



Havering
LONDON BOROUGH

COMMISSIONING PLAN FOR EDUCATION PROVISION

2015/16 – 2019/20

DRAFT

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FOREWORD

Welcome to the Council's Commissioning Plan for Education Provision in Havering for 2015-2019. This is a five year rolling plan which we update annually. It sets out our future plans as Strategic Commissioner of Education Provision across all types and phases of education in Havering.

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

- the Council has successfully provided sufficient Early years provision and school places for all Havering children and young people for September 2014 by creating the additional provision set out in the previous Plan;
- our forecasting accuracy remains close to the +/- 1% of accuracy we aspire to, although the increase in inward migration into Havering during 2012-14 was greater than in previous years and higher than forecast, which has resulted in greater pressures in some areas;
- high levels of parental preference for schools have been delivered in 2014 despite the pressure of an increasing population; and
- all of this has been achieved against a backdrop of capital funding pressures.

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

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

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

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

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

Councillor Meg Davies, Cabinet Member for Children and Learning

INTRODUCTION

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

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

In Havering, we have seen an increase of over 33% in the number of births between calendar years 2002 and 2013, The ONS live birth data for 2013 shows that all London boroughs experienced a drop in their birth rate from 2012 to 2013 apart from Havering which saw a 4% increase. While many London boroughs have already experienced the increase in birth rate which is now starting to plateau, for Havering we are still at the early stages of our increase in the birth rate and we need to implement the necessary capacity to accommodate the children of Havering requiring a school place for years to come. In 2013-14 we created 10 FE permanent forms of entry (FE) in Primary schools together with 525 temporary places to cover short-term pressures for primary age pupils.

The number of Primary age pupils is expected to continue rising significantly from 19,834 in 2013-14, to 23,333 in 2018-19, which is more than 3,000 extra pupils over the next five years. The number of pupils is projected to continue to rise further. There will be a need to continue to make new provision available in some planning areas on both a permanent and temporary basis.

The number of Secondary age pupils (Years 7-11) in Havering schools is expected to rise significantly from 15,038 in 2014-15 to 18,051 in 2023-24. Beyond this point the longer term strategic forecasts indicate a further increase in pupil numbers, although this estimate is heavily influenced by projections of new housing development beyond 2026.

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

Planning Area	Secondary Phase	By 2015-16	By 2016-17	By 2017-18	2018-19	Options
North East	Total Year 7 FE	1	2	2	2	Additional places to be delivered through expansion of schools in North West and North East Planning area
North West	Total Year 7 FE	0	0	0	0	
Central	Total Year 7 FE	1	3	3	7	Additional places to be delivered through expansion of schools in the area.
East	Total Year 7 FE	0	0	0	0	
South	Total Year 7 FE	0	0	0	0	

Planning Area	Primary Phase	By 2015-16	By 2016-17	By 2017-18	2018-19	Options
Collier Row	Total Reception FE	0	1	1	2	Additional places to be delivered through expansion of schools in the planning area
	Total Year 1-6 FE	1	1	1	1	
Elm Park	Total Reception FE	0	0	0	0	Nothing needed
	Total Year 1-6 FE	0	0	0	0	
Harold Hill	Total Reception FE	0	1	1	2	Additional places to be delivered through expansion of schools in the planning area
	Total Year 1-6 FE	3	6	7	9	
Hornchurch	Total Reception FE	0	1	1	2	No solution needed as there is surplus in Elm Park Planning area - no expansion will be needed until all the schools in Elm Park Planning area are filled to capacity
	Total Year 1-6 FE	0	0	0	0	
Rainham and South Hornchurch	Total Reception FE	0	0	0	1	Additional places to be delivered through expansion of schools in the planning area
	Total Year 1-6 FE	0	0	0	0	
Romford	Total Reception FE	3	0	0	0	3 FE expansion was needed in 2015/16. Oasis Academy Romford (3 FE) failed to open in 2015/16. The projected numbers assume that the school will open in 2016/17 with 90 places in Reception and Mawney will be expanded to 90 Reception places in 2016/17.
	Total Year 1-6 FE	9	11	10	9	
Upminster and Cranham	Total Reception FE	1	1	1	2	Additional places to be delivered through expansion of schools in the planning area
	Total Year 1-6 FE	0	1	1	2	

Please note:

- The need for reception places as outlined above is based on the projected reception intake plus an additional 5% to allow for in year applications to be accommodated.
- Harold Hill assumes that Drapers' Maylands Academy will open as planned with 60 reception places in 2015/16. If it doesn't further places in addition to those outlined above will be required.
- Romford assumes that Oasis Academy Romford will open as planned with 90 reception places in 2016/17. If it doesn't further places in addition to those outlined above will be required.

Much of the additional provision will be achieved by expanding existing schools, although two new Primary schools are already planned to open. While in many cases the need for new and expanded schools is dependent on future housing development, the increase in demand for education places continues to be significant.

By clearly setting out the Local Authority's future commissioning needs and plans we hope parents and providers will be in a better position to make proposals and suggestions regarding how these needs can be met. This is a different approach to setting out predetermined solutions to perceived need, and should enable a greater range of options to be considered. We welcome the fact that new providers, such as

academy trusts and free schools, are entering the market and believe that parents and communities should have a strong voice in proposals for future school development.

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

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

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

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EXECUTIVE SUMMARY

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

The Plan:

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

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

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

The supporting information on the latest school places data utilises the January 2014 pupil census data and projections unless where otherwise specified.

SECTION 1: HAVERING CONTEXT - REVIEW OF COMMISSIONING

1.1 Vision for Havering

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

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

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

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

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

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

The population of Havering grew by 6% from 224,248 in 2001 to 237,232 in 2011. The total Havering population is forecast to rise to around 250,500 by 2016 and 263,900 by 2021 (representing 5.6% and 11.2% increases on the 2011 Census population respectively). Growth in the older population seen from the 2011 census was higher than in London or England and has shown the largest percentage increase of 43% from 2001 to 2011.

Over the last ten years Havering has become more diverse. In 2001 Black and ethnic minority (BAME) groups accounted for 8% of the total population; in 2011 this has risen to 17% of the Havering population. Between 2001 and 2011 there has been a 26.8% rise in one adult household with children in Havering.

The 2011 census showed that has been an increase in the child bearing and working age groups (18-24 and 25-64) population. Growth in the 18-24 years group was higher in Havering than London or England, showing a 23% rise from 2001 to 2011.

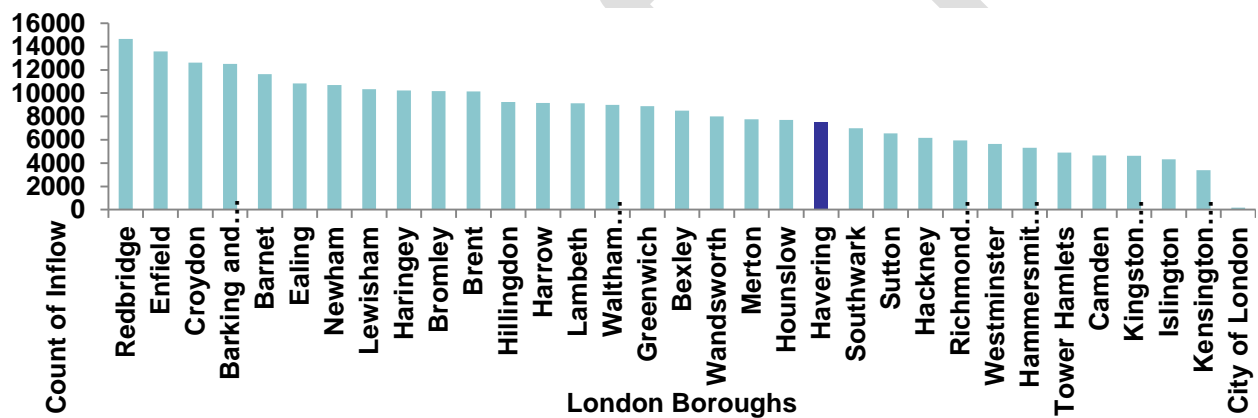
The impact of the welfare reforms in 2013 coined the ‘doughnut effect,’ whereby residents relocate further outside of London to find more affordable accommodation has also added to the net inflow of people into the borough.

The population of pre-school age infants (aged 0-4 years) shows that although the growth in the early years age group 0-4 is lower than in London and England based on the 2011 census. Still in Havering, this age group represented the third highest percentage increase across age groups, accounting for 10% i.e. 1,246 extra infants increase since 2011. Projections predict an increase of a further increase of 18.8% from 2011 to 2021.

Recent data presented below as released by the Greater London Authority (GLA), covers the internal migration flows for school-aged children (0 – 15 years) between London Boroughs.

