

North Somerset Council

Report to the Executive

Date of Meeting: 23 June 2021

Subject of Report: Draft Education Provision in North Somerset ~ A Commissioning Strategy 2021 - 2024

Town or Parish: All

Officer/Member Presenting: Cllr Catherine Gibbons, Executive Member for Children's Services and Lifelong Learning

Key Decision: Yes

Reason: The Commissioning Strategy covers education provision across North Somerset.

Recommendations

That the Executive approves this draft Education Provision in North Somerset ~ A Commissioning Strategy 2021 – 2024 for implementation from 1 September 2021.

1. Summary of Report

- 1.1 The draft Education Provision in North Somerset ~ A Commissioning Strategy 2021 – 2024 is the Council's Education Delivery Plan. It sets out how the Council intends to work with existing and new partners to meet demand for mainstream and Special Education Needs and Disabilities (SEND) school places in the right locations as locally as possible. The Council is committed to working with the schools, academies and Multi-Academy Trusts serving North Somerset, with the Diocese of Clifton and the Diocese of Bath & Wells, with early years private, voluntary and independent organisations, other education stakeholders and with the Regional Schools' Commissioner in coequal partnerships. Together as partners we are required to meet the needs of our local communities and enable all children and young people to reach their academic potential and be ready for the world of employment.
- 1.2 Whilst the Council's role in running schools has changed, North Somerset will continue, during the life of this plan, to focus on delivering our core functions, working as partners within the schools' system and being the champions for parents and the local community. Schools and academies and other educational settings have a major impact on the lives of the pupils they serve. They also make a significant contribution to achieving the Council's key outcomes as laid out in North Somerset's Corporate Plan. This strategic plan sets out how the Council's statutory obligations in securing sufficient school places will be delivered.
- 1.3 The plan has been circulated for consideration by the public on e.consult and directly to all schools and academies and other key local stakeholders. Prior to its public

circulation, an earlier draft was discussed with and sent to schools and academies via the Education Excellence Partnership Board (EEPB). Informal and formal consultations have been undertaken covering the period October 2020 to April 2021. Overall there has been support for the principles and recommendations made.

- 1.4 This report provides an update on the outcomes of the consultations and recommends a final plan for implementation to cover the period 1 September 2021 – 31 August 2024. Changes as a result of the consultation are shown in track changes, except there they are updates in tables or table pictures to reflect new data as this would make reading the updated version difficult.
- 1.5 The current Education Provision in North Somerset – A Commissioning Strategy ~ 2018 – 2021 is available at <https://www.n-somerset.gov.uk/sites/default/files/2020-03/education%20provision%20in%20North%20Somerset%20-%20a%20commissioning%20strategy.pdf>
- 1.6 The draft Education Provision in North Somerset – A Commissioning Strategy ~ 2021 – 2024 and its appendices are attached to this report as appendices 1 – 7.

2. Policy

- 2.1 Whilst there is no statutory duty on Council's to consult and publish their pupil place strategies, the Education Provision in North Somerset – A Commissioning Strategy ~ 2021 – 2024 has been produced to enable the school place needs of the Council's area to be strategically planned. The Council aspires to meet local demand for school places as close to a student's home as possible and to act in the interest of local children and young people.

3. Details

- 3.1 The Education Provision in North Somerset – A Commissioning Strategy ~ 2021 – 2024 is the 3-year plan of the Council covering its school place commissioning strategies. Its aim is to secure enough school places in the right locations for North Somerset residents. The Plan is made up of a main policy document and the following appendices:

Appendix 1 ~ Part 1 School Cluster Projections and Data and Part 2 School Cluster Actions

Appendix 2 – SEND Strategy

Appendix 3 – Place Planning & Developer Contributions including the processes for securing new schools and the Addendum Matrix for school competitions

Appendix 4 – Capital Funding

- 3.2 The main plan has been updated to reflect the latest local guidance, current demographics and future housing developments aligned to the draft Local Plan, confirmation of which schools are academies (61, previously 56) and which remain LA maintained (17, previously 22) along with Multi-Academy Trust alignments and other education-based provisions and partnership arrangements. Finally, it provides the legal and local policy context against which decisions are recommended and taken.

