	450	660
2016-17	90	103	120	543	856
2017-18	0	156	0	576	732
2018-19	0	30	30	180	240
Total	585	739	652	3384	5360

In the secondary phase, since 2016-17, we have created a total of 1075 additional secondary places (year 7-11) through temporary places, permanent PAN rationalisations and expansions in the Central, East and North East secondary planning areas to meet the rising demand of larger cohorts transferring from primary schools.

Table 8.2 below gives a breakdown by academic years the temporary and permanent secondary places created since 2016;

Table 8.2 : Additional Secondary places from 2016-17 to 2018-19

Year	Temporary Year 7 places added	Permanent Year 7 places added	Temporary secondary places added (Years 8-11)	Permanent secondary places added (Years 8-11)	Total secondary places added
2016-17	0	66	0	0	66
2017-18	20	30	0	304	354
2018-19	0	131	0	524	655
Total	20	227	0	828	1075

Similarly, for our Special Educational Needs & Disabilities (SEND) provision as shown in **Table 8.3** below shows a total of 121 places (reception-year 14) have been created since

2015 through temporary expansions in two of our special schools permanent our additional resource provision (ARP). 35 post-16 SEND places were created by extending the age range of an existing special school up to 19 years.

Table 8.3 : Additional SEND places from 2015-16 to 2018-19.

Year	Temporary SEND places added	Permanent SEND places added	Total SEND places added
2015-16	18	7	25
2016-17	0	84	84
2017-18	0	0	0
2018-19	0	12	12
Total	18	103	121

In addition to all these, the first phase of the Priority Schools Building Programme (PSBP), which was aimed at addressing schools with the worst condition issues, was completed in 2017-18. The Mawney, Suttons and Hacton Primary Schools have been rebuilt with an increase of primary places in each school.

The second phase of the programme will see part rebuild & refurbishments of six schools; Broadford Primary School, The Royal Liberty School, Marshalls Park School, The Albany School, Hall Mead School and Redden Court School with increase in school places in all, with the exception of The Albany School.

8.3 Havering’s Projections by planning area

Current and Forecast Reception Pupils in Mainstream Primary Education

Table 8.3 below shows the number of reception pupils in Havering schools has increased from 2,607 in 2008-09 to 3,298 in 2017-18. This is an increase of 27%. In 2008-09, reception year groups at Havering primary schools operated with 6% surplus capacity. This has remained as 6% in 2017-18, and is due to additional places being added to the primary phase through the permanent expansion of a number of primary schools. The number of reception pupils is forecast to continue to increase year on year to 3,957 in 2022-23.

Table 8.4: Historic and Forecast Reception Pupils in Havering Mainstream Schools (2008-09 to 2020-21)

Academic Year	Reception NOR	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	2855	31
2012/13	2905	2960	55
2013/14	2995	3245	250
2014/15	3008	3170	162
2015/16	3188	3335	147
2016/17	3286	3483	197
2017/18	3298	3513	215
2018/19	3376	3609	233
2019/20	3499	3639	140
2020/21	3900	3639	-261
2021/22	3905	3639	-266
2022/23	3957	3639	-318

Table 8.5 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 8.5: Current and Forecast Reception Pupils in Havering Mainstream Schools by Planning Area (2022-23)

Planning Area	Total Reception places 2017-18	Pupil roll 2017-18	Surplus places 2017-18	Surplus capacity 2017-18	Reception places 2022-23	Pupil roll 2022-23	Surplus places 2022-23	Surplus capacity 2022-23 (%)
Collier Row	555	491	64	12%	555	524	31	6%
Elm Park	438	424	14	3%	444	488	-44	-10%
Harold Hill	570	540	30	5%	600	694	-94	-16%
Hornchurch	690	657	33	5%	690	714	-24	-3%
Rainham and S Hornchurch	360	335	25	7%	390	466	-76	-20%
Romford	510	491	19	4%	570	673	-103	-18%
Upminster and Cranham	390	360	30	8%	390	399	-9	-2%

If no further action is taken (apart from the completion of projects already planned and proposed) by the end of the forecasting period (2022-23) there will be no surplus capacity in reception year groups in all but one of the primary planning areas. 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 Skills Funding Agency who have included an additional surplus element in their Basic Need calculation.

Tables 8.6 below show that the number of primary pupils in Havering schools (reception-year 6) is forecast to rise from 18,297 in 2008-09 to 25,375 in 2022-23.

Table 8.6: Historic and Forecast Primary Pupils in Havering Mainstream Schools (2008-09 to 2022-23)

Academic Year	Primary NOR	Primary places available	Surplus/ Deficit of places
2008/09	18297	20038	1741
2009/10	18379	19010	631
2010/11	18473	19190	717
2011/12	18649	19310	661
2012/13	19072	19535	463
2013/14	19834	20480	646
2014/15	20374	21222	848
2015/16	21074	21807	733
2016/17	21566	22578	1012
2017/18	21962	23131	1169
2018/19	22619	23690	1071
2019/20	23077	24099	1022
2020/21	23897	24463	566
2021/22	24668	24857	189
2022/23	25375	25146	-229

This is an expected increase of 39% from 2008-09 and 16% on current roll numbers. Havering primary schools currently operate with 5% 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 least in some planning areas so that in year demand for school places can be met.

Table 8.7: Current and Forecast Primary Pupils in Havering Mainstream Schools by Planning Area (2022-23)

Planning Area	Total primary places 2017-18	Pupil roll 2017-18	Surplus places 2017-18	Surplus capacity 2017-18	Primary places 2022-23	Pupil roll 2022-23	Surplus places 2022-23	Surplus capacity 2022-23 (%)
Collier Row	3690	3419	271	7%	3855	3587	268	7%
Elm Park	2626	2509	117	4%	3096	3244	-148	-5%
Harold Hill	3750	3636	114	3%	4110	4401	-291	-7%
Hornchurch	4920	4680	240	5%	4845	4722	123	3%
Rainham and South Hornchurch	2400	2233	167	7%	2640	2760	-120	-5%
Romford	3045	2931	114	4%	3870	3972	-102	-3%
Upminster and Cranham	2700	2554	146	5%	2730	2690	40	1%

Table 8.7 shows that current surplus capacity for primary year groups (reception-year 6) varies across the borough from 7% to -7% in 2022-23

Options to meet future primary demand

Table 8.8: Future reception places needed by FE by planning area over time

Planning Area	Reception places needed by FE				
	By 2018-19	By 2019-20	By 2020-21	By 2021-22	By 2022-23
Collier Row	0	0	0	0	0
Elm Park	0	0	1	1	1
Harold Hill	0	0	4	3	3
Hornchurch	0	0	2	1	1
Rainham and South Hornchurch	0	0	1	2	3
Romford	0	0	1	3	3
Upminster and Cranham	0	0	1	0	0

Options to meet the projected future demand for places by planning area:

- **Collier Row**- no additional reception places needed in this planning area over the plan period.
- **Elm Park**- 1FE permanent expansion needed from 2020-21.
- **Harold Hill**- 1/2 FE permanent expansion needed from 2020-21, consider whether remaining need can be met by bulge classes (the above table includes permanent expansion of Mead from 2019-20).
- **Hornchurch**- 1FE permanent expansion needed from 2020-21, remaining need to be met by bulge classes.