Figure 1 illustrates the inflow of children to a given London Borough from 2009 to 2013 from other London boroughs.

Figure 1: Inward migration of children into a given London Borough



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

Figure 2 illustrates the outflow of children from a given London Borough from 2009 to 2013 to other London boroughs.

Figure 2: Outward migration of children from a given London Borough



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

Havering has experienced the largest netflow across all London boroughs. Across this 5-year period there were a total of 5,314 children, who have settled in the borough from another London boroughs. This also illustrates that there is a migration of children out of Inner London Boroughs, which have experienced a negative netflow, into Outer London Boroughs. However, the biggest Inflows of children into Havering come from neighbouring outer London Boroughs, Barking & Dagenham and Redbridge.

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

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

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

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

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

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

Of the 81 schools in the borough, 54% are community schools, 11% are voluntary aided, 1% is voluntary controlled, 27% are Academies (convertor, sponsor-led and UTC) and schools, 7% are foundation schools.

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

School Category	Primary	Secondary	Special	Total
Academy-Sponsor Led	4	1		5
Academy-Converters	3	13		16
Academy-UTC		1		1
Community	41	1	2	44
Foundation	1	3	1	5
Voluntary Aided- Catholic	8			8
Voluntary Aided-Church of England	1			1
Voluntary Controlled	1			1
Total	59	19	3	81

The count of primary schools includes 12 pairs of separate Infant and Junior schools. Primary schools currently range in size from under 20 to 840 pupils.

79% of secondary schools are academies and range from 507 pupils on roll to 1,395, including Post-16 numbers. Three schools are single sex, (one boy's 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. Havering is also home to the East London UTC which opened in September 2014.

As at April 2014, 419 providers in Havering were offering 10,118 early years and childcare places for statutory and non- statutory school aged children. Of these, 990 places are nursery classes within maintained schools and Academies.

1.4 Review of Commissioning to 2014

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

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

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

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

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

From 2011 to 2014, 12 FE places have been delivered in Primary schools. In addition to this, a further 420 temporary places for Reception Year pupils have also been delivered to take account of the reduced provision of permanent places. These additional 12 permanent forms of Reception Year entry created since September 2011 is equivalent to four new 3 FE Primary Schools. In total, an additional 2700 permanent Primary school places have been created in all year groups from 2011/12- 2015/16.

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

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

In July 2011, the Government launched the Priority Schools Building Programme (PSBP) which was aimed at addressing schools with the worst condition issues. London Borough of Havering was successful in securing support for The Mawney, Suttons and Hacton Primary Schools. All three schools are due to be re-built under the Programme with an increase of places in each school.

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

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

Year	Temporary Year R places added	Permanent Year R places added	Temporary primary places added (Years 1-6)	Permanent primary places added (Years 1-6)	Total primary places added
2011-12	60	0	0	0	60
2012-13	165	0	0	0	165
2013-14	165	300	360	1230	2055
2014-15	30	60	120	345	555
2015-16	60	90	15	675	840
Total	480	450	495	2250	3675

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

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

Statutory Duties

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

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

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

2.1 Duties to Provide for Under 5s

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

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

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

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

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

2.2 Duties to Provide for Ages 4-16

The law requires Local Authorities to make provision for the education of children from the September following their fourth birthday to the end of the academic year in which

their eighteenth birthday falls either at school or otherwise. Most Havering parents choose to send their children to Havering schools. However, some parents may choose to send their children to schools outside of Havering, likewise non-Havering residents may wish for their child to attend a school within Havering. Where distance from the home address to the school is a tie breaker criteria, priority cannot be given to a Havering resident if an out-borough resident lives closer.

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

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

2.3 Duties to Provide for Post 16 Students

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

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

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

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

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

- reasonable adjustments for disabled children and young people; and
- auxiliary aids and services to disabled children and young people.

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

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

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

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

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

SECTION 3: WHAT WE ARE SEEKING TO ACHIEVE

3.1 Delivering Education

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

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

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

- No Havering school or setting will be in an Ofsted category;
- Our Early years would improve to match the national figures at 77% of good or better provision;
- There will be more primary schools that are good or better above the statistical neighbours figure of 83% and the percentage of outstanding primary schools increase year on year to be well above national average of 23%;
- The percentage of secondary schools that are good to be well above the national at 76% and the outstanding schools increase year on year to 22%;
- Further additional resource provision is developed as the needs of the SEN population changes over time;
- Post-16 performance improves to be in line with national averages;
- Performance of children on statements and education health care plan continue to improve by 3% per year from 2013 performance;
- Participation in education and training at 16 and 17 to be above London and England percentages;
- To enhance the capacity of our special schools to meet a wider range of needs so reducing the demand for out of borough provision, which can be hugely expensive particularly for residential placements;
- Help parents to access a preferred school place for their child by maintaining the online admission applications currently at 100%, and increase the number of parents who get their first preference of secondary school to 85.2% in line with the national average and continue to improve on our 89.1% for primary applications gaining their first preference which is above both the national and the London average;
- Commission and expand educational provision in early years, schools, 14-19 and for SEN pupils, so that we meet demand with good provision;
- we will maintain at least 5% surplus capacity in school places and ensure we deliver additional school places in line with demand and parental preferences, each year as set out in the Commissioning Plan;

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

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

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

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

SECTION 4: PRINCIPLES AND GUIDELINES

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

These are our Over-Arching Principles:

- We will always put the needs of the learners first.
- Every child should have access to a local good or outstanding school, which is appropriate to their needs.
- All education provision in Havering should be rated “good” or better, and be financially efficient and viable.
- We will aim to meet the needs and aspirations of parents and the local community.
- We will promote parental preference.
- We recognise perceptions may differ as to benefits and detrimental impacts of proposals. We aim to ensure our consultation processes capture the voice of all communities. To be supported, proposals must demonstrate overall benefit.
- Organisational changes should promote greater diversity of provision in a locality.
- The needs of Children in Care and those with SEN will be given priority in any commissioning decision.
- We will give priority to organisational changes that create environments better able to meet the needs of vulnerable children, including those who have SEN and disabilities, those from minority ethnic communities and / or are from low income families.
- We will make the most efficient use of resources.
- Any educational provision facing challenges in difficult times will be supported and challenged to recover in an efficient and timely manner, but where sufficient progress is not so achieved we will seek to commission alternative provision or another provider.
- If a provision is considered or found to be inadequate by Ofsted, we will seek to commission alternative provision where we and the local community believe this to be the quickest route to provide high quality provision.
- In areas of high housing growth we will actively seek developer contributions to fund or part fund new and additional provision.
- In areas of high surplus capacity we will take action to reduce such surplus.¹

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

4.1 Planning Guidelines – Early Years

Increasing the number of Early Education and Childcare Places;

- Support the set-up of new businesses, particularly in areas of place pressure.
- The Havering Directory and Funding Agreement requires all settings that receive a less than “Good” Ofsted Inspection Judgement, to engage with the Local Authority to develop an monitor an improvement plan to ensure that settings meet the identified requirements of the Ofsted report and reach a “Good” or above standard within six months. Whilst Early Years Providers with a Satisfactory/Requires Improvement Ofsted Inspection Judgement may deliver the Early Education Entitlement (EEE) for 3 and 4 year olds, the 2 year old EEE can only be delivered by Providers with a “Good” or above Ofsted Inspection Judgement, except where there is not sufficient accessible ‘good’ or ‘outstanding’ provision.
- Engaging with maintained schools, academies and free schools to support the establishment of nursery provision to deliver the EEE as part of the whole school rather than engaging with a PVI provider especially where these are in areas of place pressure.
- Encouraging and supporting schools to offer full time education and childcare (this may include Breakfast and After School Clubs) from 8am to 6pm, enabling school nurseries to deliver a more flexible offer including blocks of hours, rather than just morning or afternoon.
- Engagement with both school and PVI settings for more of these, to deliver the 2 year old entitlement.
- Childminders to deliver the EEE for 2, 3 and 4 year olds. Whilst Childminders represent 18.5% of all EEE Providers, they only currently supply 3.2% of the available places.

Increasing the Take-up of the Early Education Entitlement;

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

4.2 Planning Guidelines – Primary

- The curriculum is generally delivered in key stage specific classes. Therefore, for curriculum viability Primary schools should be able to operate at least 4 classes.

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

4.3 Planning Guidelines – Secondary

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

4.4 Planning Guidelines- Special Educational Needs

- We aim, over time, to build capacity in mainstream schools, by broadening the skills and special arrangements that can be made within this sector to ensure compliance with the relevant duties under SEN and disability legislation.
- For children and young people where mainstream provision is not appropriate, we seek to make appropriate make some provision through one of Havering’s Special schools otherwise for most young people aged 16-19 provision may be at school

or college and for the young people who are aged 19-25 provision is likely to be college based. To reduce the number of young people attending post 16 out of borough specialist provision or schools, we need to expand Havering provision or schools.