3.3 The principles in this updated plan remain largely unchanged, except for the update in italics below:

- To support the aspiration of 'Local schools for Local Children' – children should be able to attend a school that enables them to achieve their potential close to where they live. ***This may be within North Somerset or the nearest school outside the district if they have needs that, due to their individual nature, are best met at a specialist school or college.***
- To be a champion of children and young people – we will make decisions in the interests of children, actively championing the needs of every child, and ensuring they are happy, active and safe. ***We will ensure that as Corporate Parents we work with our different commissioners to ensure that our children and young people have the best education possible.***
- Plan to provide new school places in areas of residential growth and, ***on occasions, suggest or support a decrease in the capacity of a current educational provider in an existing area to ensure the overall viability of both establishments (including a potential reduction in size of an existing provider in the short or longer term), or the relocation of schools into areas of growth where the needs of the community can be better managed through this change. This is to ensure that new schools become central to a significant new development, whilst noting that some demand for the existing provider may remain as is or decline.***
- ***Encourage all existing settings to provide the maximum number of places possible within the existing capacities of their sites. The Council will challenge schools and academies (academies via the Secretary of State for Education /Regional Schools' Commissioner (RSC)) to admit more pupils where it considers the establishment has the capacity to do so and the projections support a sustainable increase in class structures.***
- ***Challenge schools in areas of residential growth who wish to reduce their Planned Admission Number (PAN) when either the projections or the Local Plan indicated future growth and these places will be needed in the future***

3.4 We have continued to detail our expectations of ourselves and partners and what we look for when meeting new demand for places, with updates in italics below:

We will:

- Work with stakeholders and partners to understand local aspirations and pre-school, school and post-16 provision place needs, overseeing responses to demand ***and suggesting and supporting the removal of surplus places as required.***
- Provide a robust lead in the allocation of school places, challenging and insisting that, where appropriate, schools offer places. We will use either our existing powers of direction or will refer cases to the Secretary of State/Regional Schools' Commissioner for determination if necessary.
- Maximise capital resources and use them efficiently, to provide permanent solutions to any deficits in places at schools with sustainable good or outstanding Ofsted outcomes where:
 - there is proven demand for places;
 - the site can normally accommodate at least an extra 0.5 form of entry from current published admission levels with the resulting increased buildings and resources if required; and

- the increase fits with the Council's strategic principles as outlined in this Commissioning Strategy.

This all will be subject to having sufficient funding to provide a fit-for-purpose outcome.

- Work with schools and MATs to ascertain if surplus school capacity can be used to create specialist Hubs to support the inclusion of pupils with SEND within mainstream settings
- Work with local schools to create 'breach' classes at schools with sustainable good or outstanding Ofsted outcomes, where permanent increases in demand are not sustainable in the longer term, or where sufficient resources to create permanent solutions are not available. Temporary breach classes will only normally be provided where the school is able to support the increase in pupils from their revenue allocations in accordance with the Council's Exceptional Growth Policy.
- **Work towards having local schools that pupils can access sustainably, thereby assisting the Council's aspiration to be carbon neutral by 2030**
- Provide (at least) 5-year pupil projections, working with schools and other partners to meet the short and long-term needs of local communities within the funding available, sharing requirements for additional places regularly with our partners and other providers.
- Encourage schools and education partners to express interest in expanding their provision in order to meet Basic Need where appropriate.
- Ensure that any new buildings the Council provides are flexible and capable (funding permitting) of being adapted and remodelled to meet current and future needs for all learners.
- Lead and facilitate an ethos of ensuring that all learning providers within North Somerset are committed to working together to meet the best interests of children and families. This may involve acting as a brokerage service.
- Work to achieve commitment from any new education partners to subscribe to North Somerset Council's learning community principles.
- Where possible, enable schools to facilitate access to wider community resources.
- Plan for the long-term future, **taking into account expected areas of population and housing growth and areas of population decline, seeking to secure strategic solutions that will most effectively meet our statutory place duties to existing and future communities.**
- Be reasonable and fair in our expectations of others.