- **Rainham and South Hornchurch-** pre-statutory consultation has been conducted regarding a 1FE expansion of Brady Primary School. If the statutory proposal for this school is approved this will be implemented from 2020-21. As part of the Beam Park development in this area a new 3FE primary school is needed by 2021-22 (although this will be closely linked to the housing delivery). The new school should meet the remaining need within the plan period.
- **Romford-** due to the housing growth planned in the area over the next five years, a new 3FE primary school will be needed by 2021-22 (although this will be closely linked to the housing delivery). The 1FE need in 2020-21 will be met by a bulge class.
- **Upminster and Cranham-** the 1FE need in 2020-21 will be met by a bulge class.

Current and Forecast Pupil Numbers in Mainstream Secondary Education

Table 8.9 indicates how the number of year 7 pupils in Havering schools is forecast to increase year on year in the long-term up to 2024-25, having declined since the 2008-09 year 7 numbers on roll.

Table 8.10 provides an overview of this at planning area level.

Table 8.9 - Historic and Forecast Year 7 Pupils in Havering Mainstream Schools (2008-09 to 2024-25)

Academic Year	Year 7 NOR	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	2972	3272	300
2017/18	2848	3302	454
2018/19	3060	3398	338
2019/20	3199	3458	259
2020/21	3307	3488	181
2021/22	3245	3488	243
2022/23	3399	3488	89
2023/24	3490	3488	-2
2024/25	3511	3488	-23

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. From 2018-19 onwards, year 7 rolls are forecast to rise to 3511 through the period to 2024-25, an increase of 23% on current roll numbers.

Table 8.10- Current and Forecast Year 7 Pupils in Havering Mainstream Schools by Planning Area (2024-25)

Planning Area	Year 7 places 2017-18	Pupil roll 2017-18	Surplus places 2017-18	Surplus capacity 2017-18	Year 7 places 2024-25	Pupil roll 2024-25	Surplus places 2024-25	Surplus capacity 2024-25
North East	210	205	5	2%	210	240	-30	-15%
North West	180	130	50	28%	180	184	-4	-2%
Central	1644	1461	183	11%	1786	1803	-17	-1%
East	651	577	74	11%	680	615	65	10%
South	617	475	142	23%	632	668	-36	-6%

Table 8.10 shows that current surplus capacity for year 7 is 14% across Havering, however this varies across planning areas. By the end of the forecasting period (2024-25) there will be a deficit of around -1% deficit capacity in year 7 across the borough (based on current capacity data and known future expansions) so plans to commission additional secondary school places will need to be brought forward in the coming years to address this situation.

Year 6 to Year 7 transfer rates

The following table shows the historic year 6 to year 7 transfer rate; that is the number of year 7 pupils in Havering mainstream secondary schools compared to the number of year 6 pupils in Havering mainstream primary schools the previous year. The table shows how the transfer from year 6 to year 7 has changed over time.

Table 8.11: Historic and Forecast Primary Pupils in Havering Mainstream Schools (2008-09 to 2017-18)

Year	Year 6 roll the previous year	Year 7 roll	Year 6 to Year 7 transfer rate	Change from previous year
2008/09	2732	3125	-	-
2009/10	2739	3061	112%	-
2010/11	2693	3085	113%	1%
2011/12	2586	2934	109%	-4%
2012/13	2498	2895	112%	3%
2013/14	2681	2829	113%	1%
2014/15	2727	2963	111%	-3%
2015/16	2861	2967	109%	-2%
2016/17	2800	2972	104%	-5%
2017/18	2935	2848	102%	-2%

As can be seen in the above table, there has been a significant reduction in the year 6 to year 7 transfer rate over the last two years. Whereas previously the year 6 to year 7 transfer rate was consistently between 109%-113%, 2016-17 saw a 5% drop on the previous year to 104%, followed by a further reduction to 102% in 2017-18. Current year 7

figures for 2018-19 indicate that the year 6 to year 7 transfer rate for this year may be as low as 101%.

Therefore although Havering has always been a net importer of pupils at secondary, there are signs that this is rapidly changing and may lead to Havering eventually being a net exporter at secondary. Although the number of Havering residents being offered a year 7 place at a secondary school outside of Havering has remained relatively stable over the last three years, there has been a significant reduction in the number of non-Havering residents offered a year 7 place at a Havering secondary over the same period. This indicates that the main driver for this change is the declining popularity of Havering secondary schools coupled with the increasing popularity of home local authority secondary schools with non-Havering residents.

This reduction in the year 6 to year 7 transfer rate has been taken into account when producing the year 7 and secondary projections in this document, resulting in a reduction in the expected need for additional year 7 places over the period of the plan. Consequently permanent expansions that were proposed to meet the secondary need from 2019-20 onwards are longer needed. This approach may need to be revised in the event of an increase in the year 6 to year 7 transfer rate.

Table 8.12- Historic and Forecast Secondary Pupils (years 7-11) in Havering Mainstream Schools (2008-09 to 2024-25)

Academic Year	Secondary NOR	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	14495	16096	1601
2017/18	14338	16192	1854
2018/19	14599	16384	1785
2019/20	14821	16636	1815
2020/21	15174	16918	1744
2021/22	15450	17134	1684
2022/23	15975	17320	1345
2023/24	16379	17410	1031
2024/25	16677	17410	733

Table 8.12 shows that the number of year 7-11 pupils in Havering secondary schools has been declining in recent years from 15,422 in 2008-09 to 14,338 in 2017-18. Thereafter it is

forecast to increase to 16,677 through the period to 2024-25, an increase of 16% on current roll numbers.