- For young people over 18 we jointly commission with Adult Social Services and the Health Service to ensure continuity between the two services.
- We recognise the need for children and young people to live within their local community where possible and we seek, therefore, to place them in day places unless residential provision is needed for care or health reasons. In such cases agreement to joint placement and support will be sought from the relevant teams within Havering or the Health Service.
- We aim to reduce the need for children to be transported to schools far away from their local communities.

4.5 Planning Guidelines - Expansion of Popular Schools and New Provision

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

4.6 Planning Guidelines – Post-16 Provision

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

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

Strategic Priorities:

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

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SECTION 5: FUNDING

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

5.1 Basic Need Allocation and programme funding

The Schools Expansion Programme is broadly funded from Basic Need Grant. For 2012/13-2014/15 a total of £17,112m was allocated all of which is now committed and spent. The new, two year allocation for 2015/16 and 2016/17 of £29,979m was made in December 2013. The allocation for 2015/16 of £14,624m is already committed as well. A further allocation of £16,759m has recently been announced for 17/18. Whilst this can be supported through S106 developer contribution monies or tariff, there is currently a gap in central funding to deliver additional SEN school places at a time when demand for these places is increasing in Havering and many other local authorities.

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

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

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

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

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

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

5.2 Availability of Capital and Planning Permission

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

5.3 Existing Premises and Sites

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

The issues to be considered include:

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

5.4 Value for money

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

SECTION 6: FORECASTING METHODOLOGY

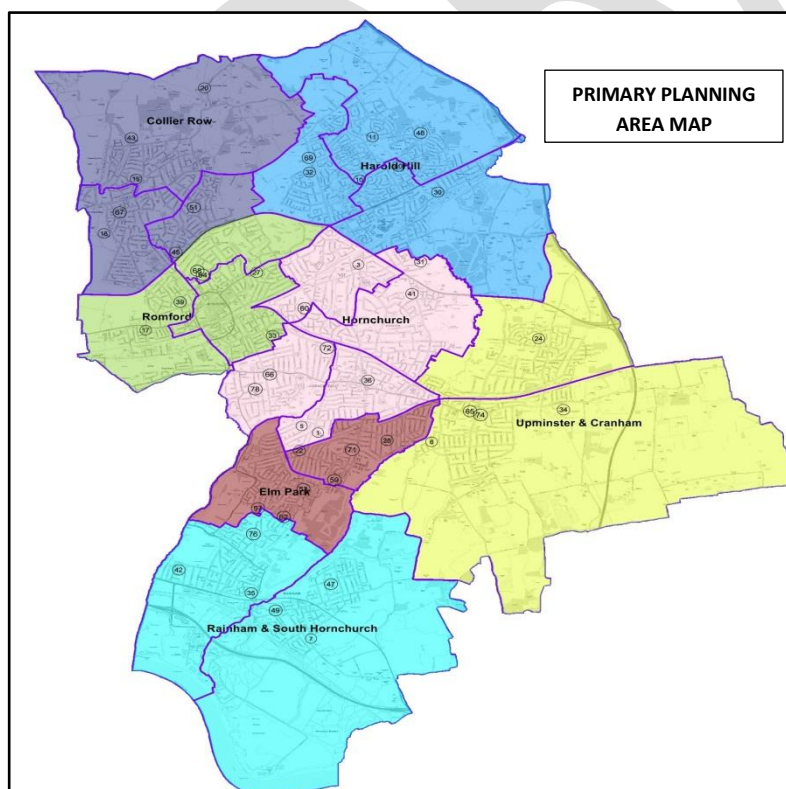
The Local Authority uses data on births and pre-school population figures to inform the forecasting of pre-school and Primary school pupil rolls. Secondary school and post-16 education needs are calculated from Primary school rolls and transfer rates to Secondary schools. Migration in and out of different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

6.1 Year Reception and primary

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

- Birth data received from the ONS and North East London Foundation Trust.
- Population projections produced by the GLA
- Historic pupil data obtained from the school census
- Housing development data obtained from the London Development Database and our planning department.

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



No	School Name	No.	School Name
3	Ardleigh Green Inf. & Jnr	41	Nelmes Primary
5	Benhurst Primary	42	Newtons Primary
7	Brady Primary	43	Oasis Academy Pinewood
8	Branfil	45	Parklands Infant & Junior
10	Broadford Primary	47	Parsonage Farm Primary
11	Brookside Inf. & Junior	48	Pyrgo Priory Primary
15	Clockhouse Primary	49	Rainham Village Primary
17	Crowlands	51	Rise Park Infant & Junior
22	Elm Park Primary	53	RJ Mitchell Primary
24	Engayne Primary	57	Scargill Infant & Junior
18	Crownfield Inf. & Jnr	59	Scotts Primary
20	Dame Tipping Primary	60	Squirrel's Heath Inf. & Junior
27	Gidea Park Primary	62	St Albans Catholic Primary
28	Hacton Primary	64	St Edward's C of E Primary
30	Harold Court Primary	65	St Joseph's RC Primary
31	Harold Wood Primary	66	St Mary's Catholic Primary
31	Hilldene Primary	67	St Patrick's Cath. Primary
33	Hylands Primary	68	St Peter's Catholic Primary
34	James Oglethorpe Pry	69	St Ursula's RC Inf. & Junior
35	La Salette Catholic Pry	71	Suttons Primary
36	Langtons Inf. & Junior	72	Towers Infant & Junior
39	Mawney Primary	74	Upminster Infant & Junior
40	Mead Primary	76	Whybridge Infant & Junior
		78	Wykeham

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

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

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

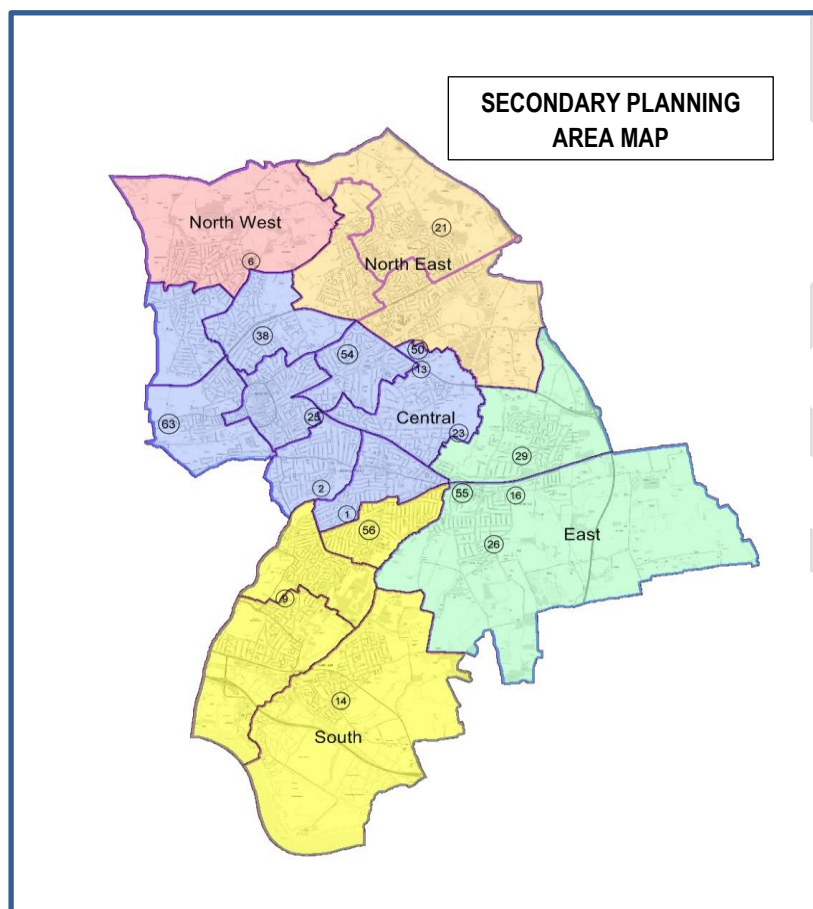
The birth data is provided by the ONS at ward level. This birth data allows the historical uptake factor to be calculated and this represents the number of children born in the borough that will go on to attend a Havering primary school five years later. The past trend of reception intake to total birth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

The method assumes that 109% of pupils born in the borough will take up a Reception place in a Havering school five years later. This is the percentage used when calculating the number of children entering schools in 2014/15 and for subsequent years on the basis of live births from five years previously. When actual live birth data is not available from the ONS or Health Authority, projected birth data from the GLA is used. Havering is a net importer of pupils, that is more pupils are expected to attend primary school here than were actually born in Havering. This has been the trend for a number of years and is not expected to change.

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

6.2 Year 7 and secondary

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



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

To project the secondary phase at borough level, historical data is used to calculate the transfer rate from year 6 to year 7. A three-year average rate of 111% has been applied to the year 6 projected rolls to calculate the projected year 7 intake. As with the primary projections the past trend of cohort movement through the secondary phase year on year from year 7 to year 11 is calculated, an average established and applied to each age cohort as they move through the system. Havering is a net importer of secondary pupils, that is the number of pupils expected to attend a Havering secondary school is higher than the number of pupils expected to attend a Havering primary school. This has been the trend for a number of years and is not expected to change.

The total secondary rolls are projected to rise from 2014/15 onwards, however the year 7 intake is due to fluctuate for the next few years before increasing year on year from 2018/19 onwards as a result of the rising primary rolls.

6.3 Post 16 Projections

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

6.4 SEN projections

Primary;

The historical trend of Havering statemented pupils in mainstream primary schools is calculated as a proportion of total primary school population. This trend is then applied to future projected total primary school rolls to produce the projected number of statemented pupils expected in mainstream schools for future years (using a 1 year average). This total is then split out by type of need based on the historical trend of how the number of statemented pupils on roll was made up of different types of SEN need for previous years. The projections are produced for those Havering statemented pupils who attend Havering schools and out borough schools separately.

Secondary;

The historical trend of Havering statemented pupils in mainstream secondary schools is calculated as a proportion of total secondary school population. This trend is then applied to future projected total secondary school rolls to produce the projected number of statemented pupils expected in mainstream schools for future years (using a 1 year average). This total is then split out by type of need based on the historical trend of how the number of statemented pupils on roll was made up of different types of SEN need for previous years. The projections are produced for those Havering statemented pupils who attend Havering schools and out borough schools separately.

Special schools

The historical trend of Havering statemented pupils in Havering special schools is calculated as a proportion of the 5-16 Havering population projection. This trend is then applied to the future projected 5-16 population to produce the projected number of statemented pupils expected in Havering special schools (using a 1 year average). This is then split out by type of need based on the historical trend of how the number of pupils on roll was made up of different types of SEN need for previous years. The projections are produced for those Havering statemented pupils who attend Havering schools and out borough schools separately.

6.5 Housing

We have access to the London Development Database and Business Objects reporting tool that allows us to check how many units have been completed during a particular period, those currently under construction and developments which are yet to start. This

data is available at ward and unit size/tenure level. This allows us to calculate the child yield expected as a result of these housing developments.

Where developments initially involve the loss of existing unit, the child yield from the lost units is discounted from the overall child yield generated by the new development.

The child yield for each scheme is staggered over a five-year period to reflect the fact that housing developments are not all occupied immediately, nor generate child yield straight away. All the planning areas have the child yield from housing staggered evenly over the five year period apart from the primary Romford and Harold Hill planning areas and parts of the Central and North East secondary planning areas (the parts made up by the Romford and Harold Hill primary planning areas), which have their child yield weighted so that the child yield is highest in the first year of occupation. This decision was taken due to the rapid growth in housing in these areas in particular and the fact that new housing in these areas appears to be quickly occupied.

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

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

The benefit of the above housing and subsequent child yield methodology is that it incorporates the expected child yield from all new housing in the borough no matter the size of the development.

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 Draft Further Alterations to the London Plan 2014, due to be adopted March 2015. The Mayor of London annual monitoring housing target for Havering is 1170. In years where the known planned housing does not meet the 1170 target, the level of housing factored in the school roll projections for this year is topped up to 1170. For future years where there is no information available regarding known planned housing developments, the housing element included in the projections is based solely on the annual housing supply target of 1170 units being achieved.

However it is worth noting that the school roll projections do not include additional school places required as a result of regeneration projects or large scale housing developments (projects over 1000 units). Developments over and above this target amount, and the child yield and resulting school place demand directly produced by any such developments has to be calculated separately from the main projections.

6.6 Additional factors

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

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

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

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

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

6.7 Accuracy of forecasts

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

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

For the academic year 2013/14, the primary projection total had a variance of 0.4% when compared to the actual primary total roll. Similarly in 2013/14 the secondary projected roll total had a variance of 0.2% when compared to the actual roll.

6.8 Effect of net migration on accuracy of forecasts

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

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

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

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

SECTION 7: OVERVIEW OF HAVERING DEMOGRAPHIC TRENDS

7.1 Havering Birth Rates and Long Term Forecasts

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

Fig 7.1: Source ONS

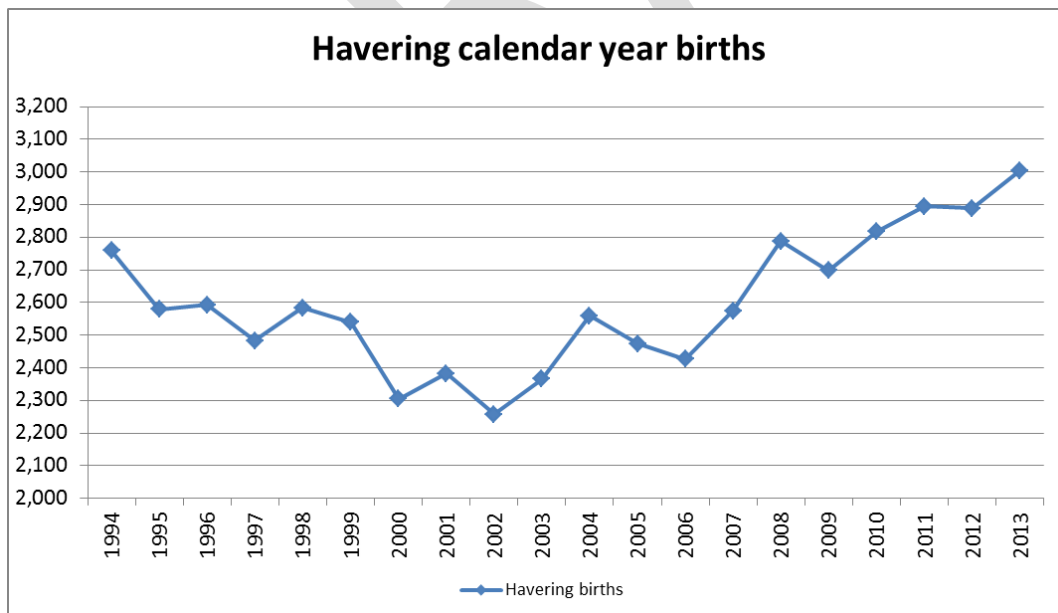
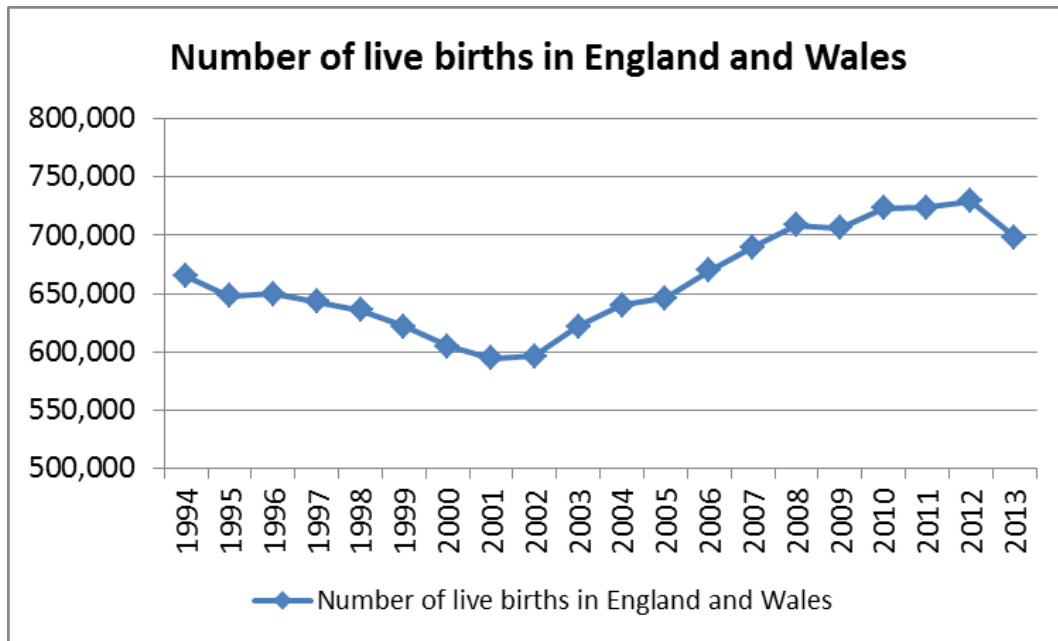