Table 8.13- Current and Forecast Secondary Pupils (years 7-11) in Havering Mainstream Schools by Planning area (2024-25)

Planning Area	Secondary places 2017-18	Pupil roll 2017-18	Surplus places 2017-18	Surplus capacity 2017-18	Secondary places 2024-25	Pupil roll 2024-25	Surplus places 2024-25	Surplus capacity 2024-25
North East	950	910	40	4%	1050	1123	-73	-7%
North West	900	716	184	20%	900	892	8	1%
Central	8002	7419	583	7%	8930	8718	212	2%
East	3255	2946	309	9%	3400	3035	365	11%
South	3085	2347	738	24%	3130	2909	221	7%

Table 8.13 above shows that current surplus capacity for secondary year groups (years 7-11) is 11% 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 surplus of 4% 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](#)

Table 8.14 Future year 7 places needed by FE by planning area over time

Planning Area	Year 7 places needed by FE						
	By 2018-19	By 2019-20	By 2020-21	By 2021-22	By 2022-23	By 2023-24	By 2024-25
North East	0	1	0	0	1	1	1
North West	0	0	0	0	0	0	0
Central	0	0	0	0	0	1	1
East	0	0	0	0	0	0	0
South	0	0	0	0	0	0	1

Options to meet the projected future demand for places by planning area:

- **North East-** need in this area up until 2022-23 to be met by surplus places in neighbouring Central planning area. From 2022-23 the need will have to be met through permanent expansion in either the neighbouring Central or North West planning areas.
- **North West-** no need projected over the plan period, although permanent expansion could be considered to help meet the need from neighbouring planning areas.

- **Central-** 1FE permanent expansion to be considered from 2023-24 (the above table includes 1FE permanent expansion of Redden Court and permanent PAN rationalisation of 12 places at Abbs Cross).
- **East-** no need projected over the plan period (the above table includes a permanent PAN rationalisation of 18 places at Hall Mead).
- **South-** 1FE permanent expansion needed from 2024-25 (the above table includes Harris Academy Rainham increasing its PAN by 1FE from 2020-21).

8.4 Commissioning proposals for Primary and Secondary schools

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 86.55% of parents being offered their first preference primary school and 66.01% their first preference secondary school are being exceeded for Havering residents, but this 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 as 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. In some areas of the borough and in some year groups, there have been periods when no places have been available to accommodate in-year applications. 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.

It is recognised that the school estate should carry some surplus capacity to meet in year demand, with the DfE applying an uplift of 2% to forecast school place demand when calculating Central Government capital Basic Need allocations for each Local Authority.

The Local Authority seeks to maintain surplus capacity in primary school places to 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.

However given that surplus places tend to be held in a few less popular schools rather than evenly across the estate, coupled with the financial challenges that schools with low numbers face, we need to review how much surplus is considered viable. Even a relatively modest surplus of 2% is huge if it is held within one or two schools within the planning area.

The future projected demand for school places can be influenced by demographic changes that may be difficult to predict in advance of happening. Changes to planned housing delivery, patterns of movement, future birth rates and school popularity can all lead to changes in the projected future demand for school places. It is difficult to factor in to the school roll projections what impact if any; nationwide issues such as Brexit, economic growth and changes to benefits will have on school place demand in Havering. The projections are reviewed on an annual basis to ensure that any changes impacting future demand for school places are incorporated into the updated projections, so far as is possible.

8.5 Future priorities over the plan period- Primary and Secondary

- To commission additional school places when required either through permanent expansions or temporary bulge classes
- To ensure that additional school places required are delivered at good or “outstanding” schools and academies
- To manage the school expansion programme appropriately so that any additional places delivered do not have a negative impact on neighbouring schools in Havering.
- To manage the level of surplus within our school estate so that the amount of surplus is not excessive; taking action to reduce the level of surplus if necessary.
- To support sponsors in opening new free schools in areas of Basic Need, in particular ensuring that the free schools required to meet the need from housing in the Romford and Rainham and South Hornchurch planning areas open on time.
- To pursue new schools to meet Basic Need through future waves of the free school programme where required.

SECTION 9: COMMISSIONING POST 16 EDUCATION AND TRAINING

9.1 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 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.

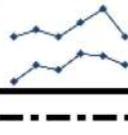
9.2 Post -16 Provision

There is a mixed economy of providers operating within Havering post-16, including: 8 School Sixth forms (including special schools); Havering sixth Form College , an FE college – Havering College of Further & Higher Education, Havering Adult College and two main Training providers- Middleton Murray and The Specialist Trade Course Group, (STC Group).

Corbets Tey special school started delivering post 16 provision for SEND pupils aged 16-19 in September 2016. We have recently created provision for pupils with SEND aged 19-25 which will be delivered by Routes for Life.

At GCSE level (students aged 16), the key measure 5+ GCSE’s A*-C grades including English and Maths; is no longer valid. This was replaced in 2017 by Attainment 8 and Progress 8.

Table 9.1- Key Stage 4: % Achieving the Basics (A*-C in both English and Maths)

Area	2012	2013	2014	2015	2016	2017	Trend
National	58.9	61.6	59.1	59.5	62.8	58.5	■■■■■■■■
Inner London	60.3	64.1	61.8	61.5	64.7	65.3	■■■■■■■■
Outer London	63.4	66.8	64.6	63.0	66.5	68.3	■■■■■■■■
Statistical neighbours	59.4	61.9	59.5	58.0	62.6	62.2	■■■■■■■■
Havering	65.0	65.4	63.9	60.1	63.6	67.3	■■■■■■■■
National	19	34	25	68	64	37	
Statistical Neighbours	1	2	1	3	5	1	
London	9	16	14	21	20	16	

This is the percentage of pupils achieving a standard pass in both English and mathematics. Although historically above national, 2017 saw a substantial increase on previous year,

leading to a substantial increase in rankings to 37th from 64th in 2016, and placed Havering 1st amongst statistical neighbours.

Table 9.2- Key Stage 4: Progress 8

Area	2012	2013	2014	2015	2016	2017	Trend
National					-0.03	-0.03	--
Inner London					0.17	0.21	■ ■
Outer London					0.16	0.23	■ ■
Statistical neighbours					-0.06	-0.07	--
Havering					-0.14	-0.04	■ -
National					114	72	↘
Statistical Neighbours					9	4	↘
London					31	28	↘

As with Key Stage 2, the government also measures pupils' progress from their starting points at the last statutory assessment. From 2010 to 2015, this expected progress was considered to be 3 national curriculum levels during Key stage 2 to 4 in both English and mathematics. In 2016, this was abandoned, and a new progress measure (Progress 8) was introduced. Progress 8 is calculated and expressed as a point score based on a scale allocated to GCSE grade. As with Key stage 2, the parameters are quite narrow with -0.5 representing floor standard progress.

In 2016, the first year of this measure, Havering performed poorly against all benchmarking groups. In 2017, as a result of concerted improvement activity, Havering's score has improved, bringing progress in line with state-funded schools nationally, with ranking against all groups improving significantly.

The fact that Havering ranks poorly when compared to other London Authorities in terms of progress and that the proportion of students achieving the basics in 2017 is 67% indicates there may be a potential need for more provision below level 3.