Fig 7.2: Source ONS

7.2 Long Term Pupil Forecast

Tables 7.1 and 7.2 below provide long term pupil forecasts up to 2031-32. These allow for planned housing developments and expected inward migration to the borough. In Havering there is a resident-based take-up of mainstream education of about 96% at the Primary phase and 90% at the Secondary phase. Those not attending mainstream schools in Havering may attend a mainstream school in another borough, may be educated at home, attend independent schools, Special schools or alternative education provision

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

Planning Area	Current Roll	Standard five-year forecast	Long Term Strategic Forecast		
	2013-14	2018-19	2021-22	2025-26	2029-30
Collier Row	3263	3688	3937	4215	4349
Elm Park	2148	2388	2539	2717	2804
Harold Hill	3038	3915	3948	4027	4155
Hornchurch	4361	4921	5237	5606	5784
Rainham and S Hornchurch	2020	2445	2520	2627	2710
Romford	2569	3259	3341	3455	3562
Upminster and Cranham	2435	2676	2874	3076	3174

Table 7.1 shows that the number of Primary age pupils in Havering schools is expected to rise significantly from 19834 in 2013-14 to around 24400 in 2021-22. Beyond this point the pupil population continues to increase year on year. Across Havering by 2029-30 pupil numbers are forecast to be around 26550. The continued population rise through to 2021-22 and beyond suggests the need for some new permanent accommodation mixed with temporary expansion where appropriate

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

Planning Area	Current Roll	Standard ten-year forecast	Long Term Strategic Forecast	
	2013-14	2023-24	2025-26	2029-30
North East	623	1166	1210	1315
North West	743	931	967	1052
Central	7610	9393	9749	10600
East	3157	3575	3712	4039
South	2704	3017	3133	3407

Table 7.2 indicates that the number of Secondary age pupils (Years 7-11) in Havering schools is expected to rise significantly from 14837 in 2013-14 to over 18000 in 2023-24 (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 2026, the principal driver for Havering’s long term strategic forecasts.

7.3 Housing Developments and Projections

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

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

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

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

7.4 Travel to School Patterns

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

Table 7.4: Net Travel Flows for Secondary Pupils (Years 7-11) at Havering Schools (January 2014)

Authority	Net Import/Export		
	2012	2013	2014
Barking and Dagenham	788	894	932
Essex	-412	-417	-381
Newham	109	114	114
Redbridge	24	15	-5
Southend-on-sea	-86	-109	-133
Thurrock	671	659	635
Tower Hamlets	27	30	38
Waltham Forest	28	34	13

Source: Data is taken from DfE cross border mobility matrices for January 2012, January 2013 and January 2014.

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

7.5 Migration

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

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

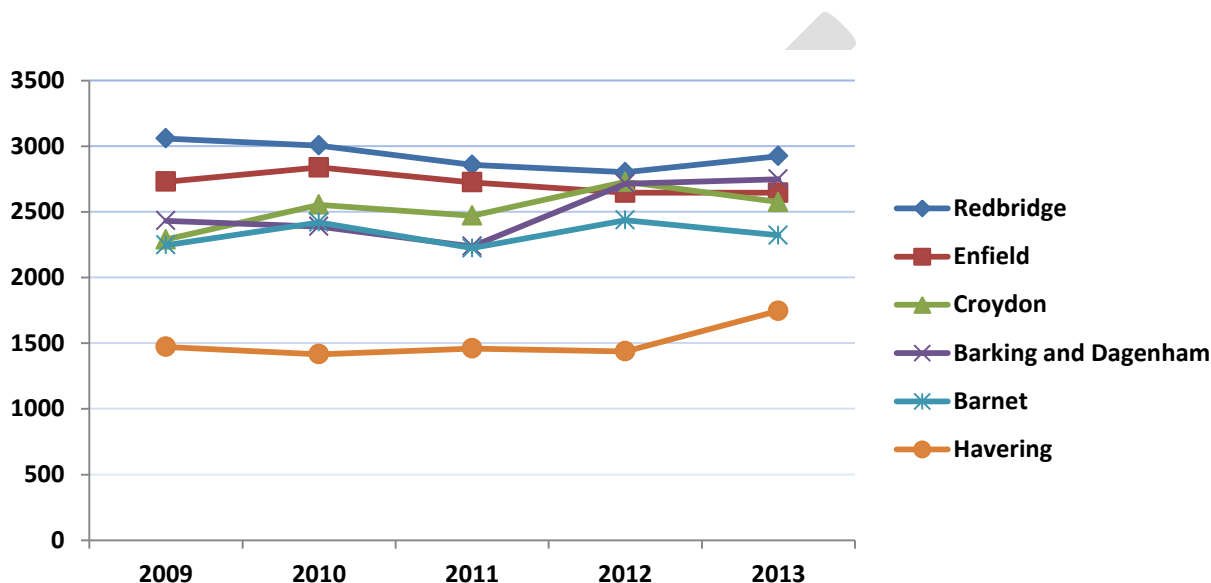


Figure 7.3: The top 5 London boroughs of inflow of children from 2009 to 2013

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

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

7.6 Current and Forecast Reception Pupils in Mainstream Primary Education

Table 7.5 below shows that the number of Reception pupils in Havering schools has increased from 2607 in 2008-09 to 2995 in 2013-14. This is an increase of 15%. In 2008-09 Reception year groups at Havering primary schools operated with 6% surplus capacity. This has reduced to under 3% in 2013-14. The 3% surplus in 2013-14 is only due to additional permanent places being added to the primary phase this year through the permanent expansion of 12 schools. The number of Reception pupils is forecast to continue to increase year on year to 3452 in 2018/19.

Table 7.5: Historic and Forecast Reception Pupils in Havering Mainstream Schools (2008-09 to 2018-19)

Year	Reception NOR	Permanent reception places available
2008/09	2607	2775
2009/10	2701	2795
2010/11	2679	2765
2011/12	2824	2795
2012/13	2905	2780
2013/14	2995	3080
2014/15	3064	3140
2015/16	3169	3290
2016/17	3298	3468
2017/18	3340	3468
2018/19	3452	3468

Table 7.6 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. The current surplus capacity for Reception Year groups varies from -8% in 2018/19 to 20% in 2018/19.

If no further action is taken (apart from the completion of projects already planned and proposed) by the end of the forecasting period (2018-19) there will be just 0.5% surplus capacity in Reception Year groups across the Borough. Action will be taken in those planning areas where surplus capacity falls below 5% to provide additional places. Solutions will vary from new provision to expansion of existing facilities through permanent or temporary means.

It is worth noting that the surplus capacity projected in the Romford planning area in 2018-19 is dependent Oasis Academy Romford opening in the area in 2016-17 as planned. Without it alternative primary provision will be required.

Major housing regeneration schemes are not included in the main school roll projections model. Due to the size of these schemes, the child yield and resulting school place demand generated has to be calculated separately as it will often lead to new provision being required. Both Romford and Rainham currently have regeneration schemes that will require the creation of additional school places in addition to those outlined in this document.

In addition the projections in this document do not include any additional surplus element to accommodate the late applications received throughout the school year. As we are unable to predict in advance the number or ages of late applicants it is important that a surplus is maintained within the school system in order to accommodate late applicants. This is something recognised by the Education Funding Agency who have included an additional surplus element in their Basic Need calculation.

Table 7.6: Current and Forecast Reception Pupils in Havering Mainstream Schools by Planning Area (2018-19)

Planning Area	Permanent places 2013-14	Pupil roll 2013-14	Surplus places 2013-14	Surplus capacity 2013-14 (%)	Permanent places 2018-19	Pupil roll 2018-19	Surplus places 2018-19	Surplus capacity 2018-19 (%)
Collier Row	525	489	36	7%	525	551	-26	-5%
Elm Park	320	312	8	3%	438	353	85	20%
Harold Hill	465	470	-5	-1%	540	566	-26	-5%
Hornchurch	705	680	25	4%	720	732	-12	-2%
Rainham and S. Hornchurch	315	311	4	1%	360	364	-4	-1%
Romford	375	384	-9	-2%	510	482	28	5%
Upminster and Cranham	375	349	26	7%	375	404	-29	-8%

Tables 7.7 and 7.8 below show that the number of Primary pupils in Havering schools is forecast to rise from 18297 in 2008-09 to around 23333 in 2018-19. This is an expected increase of 28% from 2008-09 and 18% on current roll numbers. Havering Primary schools currently operate with under 4% surplus capacity but this is forecast to decrease to zero over the coming years. It demonstrates that pressure is building in all Primary year groups, not just the Reception entry year.

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

Table 7.7: Historic and Forecast Primary Pupils in Havering Mainstream Schools (2008-09 to 2018-19)

Year	Primary NOR	Permanent primary places available
2008/09	18297	20038
2009/10	18379	19010
2010/11	18473	19488
2011/12	18649	19533
2012/13	19069	19643
2013/14	19834	20632
2014/15	20721	21110
2015/16	21381	21470
2016/17	22028	22098
2017/18	22708	22741
2018/19	23333	23234

Table 7.8-Current and Forecast Primary Pupils in Havering Mainstream Schools by Planning Area (2018-19)

Planning Area	Capacity 2013-14	Pupil roll 2013-14	Surplus places 2013-14	Surplus capacity 2013-14 (%)	Capacity 2018-19	Pupil roll 2018-19	Surplus places 2018-19	Surplus capacity 2018-19
Collier Row	3475	3263	212	6%	3660	3688	-28	-1%
Elm Park	2229	2148	81	4%	2729	2388	341	12%
Harold Hill	3180	3038	142	4%	3630	3915	-285	-8%
Hornchurch	4583	4361	222	5%	5055	4921	134	3%
Rainham and South Hornchurch	2091	2020	71	3%	2460	2445	15	1%
Romford	2469	2569	-100	-4%	3090	3259	-169	-5%
Upminster and Cranham	2605	2435	170	7%	2610	2676	-66	-3%

Table 7.8 above shows that current surplus capacity for primary year groups (Reception - Year 6) varies across the borough from 12% in 2018-19 to -8% in 2018-19.

7.7 Current and Forecast Pupil Numbers in Mainstream Secondary Education

Table 7.9 indicates how the number of Year 7 pupils in Havering schools are forecast to increase in the long-term up to 2023-24, having declined for four consecutive years from 2008-09. Table 7.10 provides an overview of this at planning area level. Tables 7.11 and 7.12 below provide similar information but for pupil numbers in all Year groups 7–11.

Table 7.9 - Historic and Forecast Year 7 Pupils in Havering Mainstream Schools (2008-09 to 2023-24)

	Year 7 NOR	Permanent year 7 places available
2008/09	3125	3184
2009/10	3061	3199
2010/11	3085	3204
2011/12	2934	3238
2012/13	2895	3248
2013/14	2829	3228
2014/15	3045	3248
2015/16	3102	3248
2016/17	3250	3248
2017/18	3208	3248
2018/19	3461	3248
2019/20	3575	3248
2020/21	3609	3248
2021/22	3601	3248
2022/23	3687	3248
2023/24	3783	3248

The number of Year 7 pupils in Havering schools has fallen in recent years from 3125 in 2008-09 to a low point of 2829 in 2013-14. Thereafter, Year 7 rolls are forecast to rise to almost 3800 through the period to 2023-24, an increase of over 33% on current roll numbers.

Table 7.10- Current and Forecast Year 7 Pupils in Havering Mainstream Schools by Planning Area (2023-24)

Planning Area	Permanent places 2013-14	Pupil roll 2013-14	Surplus places 2013-14	Surplus capacity 2013-14 (%)	Permanent places 2023-24	Pupil roll 2023-24	Surplus places 2023-24	Surplus capacity 2023-24 (%)
North East	180	168	12	7%	180	229	-49	-27%
North West	180	113	67	37%	180	190	-10	-6%
Central	1578	1486	92	6%	1578	1974	-396	-25%
East	693	568	125	18%	693	752	-59	-9%
South	597	494	103	17%	617	637	-20	-3%

Table 7.9 shows that current surplus capacity for Year 7 is 12% across Havering, however figure 7.8 below shows that this varies across planning areas. By the end of the forecasting period (2023-24) there will be a deficit of around -16% deficit capacity in Year 7 across the borough (based on current capacity data) so plans to commission additional secondary school places will need to be brought forward in the coming years to address this situation.

Table 7.11- Historic and Forecast Secondary Pupils (Years 7-11) in Havering Mainstream Schools (2008-09 to 2023-24)

	Secondary NOR	Permanent secondary places available
2008/09	15422	15906
2009/10	15409	15928
2010/11	15353	15715
2011/12	15150	15829
2012/13	15028	15953
2013/14	14837	15967
2014/15	15038	16046
2015/16	15075	16140
2016/17	15366	16200
2017/18	15622	16200
2018/19	16226	16220
2019/20	16642	16240
2020/21	17070	16240
2021/22	17359	16240
2022/23	17812	16240
2023/24	18051	16240

Table 7.11 above shows that the number of Year 7-11 pupils in Havering Secondary schools has been declining in recent years from 15422 in 2008/09 to 14837 in 2013-14. Thereafter it is forecast to rise to over 18000 through the period to 2023-24, an increase of 22% on current roll numbers.

Table 7.12- Current and Forecast Secondary Pupils (Years 7-11) in Havering Mainstream Schools by Planning area (2023-24)

Planning Area	Permanent places 2013-14	Pupil roll 2013-14	Surplus places 2013-14	Surplus capacity 2013-14 (%)	Permanent places 2023-24	Pupil roll 2023-24	Surplus places 2023-24	Surplus capacity 2023-24
North East	720	623	97	13%	900	1166	-266	-30%
North West	900	743	157	17%	900	931	-31	-3%
Central	7840	7610	230	3%	7890	9393	-1503	-19%
East	3447	3157	290	8%	3465	3575	-110	-3%
South	3060	2704	356	12%	3085	3017	68	2%

Table 7.11 above shows that current surplus capacity for Secondary year groups (Years 7-11) is 7.1% across Havering. This is forecast to decrease over the coming years; such that by the end of the forecasting period if no action is taken there will be a deficit of 11% places in Secondary schools across the borough. In recent times the immediate pressures have been to accommodate peak years of Primary children entering the education system, as well as unprecedented numbers moving into the borough (in other year groups). Over the coming years the general focus will shift away from expansion of Primary places to the funding and commissioning of additional Secondary places.

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

7.8 Special Educational Needs in Havering

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

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

Work has been undertaken recently to attempt to forecast the school places required in the next 10 years for children who have a special educational need.

Main Issues in Special Educational Needs Provision

- As the general population of school aged children increases, the numbers of children who have special educational needs will increase too.
- There is an overall increase in the complexity of needs for some children who require a school place.
- The numbers of children who have some primary needs such as Moderate or Specific Learning Disabilities will decrease as support is offered in mainstream schools but we are predicting sharp rises in the numbers of children with other primary needs, for example Autistic Spectrum Disorder.

The table below gives predicted numbers of pupils with each primary need over the next 10 years taking into account the general population rise and the current trends for each primary need.

Table 7.13: Havering Primary SEN Projections

Year	Total primary NOR	Primary- number of stated pupils in Havering primary schools by type of need												Total
		ASD	BESD	HI	MLD	MSI	OTH	PD	PMLD	SLCN	SLD	SPLD	VI	
2012/13	19072	44	14	8	21	0	1	7	0	34	1	5	2	137
2013/14	19834	75	33	19	49	0	3	13	0	74	3	8	3	280
2014/15	20721	82	38	19	52	0	3	13	0	87	3	10	3	310
2015/16	21381	85	39	20	54	0	3	13	0	90	3	10	3	320
2016/17	22028	87	40	20	55	0	3	14	0	92	3	11	3	330
2017/18	22708	90	42	21	57	0	3	14	0	95	3	11	3	340
2018/19	23333	92	43	21	59	0	3	15	0	98	3	11	3	349
2019/20	23670	94	43	22	59	0	3	15	0	99	3	11	3	354
2020/21	24037	95	44	22	60	0	3	15	0	101	3	12	3	360
2021/22	24440	97	45	22	61	0	4	15	0	103	4	12	4	366
2022/23	24842	98	46	23	62	0	4	16	0	104	4	12	4	372
2023/24	25008	99	46	23	63	0	4	16	0	105	4	12	4	374

	ASD	BESD	HI	MLD	MSI	OTH	PD	PMLD	SLCN	SLD	SPLD	VI	Total
2011/12	32.1%	10.2%	5.8%	15.3%	0.0%	0.7%	5.1%	0.0%	24.8%	0.7%	3.6%	1.5%	0.7%
2012/13	26.8%	11.8%	6.8%	17.5%	0.0%	1.1%	4.6%	0.0%	26.4%	1.1%	2.9%	1.1%	1.4%
2013/14	26.5%	12.3%	6.1%	16.8%	0.0%	1.0%	4.2%	0.0%	28.1%	1.0%	3.2%	1.0%	1.5%

1 year average	26.5%	12.3%	6.1%	16.8%	0.0%	1.0%	4.2%	0.0%	28.1%	1.0%	3.2%	1.0%	1.5%
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Table 7.14: Havering Secondary SEN projections by type of need