The majority of the post-16 offer is at Level 3 (A level and equivalent) and provides academic pathways to further study. In comparison the offer at level 2 and below in the Technical/Vocational pathways (at all levels, especially Level 3 and above) is more restricted.

The Council is ultimately responsible for ensuring that all young people in their area participate and for providing the support young people need to overcome any barriers to learning. Havering, working through the 14+ Partnership, target resources to meet identified needs based on local intelligence and an agreed understanding of the young people in the area.

9.3 Post 16 demographics and future demand

Table 9.3 Demographic forecasts

The GLA show that the 16-19 cohort in Havering is projected to decrease over the next few years, before increasing year on year from 2020:

Year	Age				Total	% change from previous year
	16	17	18	19		
2016	2927	3099	2981	2554	11561	-
2017	2890	2969	3039	2555	11453	-1%
2018	2815	2929	2899	2544	11187	-2%
2019	2844	2856	2861	2423	10983	-2%
2020	2952	2885	2796	2416	11049	1%
2021	3142	3008	2844	2401	11396	3%
2022	3231	3190	2953	2428	11801	4%
2023	3378	3286	3129	2514	12308	4%

GLA BPO population projections

Table 9.4 Post -16 projected numbers in Havering (16-19 year olds)

Havering residents in full and part time education (excludes Havering school sixth forms):

Year	Havering provision	Non-Havering provision	Total
2014/15	2692	1306	3998
2015/16	2604	1420	4024
2016/17	2530	1485	4015
2017/18	2512	1353	3865
2018/19	2467	1329	3795
2019/20	2481	1337	3818
2020/21	2559	1379	3938
2021/22	2650	1428	4078
2022/23	2764	1489	4253

The projections show that the number of Havering residents accessing full or part time education is projected to increase from 2019-20 onwards. The projected increase in demand can be met within the existing capacity of Havering Sixth Form College and FE college.

Havering residents- participating in apprenticeships, education with training, education without training, work based learning:

The projections identify that the number of Havering residents participating in apprenticeships, education with training, education without training and work based learning education is projected to increase from 2019-20 onwards, in line with the projected population increase from 557 learners increasing to 620 in 2022-23. However it is possible that the number of Havering residents accessing this type of provision may increase in popularity as the range and popularity of apprenticeships increases with the introduction of

the apprenticeship levy and revised new standards which have been developed by employers.

Table 9.5 Havering Sixth Form College and FE college- split by Havering and non-Havering residents:

Year	Havering resident	OOB residents	Total
2014/15	2692	799	3491
2015/16	2604	1420	4024
2016/17	2530	1684	4214
2017/18	2512	1515	4028
2018/19	2467	1488	3954
2019/20	2481	1497	3978
2020/21	2559	1544	4103
2021/22	2650	1599	4249
2022/23	2764	1667	4431

The projections show that the number of students expected to study at Havering sixth form college and FE college is projected to increase from 2019-20 onwards in line with the projected population increase. The projected increase in demand can be met within the existing capacity of Havering Sixth Form College and FE college.

Table 9.6 Staying on rates from year 11 to year 12 in Havering schools

The following table shows the transfer rates from year 11 to year 12 from Havering secondary schools to Havering school sixth forms and how this has changed over time:

	Yr11/12
2012/13	24.7%
2013/14	27.5%
2014/15	25.9%
2015/16	26.6%
2016/17	26.5%
2017/18	28.7%

Even though we saw the proportion of Havering year 11 roll transferring to Havering year 12 roll increasing in 2017/18, the fluctuations in this transfer rate over time makes it difficult to assess whether this increase will be sustained. In addition, the year 11 roll at Havering schools is projected to remain static for the next four years, which in turn means that we do not expect increasing Havering school sixth form rolls over the period of the plan.

As such, we do not anticipate the need to increase Havering school sixth form capacity over the period of the plan.

Table 9.7 Projected numbers on roll for Havering school sixth forms

Academic Year	School sixth form total	Places available	Surplus/ Deficit
2017/18	1535	1840	305
2018/19	1536	1840	304
2019/20	1508	1840	332
2020/21	1524	1840	316
2021/22	1530	1840	310
2022/23	1515	1840	325

The projections show that the number of students expected to study at a Havering school sixth form is projected to remain fairly static over the next five years. This reflects the expected year 11 rolls at those schools with school sixth forms and the fact that our school sixth forms offer a traditional academic curriculum and it is expected in future years that more students will pursue vocational or work based learning pathways, such as apprenticeships.

Notwithstanding the above, it is important to note that the Department for Education has agreed the proposal for the Harris Federation to open a new, co-educational, 16-19 sixth form in Rainham. The new sixth form will have 400 places and partner with the sixth forms at Harris Academy Chafford Hundred and Harris Academy Riverside, once it opens. It will offer academic A-levels and Level 3 BTECs.

9.4 Participation rates

The participation rate of 16 year-old Havering residents at June 2017 was 98% for females and 96.9% for males.

The participation rate for 17 year old Havering residents at June 2017 was 93.9% for females and 89.4% for males.

Havering's participation rates for both 16 and 17 year olds compared to London and national averages as at June 2017 are favourable, with Havering having higher rates of participation for 16 and 17 year olds:

Table 9.8 Participation levels

% 16 and 17 year olds recorded as participating in education or training				
	Number of 16 and 17 year olds known to area	Female	Male	Total
England	1,160,370	92.30%	90.50%	91.40%
London	172,090	95.30%	93.20%	94.20%
Havering	5,970	95.90%	93.10%	94.50%

<https://www.gov.uk/government/publications/participation-in-education-and-training-by-local-authority>

9.5 Not in Education, Employments or Training (NEET) and Not Known

Number and proportion of 16 and 17 year olds not in education, employment or training or whose activity is not known in each local authority by age and gender.

Table 9.9 NEET and Not Known rates

	Number of 16 and 17 year olds known to the local authority	Total number NEET (inc not known)	Proportion NEET (inc not known)	of which known to be NEET	of which activity not known	ppt change in overall NEET measure since 2015
England	1,155,350	69,540	6.00%	2.80%	3.20%	-0.5
London	171,650	9,140	5.30%	1.80%	3.50%	-1
Havering	5,970	220	3.60%	2.20%	1.40%	-0.8

<https://www.gov.uk/government/publications/neet-data-by-local-authority-2012-16-to-18-year-olds-not-in-education-employment-or-training>

Table 9.9 shows that Havering has a lower proportion of NEET and not known 16 and 17 year olds when compared to London and England. However, Havering does have a higher proportion of known NEET 16 and 17 year olds when compared to London. A further analysis of this data indicates the following characteristics of this cohort, Pregnancy, illness, seeking Education, Employment or Training (EET), start date agreed for Rising Participation Age (RPA) compliant and non-RPA compliant provision, Teenage parents, young carers, Youth Offending Service (YOS), Looked After Child and SEND.