Year	Total secondary NOR	ASD	BESD	HI	MLD	MSI	OTH	PD	PMLD	SLCN	SLD	SPLD	VI	Total
2012/13	15028	64	42	15	54	0	3	26	1	47	2	30	7	291
2013/14	14837	75	54	18	66	0	4	32	1	57	2	32	7	348
2014/15	15038	77	57	18	81	0	4	32	0	61	2	14	7	353
2015/16	15075	77	57	18	81	0	4	32	0	61	2	14	7	354
2016/17	15366	79	58	18	83	0	4	33	0	62	2	14	7	361
2017/18	15622	80	59	19	84	0	4	33	0	63	2	15	7	367
2018/19	16226	83	62	19	87	0	4	35	0	66	2	15	8	381
2019/20	16642	85	63	20	90	0	4	35	0	68	2	15	8	391
2020/21	17070	87	65	20	92	0	5	36	0	69	2	16	8	401
2021/22	17359	89	66	21	93	0	5	37	0	70	2	16	8	407
2022/23	17812	91	68	21	96	0	5	38	0	72	2	17	8	418
2023/24	18051	92	68	22	97	0	5	38	0	73	2	17	8	424

	ASD	BESD	HI	MLD	MSI	OTH	PD	PMLD	SLCN	SLD	SPLD	VI	Total
2011/12	22.0%	14.4%	5.2%	18.6%	0.0%	1.0%	8.9%	0.3%	16.2%	0.7%	10.3%	2.4%	1.9%
2012/13	21.6%	15.5%	5.2%	19.0%	0.0%	1.1%	9.2%	0.3%	16.4%	0.6%	9.2%	2.0%	2.3%
2013/14	21.8%	16.1%	5.1%	22.9%	0.0%	1.1%	9.1%	0.0%	17.3%	0.6%	4.0%	2.0%	2.3%

1 year average	21.8%	16.1%	5.1%	22.9%	0.0%	1.1%	9.1%	0.0%	17.3%	0.6%	4.0%	2.0%	2.3%
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Table 7.15: Havering Special School Projections

Year	5-16 population	Total number of statemented pupils in Havering special schools	ASD	BESD	HI	MLD	MSI	OTH	PD	PMLD	SLCN	SLD	SPLD	VI	Grand Total
2012/13	33851	242	64	8	2	54	0	3	7	20	32	48	2	2	242
2013/14	34037	274	78	13	2	57	0	3	7	21	35	52	3	3	274
2014/15	34378	294	81	14	2	58	0	4	7	27	34	62	3	2	294
2015/16	34733	297	82	14	2	59	0	4	7	27	34	63	3	2	297
2016/17	35339	302	83	14	2	60	0	4	7	28	35	64	3	2	302
2017/18	36047	308	85	15	2	61	0	4	7	28	36	65	3	2	308
2018/19	36899	316	87	15	2	62	0	4	8	29	36	67	3	2	316
2019/20	37762	323	89	15	2	64	0	4	8	30	37	68	3	2	323
2020/21	38578	330	91	16	2	65	0	4	8	30	38	70	3	2	330
2021/22	39348	337	93	16	2	66	0	5	8	31	39	71	3	2	337
2022/23	40093	343	94	16	2	68	0	5	8	31	40	72	3	2	343
2023/24	40759	349	96	17	2	69	0	5	8	32	40	74	4	2	349

	Pupils in special schools as % of 5-16 pop	ASD	BESD	HI	MLD	MSI	OTH	PD	PMLD	SLCN	SLD	SPLD	VI
2012/13	0.71%	26.4%	3.3%	0.8%	22.3%	0.0%	1.2%	2.9%	8.3%	13.2%	19.8%	0.8%	0.8%
2013/14	0.81%	28.5%	4.7%	0.7%	20.8%	0.0%	1.1%	2.6%	7.7%	12.8%	19.0%	1.1%	1.1%
2014/15	0.86%	27.6%	4.8%	0.7%	19.7%	0.0%	1.4%	2.4%	9.2%	11.6%	21.1%	1.0%	0.7%

1 year average	0.86%	27.6%	4.8%	0.7%	19.7%	0.0%	1.4%	2.4%	9.2%	11.6%	21.1%	1.0%	0.7%
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Table 7.15: SEN projections for Havering residents with a statement of SEN who attend an out of borough special school

Year	5-16 population	Total number of stated Havering residents in OLA special schools	ASD	BESD	HI	MLD	MSI	OTH	PD	PMLD	SLCN	SLD	SPLD	VI	Grand Total
2012/13	33851	61	15	20	2	4	0	0	2	3	6	5	3	1	61
2013/14	34037	77	19	28	2	5	0	0	4	3	7	5	3	1	77
2014/15	34378	77	19	28	2	5	0	0	4	3	7	5	3	1	77
2015/16	34733	78	19	28	2	5	0	0	4	3	7	5	3	1	78
2016/17	35339	79	20	29	2	5	0	0	4	3	7	5	3	1	79
2017/18	36047	81	20	29	2	5	0	0	4	3	7	5	3	1	81
2018/19	36899	83	20	30	2	5	0	0	4	3	8	5	3	1	83
2019/20	37762	85	21	31	2	5	0	0	4	3	8	5	3	1	85
2020/21	38578	86	21	31	2	6	0	0	4	3	8	6	3	1	86
2012/22	39348	88	22	32	2	6	0	0	5	3	8	6	3	1	88
2022/23	40093	90	22	33	2	6	0	0	5	3	8	6	3	1	90
2023/24	40759	91	23	33	2	6	0	0	5	4	8	6	4	1	91

	Havering residents in out of borough special schools as % of 5-16 pop	ASD	BESD	HI	MLD	MSI	OTH	PD	PMLD	SLCN	SLD	SPLD	VI
2012/13	0.18%	24.6%	32.8%	3.3%	6.6%	0.0%	0.0%	3.3%	4.9%	9.8%	8.2%	4.9%	1.6%
2013/14	0.23%	24.7%	36.4%	2.6%	6.5%	0.0%	0.0%	5.2%	3.9%	9.1%	6.5%	3.9%	1.3%

Types of Provision

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

1. **Mainstream School** – additional funding is given to the school to meet the additional needs identified in the statement.

2. **Resourced Provisions/Units** –Pupils have access to a separate room or rooms dedicated solely to the education of students with special needs within a larger mainstream primary or secondary school. These resourced provisions are typically staffed by specialist staff. Resourced provision/units because they are located in mainstream schools, may have pupils who are based in the unit/resource but who are included in some mainstream classes depending on the level of need.
3. **Special Schools:** A school providing for students who have a range of special educational needs that can more appropriately be met in specialist provision. Special schools are specifically designed, staffed and resourced to provide the appropriate special education for children with a wide range of additional needs. Some pupils attending special schools have some links with mainstream schools either by visiting a mainstream school for a specific session or with mainstream pupils visiting the special school.
4. In addition to the above, there are a number of children who live in Havering but attend schools in other boroughs. This may be because they have a specific need that cannot be met in a Havering school, the demand for a need is low and it is more cost effective for the low numbers of pupils with that need to attend out of borough special schools or due to parental preference. There are currently some children who attend out of borough schools because there are no places at the school in borough which could meet their educational needs.

Special Educational Needs and Disability Provision in Havering

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

Future Demand by Primary Need Type and Options;

Autistic Spectrum Disorder (ASD)

There is a need for more in borough special school places and resourced provision/unit places providing for pupils who have ASD. The number of children diagnosed with ASD is rising, in the last three years the number of children with ASD has increased by 40%.

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

Speech Language and Communication (SLCN)

Data shows that there has been a rapid increase in the number of pupils with SLCN – a 57% increase over the last three years and this number is projected to increase over the next five years.

Complex Needs, Severe Learning Difficulties (SLD)including Profound and Multiple Learning Difficulties (PMLD)

Whilst this group is only growing gradually the needs are becoming greater. Both Ravensbourne and Corbets Tey Schools are at or nearly at capacity. The out of borough placements for this group are very expensive and, as it is difficult for these children to travel. It is essential that these children can be educated locally or they will require very

expensive placements away from family, friends and their local community. There have been a small number of children moving into Havering who have profound disability needs. There is also a growing need for Post-16 Provision for this student group.

The number of children with SLD has increased by some 29% during the last three years while the number of children with PMLD has increased by 24% over the same period.

Behaviour, Emotional, Social Difficulties (BESD)

This group has seen an increase in the number of children with this type of SEN, an increase of 62% in three years. There is no specialist provision for this group of pupils at secondary level within the borough and we have an increasing number of pupils with very challenging behaviours and some with mental health issues attending high cost Independent specialist schools out of the borough

Moderate Learning Difficulties/Complex needs (MLD)

The number of children with a statement of MLD has increased during the last three years by some 50%.