However a snapshot of NEET & Not Known cohort as at June 2017 shows of the 211 learners 51% (108) learners are either seeking education employment or training (EET) with either an agreed start date or working towards one.

A further breakdown of this cohort identifies 67% (142) learners studied vocational qualifications of varying types and levels of which 18% (26) learners studied a standalone NVQ. It is hoped that the introduction of the technical education reform along with the apprenticeship reforms will provide an education system with more appropriate routes to skilled training and employment pathways.

The employment and education status for a proportion of young people aged 16-18 years old changes on a regular basis. There is a need for a more flexible provision offer for our vulnerable groups and those learners who require Entry Level and Level 1 pathways. The Local Authority along with Prospects continues to support this cohort back into participation in partnership with the local education and training providers.

9.6 In learning analysis - Destinations

Destination measures are a headline accountability measure and show the percentage of pupils continuing to a sustained education, employment or training destination in the year after completing key stage 4 (after year 11) or 16 to 18 study (after completing A levels or other level 3 qualifications). The destination measures provide clear and comparable information on the success of schools and colleges in helping all their pupils take qualifications that offer them the best opportunity to progress. They also encourage institutions to make sure their pupils receive the support needed to prepare for and

complete the transition on to education, training or employment that offers good long term prospects.

Pupil destinations after completing key stage 4, state funded schools (mainstream and special):

Table 9.10 Destination data

Percentage of pupils with activity recorded in 2015/16 as:											
Destinations sustained for at least two terms											
Local Authority	Number of pupils	Overall sustained education or employment /training destination	Of which: Apprenticeships	Education destinations					Sustained employment and/or training destination	Destination not sustained	Activity not captured in the data
				Any sustained education destination	Further education college or other FE provider	School sixth form - state funded	Sixth form college	Other education destinations			
ENGLAND	553,910	94	6	90	38	38	13	2	3	5	1
London	75,635	94	3	92	25	54	12	2	2	5	1
Havering	3,075	95	8	91	32	29	29	1	4	5	1

<https://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2016>

The above table shows that Havering has a higher than average proportion of residents accessing apprenticeships, while the proportion of Havering residents in education is in line with both the National and London averages.

The Year 11 Local Authority Activity Survey Analysis Report 2017 (Table 9.11) shows that the most of the year 11 leavers went on to attend the following type of qualifications in 2016 and 2017:

Table 9.11 The Year 11 Local Authority Activity Survey Analysis Report 2017

Qualification type	2016		2017	
	Totals	%	Totals	%
GCE A or AS or A2 level	1332	47.4%	1269	47.3%
NVQ Level 3 or equivalent	924	32.9%	925	34.5%
NVQ Level 2 or equivalent	363	12.9%	303	11.3%
NVQ Level 1 or equivalent	100	3.6%	75	2.8%
Other courses	61	2.2%	88	3.3%
GCSE course (s)	31	1.1%	23	0.9%
Higher Education qualification	0	0.0%	0	0.0%
Totals	2811		2683	

Year 11 Local Authority Activity Survey Analysis Report 2017- 15Billion

9.7 Travel to study patterns

When considering travel to learn patterns of 16-18 year olds, Havering is a net importer of learners post-16. With a resident 16-18 cohort of 5,730 young people, of those 4013 remain in the borough to learn and 1717 travel out of borough. 1,781 learners from other boroughs come to Havering to attend post 16 provision.

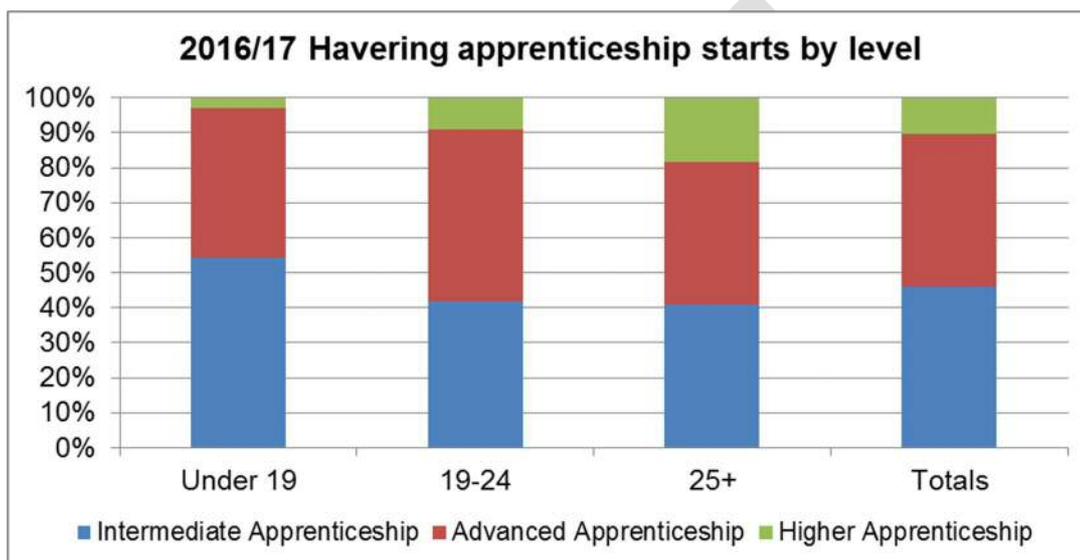
Of those Havering residents aged 16-18 who travel out of borough to learn the majority travel to: Barking & Dagenham (657), Essex (385) and Redbridge (129).

Of those resident outside of Havering, but travelling into the borough to study post-16 the majority travel from: Barking and Dagenham (897), Newham (429) and Redbridge (356).

9.8 Apprenticeships

For the 2016-17 full year, there were over 2,000 apprenticeship starts for Havering covering all age groups of apprenticeships. Of those starting an apprenticeship in 2016-17, 34% were under 19, 28% were aged 19-24 and 38% over 25. In relation to the level of apprenticeship 46% were at Intermediate level, 43% were at Advanced level and 10% were at the Higher level.

Table 9.12 Havering apprenticeship starts by level



<https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships>

9.9 Higher Education (HE)

The table below (9.13) shows the number of young Havering residents (those ages 18-24) undertaking sustained HE study at a UK Higher Education Institution (HEI) according to figures from the Higher Education Statistical Agency (HESA). Time series data shows the numbers entering higher education over the nine year period from 2007-08 to 2015-16, the latter representing the fourth year of the increased tuition fees.

Havering has continued to see an increase in the numbers progressing to HE in the 2015/16 academic year, however the rate of increase has declined and we are still yet to return to the numbers preceding the increased tuition fees.

Table 9.13 HE numbers

Young Havering residents progression to HE – Time series	
Academic year	Number of learners
2007/08	1,332
2008/09	1,436
2009/10	1,603
2010/11	1,526
2011/12	1,466
2012/13	1,248
2013/14	1,366
2014/15	1,412
2015/16	1,514

The higher education journey of young Havering residents, December 2017

Progression route to Higher Education

The vast majority of young Havering residents progressing to a UK HEI do so having previously studied A levels, at 53.2%. The highest qualification on entry for young Havering residents (%) ;2015-16 was A/AS Level at 53% followed by Level 3 Diploma at 14.5% and 16% of Havering residents entering into HE with other Level 3 type qualifications.

The most popular previous institution type for Havering residents progressing to HE is school sixth form. This may in part be explained by the fact that the largest percentage of students choose to study at a school sixth form post-16. Furthermore, the predominant offer of school sixth forms is A' levels, which have historically been the preferred progression route for access to HE.

Table 9.14- Previous institution (16-18) by type for young Havering residents (%) - 2015/16 academic year	
School Sixth form	45.6%
Sixth Form College	21.9%
FE College	19.0%
Other	6.2%
Unknown	5.4%
UK State School	1.6%
Not Known	0.1%

The higher education journey of young Havering residents, December 2017

Table 9.14 above shows the previous (16-18) institution by type for young Havering residents (aged 18-24 years) who progressed to HE in 2015-16 studying for an undergraduate qualification.

9.10 Future priorities over the plan period - Post 16

- To secure sufficient resources for world class learning so that all young Havering residents are able to access such opportunities, particularly for learners with support needs .
- Ensuring that the technical education reforms and the introduction of the Technical study programmes help address Havering's need for a highly skilled workforce.
- Improving the availability of high quality careers guidance throughout Havering raising aspirations amongst local young people.
- Continuing to promote and develop the Apprenticeship offer in Havering. Short-term there is the potential for there to be a decline in demand for post-16 provision due to lower numbers of 16-19 year olds resident within the borough. However, by 2021 the size of the cohort will expand significantly.
- There is sufficient capacity available at Havering Sixth Form College and FE college to meet the projected demand for post 16 over the period of the plan.
- There are sufficient sixth form places available at Havering school sixth forms to meet the projected demand, with no need to increase the number of Havering school sixth form places available over the period of the plan.
- The post-16 provision within the borough provides a sufficient breadth of opportunities at level 2 and Level 3 both vocational and academic. The offer within the school sixth forms and the sixth form college is predominantly academic at level 3 with some aspects of vocational provision. The local Further & Higher Education college offers vocational programmes from entry level to level 4.
- To secure entry level pathways with flexible access to support the NEET/Not known cohort in particular to support the vulnerable cohort to ensure that there are sufficient pathways available at the right level to re-engage this cohort in participating

SECTION 10: COMMISSIONING SPECIAL EDUCATIONAL NEEDS AND ALTERNATIVE PROVISION

10.1 Duties to Provide for Special Educational Needs and Disabilities

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must not** discriminate for a reason arising in consequence of a child or young person's disability
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people

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.

So far, in 2015-16 we created 18 temporary SEND places in two of our special schools and 7 permanent places in one of our primary additional resource provisions (ARP).

In 2016-17, 84 additional SEND places were made available through the establishment of one new primary ARP and re-designated and expanded two secondary ARPS. Post-16 SEND places were also created by extending the age range from 16 years to 19 years, in one of our special schools to enable it to admit young people with SEND, up to the age of 19.



10.2 Forecast demands and Commissioning needs

There are approximately 1370 children aged 3-25 who have an Education Health Care plan or 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). Some will attend additionally resourced provisions/Units (ARPS) and the remaining children attend special schools both within and out of borough.

Table 10.1 Borough wide projections for Havering residents with an Education Health Care Plan or a statement attending primary, secondary, special school and post 16 provision in a Havering or in out borough SEND provision.

Year	Cognition and learning needs	Communication and interaction needs	Social, Emotional and Mental Health	Sensory and/or physical needs	Total
2015/16	461	492	124	133	1210
2016/17	468	524	161	149	1302
2017/18	484	596	141	153	1374
2018/19	490	606	155	155	1406
2019/20	496	616	157	157	1426
2020/21	506	629	160	161	1455
2021/22	513	638	163	163	1477
2022/23	521	648	165	166	1500

Table 10.1 above highlights that for;

- Cognition and Learning needs – historical trend shows a year on year increase and we expect this to continue going forward.
- Communication and Interaction needs- historical trend shows an increase in numbers from with the largest increase from 2016-17 to 2017-18. We expect this increase to continue but at a lower rate. The increase is mainly in Autistic Spectrum Disorder (ASD).
- Social, Emotional and Mental Health – historical trend shows an increase between 2015-16 ad 2016-17 however there was a decrease in the numbers between 2016-17 and 2017-18. We expect numbers to increase in 2018/19 and from 2019/20 to increase at a lower rate.
- Sensory and/or physical needs – historical trend shows a year on year increase. We expect this increase to continue but at a lower rate.

Table 10.2: Projections for Havering residents with an Education Health Care Plan or a statement attending a Havering or out borough primary provision

Year	Cognition and Learning needs	Communication and Interaction needs	Social, Emotional and Mental Health	Sensory and/or physical needs	Total
2015/16	59	209	38	49	355
2016/17	48	222	41	57	368
2017/18	46	263	37	70	416
2018/19	47	267	40	71	425
2019/20	47	271	40	72	431
2020/21	49	279	42	74	443
2021/22	50	284	42	75	451
2022/23	50	287	43	76	457

Table 10.2 above highlights that for;

- Cognition and Learning needs – historical trend has shown a decrease in numbers however from 2018-19 we expect this to gradually increase.
- Communication and Interaction needs – historical trend shows an increase in numbers with the largest increase from 2016-17 to 2017-18, we would expect to see this increase continue but at a lower rate. The increase is mainly in Autistic Spectrum Disorder.
- Social Emotional and Mental Health – historical trend shows a small increase from 2015-16 to 2016-17 and then a small decrease from 2016-17 to 2017-18. We would expect this to gradually increase from 2018-19 onwards.
- Sensory and/or Physical needs – historical trend shows a year on year increase, we expect this to continue to increase but at a lower rate

Table 10.3: Forecasts for Havering secondary pupils with an Education Health Care Plan or a statement attending a Havering or out borough secondary provision