Physical Disabilities (PD)

This group has seen an increase during the last three years of some 41% although the total number of children with PD is around 55. Many of our schools are not suited to make reasonable adjustments for these pupils which mean reliance on those schools that are accessible.

Hearing Impairment (HI)

The number of children with HI has also increased during the last three years; by 54% although the total number of children with this primary SEN need is still under 50 in total.

Visual Impairment (VI)

During the last three years the number of children with a primary SEN of VI has remained fairly static at around 13 children each year.

SECTION 8: COMMISSIONING PLAN

8.1 Commissioning Early Years Education and Childcare

The 2014/15 Childcare Sufficiency Report shows that there continues to be a surplus of Early Education Entitlement (EEE) places across the Borough, at least as far as 2020/21. Tables showing the position for individual Wards and Primary Planning Areas are included in the Childcare Sufficiency Report ([hyperlink](#)). These show that there are potential shortfalls of places in the Mawneys, Hylands, Harold Wood, Gooshays, Rainham & Wennington, Brooklands, Romford Town and Cranham Wards. This will depend on actual take-up in these areas. Not all children access the EEE and not all children that do, access this in their home ward.

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).

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

Proposed Actions	Delivery Method	Actions Taken or in Progress
Continuing to support the set-up of new childcare businesses and expansion of existing ones	Relevant information and processes published on the Havering Web Site. Active support packages. Liaising with Planning.	A number of new businesses in progress. Development of active support package on a trading basis in progress
Increasing the numbers of settings with a "Good" or above Ofsted Inspection Judgement and which can then deliver EEE for 2 year olds	Quality Assurance Targeted Support Package.	"Buy in" from settings with an existing Ofsted Inspection of less than "Good". Settings now receiving a less than "Good" Judgement required to accept Quality Assurance support.
Developing new or expanding nursery provision at school sites where schools are being expanded or proposed for expansion as a result of increasing pupil numbers. Including new maintained nursery classes where appropriate	Capital funding allocated from DfE 2 year old allocation and from Dedicated Schools Grant (DSG). Potential additional Local Authority bid for further capitalisation of DSG. A "Bidding" process with Local Authority Maintained Schools. Criteria for funding to be developed, to include EEE for 2 year olds and 8 am – 6 pm "wrap-around" care.	Cabinet has agreed in principle to expand nursery provision on school sites. <i>Executive Decision has agreed in principle the establishment of new maintained nurseries.</i> Funding allocated to support the development of nursery provision at schools in the Priority Schools Building Programme. Alternative nursery provision provided at Wykeham Primary School, including additional places and 8 – 6 "Wrap-around" care. Feasibility for a replacement nursery at Parklands Infants School in progress to facilitate bulge class.
Encourage and support	Condition of creating or	Support being given to three

schools to offer full time education and childcare from 8am to 6pm, enabling school nurseries to deliver a more flexible offer.	expanding nursery provision. Cascaded support from the London 8 – 6 Pilot	Havering Schools participating in the DfE London 8 – 6 Pilot.
Engaging with Schools and PVI settings to deliver more 2 year old places and for more Childminders to deliver EEE for 2, 3 and 4 year olds.	Provider Roadshows, Briefings, 1-1 discussions, peer support, Publicity to parents, including promoting the advantages of taking-up their entitlement with a Childminder.	Provider Roadshows held in conjunction with Achieving 2 Year Olds. Discussions taking place with a number of schools. An increased number of Childminders have recently stated to deliver EEE.
Work with the owners/managers of private and community halls to set-up provision or to commission new Providers, if a provider vacates premises.	Contact and discuss with owner/managers	Partnering with Culture & Leisure to support the set-up of nursery provision in a park pavilion. Supporting a scout group in sourcing a replacement setting in their hall.

Whilst Local Authorities have a duty to ensure a sufficiency of Early Years place they are also encouraged to focus on ensuring that all eligible children are able to take up their early education place. The table below sets out our action for increasing the take up of early entitlement.

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

Ensuring that Early Years settings designated as Disability Access Champions provide an option for the signposting of children with disabilities.	Reviewing the engagement with and training of early years providers designated as Disability Access Champions.	Development plan in progress.
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8.2 Commissioning for additional Primary and Secondary Places

Principles and challenges

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

The London average of 70.2% of parents being offered their first preference primary school and 81.1% their first preference secondary school are being achieved, but will become more difficult as higher numbers of children enter primary schools and move through to secondary schools. Commissioning decisions will take into account parental preferences and the provision of school places in areas where parents are unable to secure places within easy walking distance of home.

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

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

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

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

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

pressure on levels of surplus capacity where these are forecast to remain significantly above 5% throughout the forecast period.

8.3 Commissioning Special Educational Needs Provision

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

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

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

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

8.4 Commissioning Post-16 Education and Training

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

The table below sets out the funded places in the academic year 2013/14 and 2014/15 for 16-19 learners at Havering based providers. The funded places were calculated by the Education Funding Agency (EFA) based on the previous year numbers of 16-18 learners at each institution. The places below will not be filled entirely by Havering residents and does not include Apprenticeships.

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

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

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

Provider Name	Category	2013/14
Business Education Partnership	Commercial and Charitable Provider	
Chelmer Training Limited	Commercial and Charitable Provider	74
Drapers' Academy	Academy	10
ELUTEC	Academy	109
Havering College of Further and Higher Education	General FE and Tertiary	138
Havering Sixth Form College	Sixth Form College	3,098
Ravensbourne School	Maintained Special School	2,603
Sacred Heart Of Mary Girls' School	Academy	25
St Edward's Church of England School And Sixth Form College	Academy	206
The Champion School	Academy	233
The Coopers' Company And Coborn School	Academy	331
The Frances Bardsley Academy for Girls'	Academy	458

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

School sixth form stay on rates

	Yr 11	Yr 12	Yr 13
2011/12	3003	737	651
2012/13	3026	743	653
2013/14	3041	832	660

	Yr 11/12	Yr 12/13
2012/13	24.7%	88.6%
2013/14	27.5%	88.8%

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

16-18 Apprenticeship participation of Havering residents

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

The table below shows the proportion of 16-17 year old Havering residents in education and training for June 2013 and 2014 academic year recorded as participating in the areas indicated. This information is essential to the planning of provision to ensure the incoming duties relating to the Raising of the Participation Age are delivered.

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

Year	Number of 16/17 year olds known to the LA	Full time education & Training	Apprenticeship	Work based Learning	Part time Education	Employment combined with training	other	Total	Current activity not known to the LA
2013	5,840	85.5%	3.5%	1.0%	0.0%	0.4%	0.4%	90.8%	2.1%
2014	5800	86.3%	4.9%	0.3%	0.1%	0.5%	0.1%	92.2%	1.7%

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

The table below provides data on those who are not participating and the categories they fall into for June 2013 and 2014.

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

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

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

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

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

Current data for the Local Authority appears to be clear:

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

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

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

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

From 2014/15 the overall (Y7-Y11) numbers in secondary schools in Havering are projected to increase year on year. A rapid rise in year 7 is projected in 2018/19 as the

larger primary cohort transfers on to the secondary phase leading to an overall deficit in secondary places by 2018/19. The numbers projected post-16 is expected to follow the pattern of secondary figures, although the introduction of a new 6th form in Drapers' Academy in 2012/13 created additional places.

The number of year 11 leavers is projected to decline slightly until 2017/18, which is followed by a significant rise in 2018/19 and in the years beyond. This is significant as Havering is a high net importer of learners and the combination of increased future residents and school population will impact on the provision required.

Projected numbers on roll for school sixth forms

	Yr 12	Yr 13	Total	Number of places	Surplus/ Deficit of places
2014/15	782	749	1531	1990	459
2015/16	814	704	1518	1990	472
2016/17	796	730	1527	1990	463
2017/18	801	712	1513	1990	477
2018/19	796	713	1509	1990	481
2019/20	840	703	1543	1990	447
2020/21	846	742	1588	1990	402
2021/22	877	748	1625	1990	365
2022/23	857	776	1633	1990	357
2023/24	915	759	1674	1990	316

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

	16-18 year old population in Havering	Havering College of Further and Higher Education	Havering Sixth Form College
2014/15	9076	3129	2630
2015/16	8882	3003	2552
2016/17	8740	2955	2511
2017/18	8453	2858	2429
2018/19	8355	2825	2401
2019/20	8420	2847	2420
2020/21	8678	2934	2494
2021/22	8934	3020	2567
2022/23	9184	3105	2639
2023/24	9484	3206	2725