Year	Cognition and Learning needs	Communication and Interaction needs	Social, Emotional and Mental Health	Sensory and/or physical needs	Total
2015/16	84	107	41	47	279
2016/17	86	119	53	41	299
2017/18	74	132	46	37	289
2018/19	77	138	50	39	303
2019/20	79	142	52	40	312
2020/21	81	144	53	40	318
2021/22	82	147	53	41	324
2022/23	84	150	55	42	330

Table 10.3 above highlights that for;

- Cognition and Learning needs – historical trend shows a small increase from 2015-16 to 2016-17 and then a decrease from 2016-17 to 2017-18, we would expect a small increase in numbers year on year from 2018-19 onwards.
- Communication and Interaction needs – historical trend shows an increase in numbers, we would expect to see an increase in numbers year on year from 2018-19 onwards at a lower rate. The increase is mainly in Autistic Spectrum Disorder.
- Social Emotional and Mental Health – historical trend shows an increase from 2015-16 to 2016-17 and then a decrease in numbers from 2016-17 to 2017-18, we would expect to see a small increase year on year from 2018-19 onwards.
- Sensory and/or physical needs – historical trend shows a small decrease year on year, we expect to see this gradually increase from 2018-19 onwards.

Table 10.4: Forecasts for Havering special school pupils with an Education Health Care Plan or a statement attending a Havering or out borough provision

Year	Cognition and Learning needs	Communication and Interaction needs	Social, Emotional and Mental Health	Sensory and/or physical needs	Total
2015/16	201	72	16	14	303
2016/17	205	79	27	18	329
2017/18	200	72	28	17	317
2018/19	205	78	29	17	329
2019/20	209	79	29	17	336
2020/21	214	81	30	18	344
2021/22	218	83	31	18	350
2022/23	222	84	31	18	355

Table 10.4 above highlights that for;

- Cognition and Learning needs – historical trend shows a small increase from 2015-16 to 2016-17 and then decrease in numbers from 2016-17 to 2017-18, we expect to see a small increase year on year from 2018-19 onwards.
- Communication and Interaction needs – historical trend shows a small increase from 2015-16 to 2016-17 and then a decrease between 2016-17 and 2017-18. We expect to see small increase year on year from 2018-19 onwards. The increase is mainly in Autistic Spectrum Disorder.
- Social Emotional and Mental Health – historical trend shows year on year increase in numbers, we would expect to see a gradual increase from 2018-19.
- Sensory and/or physical needs – historical trend shows a small increase from 2015-16 to 2016-17 and then a decrease in numbers from 2016-17 to 2017-18. We expect to see a small increase in 2020-21.

Table 10.5: Forecasts for Havering Post-16 pupils with an Education Health Care Plan or a statement attending a Havering or out borough provision

Year	Cognition and Learning needs	Communication and Interaction needs	Social, Emotional and Mental Health	Sensory and/or physical needs	Total
2015/16	117	104	29	23	273
2016/17	129	104	40	33	306
2017/18	164	129	30	29	352
2018/19	162	128	34	28	352
2019/20	161	127	34	27	349
2020/21	163	128	34	28	353
2021/22	164	129	35	28	355
2022/23	166	131	35	28	360

Table 10.5 above highlights that for;

- Cognition and Learning needs – historical trend shows an increase in numbers with the largest increase from 2016-17 to 2017-18. We expect to see a small decrease from 2018-19 and then a small increase year on year from 2020-21.
- Communication and Interaction needs – historical trend shows an increase in numbers from 2016-17 to 2017-18 we expect a small decrease from 2018-19 and then a small increase from 2020-21 onwards. The increase is mainly in Autistic Spectrum Disorder.
- Social Emotional and Mental Health – historical trend shows there was an increase in numbers from 2015-16 to 2016-17 and then a decrease between 2016-17 to 2017-18. We expect a small increase in 2021-22.
- Sensory and/or physical needs – historical trend shows an increase between 2015-16 and 2016-17 a small decrease between 2016-17 and 2017-18. We expect to see a small increase in 2020-21.

10.3 Future priorities over the plan period- SEND

The [Havering High Needs Strategy](#) has been developed and gives details of our local offer and the changes that will be implemented to ensure that the needs of children and young people with SEND are met.

Our commissioning intentions are in line with our SEND planning guidelines outlined in section 3.1 above and cater for the growing need of SEND places by;

- Delivering a new 60 place free school to meet the needs of children and young people aged 3-16 years who have complex or severe ASD or social, emotional and mental health difficulties by 2020-21.

- Delivering more additionally resourced provisions (ARPs) in mainstream settings to create more places for pupils with moderate learning difficulties and communication and interaction needs (mainly for those with autistic spectrum disorder), who can best be supported in mainstream provision or an ARP, where appropriate.
- Reviewing and re-designating special schools, as appropriate; reducing the number of pupils with moderate learning difficulties who attend special schools and enabling special schools to support the growing numbers of children with more complex needs.
- Establishing Routes 4 life to deliver places for 19 – 25 year olds with SEND.
- Commissioning new special free school(s) through the free school wave route to cater for pupils with communication and interaction needs that cannot be met within an ARP setting.

10.4 Duties to provide Alternative Provision (AP)

Local authorities are responsible for arranging suitable full-time education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such provision.

This applies to all children of compulsory school age resident in the local authority area, whether or not they are on the roll of a school, and whatever type of school they attend. Full-time education for excluded pupils must begin no later than the sixth day of the exclusion.

Any school that is established and maintained by a local authority to enable it to discharge the above duty is known as a pupil referral unit. There is no requirement on local authorities to have or to establish a pupil referral unit, and they may discharge their duties by other means. However, only a local authority can establish a pupil referral unit; although they can only do so after exploring the possibility of opening an AP academy. Others can establish AP academies or AP free schools.

From September 2012 if a local authority thinks a new pupil referral unit needs to be established in their area they must seek proposals from potential providers for the establishment of an academy (AP academy or AP free school).

Good alternative provision

Good alternative provision is that which appropriately meets the needs of pupils which required its use and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:

- good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;

- that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
- improved pupil motivation and self-confidence, attendance and engagement with education; and
- clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

10.5 Current alternative education provision in Havering

Olive AP Academy – caters for young people aged between 11 and 16 who have experienced difficulty in learning for a variety of reasons and who have been permanently excluded.

Over the last three years Havering’s exclusion figures remain static in comparison to a rise in permanent exclusions nationally:

- 2015-2016 - 36
- 2016-2017 - 37
- 2017-2018 - 34

Breakdown of current data is as shown in table 10.6 below.

Table 10.6 Havering June 2018 Data – Pupils in AP

Alternative Provision Name	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total number of pupils
Medical							1	1	4	4	11	21
Medical Outreach		2		1	3	1	1	1	4	1	4	18
LBH Medical Outreach										3		3
AP Census											31	31
SEND Statutory Assessment		2		3		1						6
PRU							1	8	9	11	26	55
Mainstream AP							1	14	11	32	59	117
Total	0	4	0	4	3	2	4	24	28	51	131	251

To avoid permanent exclusions the Local Authority have developed a prospectus of 25 approved provisions that offer a range of interventions and qualification to support pupils aged 5 - 17 who require:

- skills development
- a direction offsite
- a statutory assessment of SEN
- complex medical and mental ill health approaches

Approved provisions have supported Havering's NEET figures remaining one of the lowest in the country consistently.

The provisions are approved using a skills and competency scoring process and are then commissioned by Havering schools. This enables an offsite personalised education and intervention option that is available at the point of need. Pupils remain on roll of their mainstream school and they monitor and track attendance and attainment.

Over the last three years the number of pupils requiring AP has fluctuated slightly with currently to-date (September 2017 – June 2018) Havering having 251 pupils listed as in attendance.

Pupils are placed in AP through a the IYFAP process where options are designed to meet specific needs and address learning difficulties that range from schools support, Health and Social & Emotional and Mental Health and behaviour difficulties.

10.6 Future priorities over the plan period- Alternative Provision

- To deliver an all-through AP free school which will provide a registered full time offer for a small number of primary aged pupils who require development and support to be able to return to mainstream and maintain their placement.
- This would also enable secondary pupil's access to a registered full time AP offer so they can work towards Progress 8 that addresses their needs and supports their aspirations and progression into post 16 and adulthood

11. Glossary of Terms

Academies	Schools funded directly by central government, independent of the local authority
Additional Resource Provision	Additionally funded specialist provision set up in mainstreams schools specialising in particular special educational needs with highly skilled specialist staff to support the learning needs of pupils. Pupils allocated an ARP place would usually have an Education, Health and Care Plan
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)
Alternative Provision	Alternative provision refers to education a pupil receives because of exclusion, illness or other reasons, away from their school, in another setting arranged by local authorities or by the schools themselves.
Apprenticeship	Apprenticeships combine practical training in a job with study. Being an apprentice means that you have a job that includes gaining recognised qualifications and essential skills whilst you are working and earning a wage-
ASD	Autistic Spectrum Disorder- a type of special education need
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
Bulge Class	A one-off (temporary) additional class added to a primary, secondary or special school to cope with rising demand of school places
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
School Census	is a statutory census that takes place during the autumn, spring, and summer terms. The census collects information about individual pupils and about the schools themselves.
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
EE&C	Early education and childcare offer – eligible 2 year olds, 15 hours universal for all 3 and 4 year olds and 15 hours extended entitlement for eligible 3 and 4 year olds
EET	Education, Employment or Training, so someone seeking EET would be seeking Education, Employment or Training

ESFA	Education Skills 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
EHC Plan	An education health care plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.
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. 1FE=30 pupils
1FE Expansion	Expanding a school by a form of entry means creating an additional 210 places in a primary school or in case of a secondary school, 150 places
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
GCSE	General Certificate of Secondary Education- subject based academic qualifications. Students study towards GCSEs at secondary school.
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.
Grammar Schools	Grammar schools are state secondary schools that select their pupils by means of an examination taken by children at age 11, known as the “11-plus”
Green Belt	Greenbelt is a policy and land use designation used in land use planning to retain areas of largely undeveloped, wild, or agricultural land surrounding or neighbouring urban areas.
HE/HEI	Higher Education/Higher Education Institution. Higher Education is the continuation of study post the age of 18.
IYFAP	In-Year Fair Access Protocol relates to the school admission code – a process outside the normal admissions round - unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum
Looked After Child	A child looked after by a Local Authority.
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. A young person who is no longer in the education

	system and who is not working or being trained for work.
Net Capacity	The number of pupil places available at a school
NVQ	National Vocational Qualification- work based qualification
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
Playing Field	The Town and Country Planning (Development Management Procedure) (England) Order 2015 defines a playing field as 'the whole of a site which encompasses at least one playing pitch The order defines a playing pitch as 'a delineated area which, together with any run-off area, is of 0.4 hectares or more, and which is used for association football, American football, rugby, cricket, hockey, lacrosse, rounders, baseball, softball, Australian football, Gaelic football, shinty, hurling, polo or cycle polo.'
PSPB	Priority Schools Building Programme- A Central Government building programme aimed at addressing schools with the worst condition issues
Prospects	Organisation commissioned by Local Authorities to provide information and advice regarding careers
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
RPA	Raising the participation age
RSC	Regional Schools Commissioner- Regional schools commissioners (RSCs) act on behalf of the Secretary of State for Education and are accountable to the National Schools Commissioner.
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
SEMH	Social, Emotional, Mental Health- a type of special education need
SEND	Special Educational Needs and Disability
Special School	School catering solely for pupils with Special Educational Needs and Disabilities
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
Wave 13	This is the latest application round where potential providers apply to open a free school in boroughs.
YOS	Youth offending service

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>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>Bengali <input type="checkbox"/></p>	<p>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 gražinkite 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>Lithuanian <input type="checkbox"/></p>
<p>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>Polish <input type="checkbox"/></p>	<p>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>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"/> آڈیو ٹیپ <input type="checkbox"/> بریلی <input type="checkbox"/> بڑا پرنٹ</p> <p><input type="checkbox"/> Urdu <input type="checkbox"/> Yoruba</p>	<p>ÌRÀNLÓWỌ FÚN ŞÍŞE ÒGBÚFỌ ÀTÍ TÍTÚMỌ ÈDÈ</p> <p>Ìwé yí ní àwọn àlàyé nípá èdà àkókọ Ètò Ìfílólẹ̀ fún Ìpèsè Èkọ̀ ní Havering nínú. Bì èdè Gẹ̀ẹ̀sì kì bá kíí ẹ̀ èdè rẹ̀ àkókọ̀, tí o sì fẹ̀ rí àkọ̀sílẹ̀ yí ní edè tí o bá fẹ̀, jòwọ̀ fí ààmi sí àpótí tí ó yẹ, kọ̀ orúkọ̀ àtí àdírẹ̀ṣì rẹ̀ sí ìbítí a pèsè, kí o sì dá iwé nàà lódìndì padà sí àdírẹ̀ṣì tó wà nísàlẹ̀ yí.</p> <p>A tún le ẹ̀ àkọ̀sílẹ̀ inú iwé yí sórí</p> <p>Téèpù Ohùn <input type="checkbox"/></p> <p>Àkọ̀sílẹ̀ fún kíkà àwọn aláíríran <input type="checkbox"/></p> <p>Àtẹ̀jádẹ̀ Onílẹ̀tá Nlánlá <input type="checkbox"/></p> <p><input type="checkbox"/> Yoruba</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>