We expect our partners to:

- Work together to meet the best interests of children, young people and families, sharing plans and operating in a transparent way that encourages professional dialogue and participation. **In some cases, this may involve making decisions to benefit other partners where this is in the interest of pupils and/or the wider Council area (such as removing surplus places).**
- Do all they can to provide places for all local pupils and young people – the Council will challenge schools/academies where it feels the interests of the child or young person has not been met and will direct schools to take children/refer cases to the Secretary of State/Regional Schools' Commissioner to facilitate admission, where it is considered appropriate to do so.
- Provide inclusive learning environments, seeking to support all pupils in mainstream facilities where appropriate.
- **Look to support the creation of local Resource Bases for high attaining pupils with Autism or for those who require Behavioural short-term interventions on mainstream sites where the attendance of a pupil in a specialist facility as required will promote integration and provide the**

support and interventions to enable children and young people to re-integrate back into mainstream classes when appropriate.

- Provide at least good/outstanding standards of education.
- Promote life-long opportunities for students in preparation for their leaving school and thereafter that will enable all children to flourish.
- **Share and co-ordinate their replacement, expansion or place reduction plans to ensure that together we meet the needs of our communities, noting the need for capital resources to be maximised across the Council's area.**
- Contribute to their community and its economy. We have an expectation that schools will work flexibly with the local community, sharing their buildings and assets to enable the educational and wider social and, where possible, economic needs of the local area to be met.
- Commit to work extensively and effectively with parents, other providers and the wider children's services.
- Deliver a wide offer of teaching, learning and other services, meeting additional pupil, young person and family needs, ensuring that problems are identified and addressed universally, maximising pupil and family learning improvements, and making the greatest use of their community resource to ensure collective accountability in the local area.
- Be committed to working together to meet the best interests of all children, young people and families.
- Understand and promote the importance of positive physical and mental health.
- **Work towards being carbon neutral by 2030, reviewing the use of energy, building management and options for sustainable travel to and from school.**
- Be reasonable and fair in their expectations of the Council and of others

3.5 When meeting new demand, for Council provided provisions it should be central and accessible to the community(ies) it serves. We will look to provide genuinely personalised learning experiences for children and young people and enable full participation (0-19 where appropriate). Where possible, new schools will include Early Years facilities. Early Years providers should work with the local authority to provide good and outstanding provision for all children benefiting their social, physical and cognitive development and outcomes, and helping to prepare them for school.

3.6 During the current plans 3-year period the following new/replacement primary school places have been delivered:

During the period of the current plan (2018 to 2021) the following new/replacement school places were delivered by the Council: School	Planning Area	No. of new places	No. of replacement places	Year of increase	Permanent/ Result of temporary breach
Flax Bourton C of E Primary School	Backwell	15 places per cohort (105 overall)		September 2019	Permanent

Chestnut Park Primary, Yatton	Backwell	30 places per cohort (210 overall)		To open September 2021	Permanent
All Saints East Clevedon C of E Primary School	Clevedon	3 places per cohort going from a 17 intake to 20 (21 additional places overall)		September 2019	Permanent replacement for 120; including remodelling for 30 delivered by September 2018
Parklands Educate Together Primary	WSM East	60 places per cohort (420 overall)		September 2018	Permanent 420 places by September 2020
Total Places		Breach Only ~ 0 Permanent ~ 766			

3.7 Extra secondary school places have also been secured:

During the period of the current plan (2018 to 2021) the following new/replacement school places were delivered by the Council: School	Planning Area	No. of new places	No. of replacement places	Year of increase	Permanent/ Result of temporary breach
Gordano School	Portishead	Increase in capacity to 2080 and a PAN increase from 308 to 336 from September 2018 A breach of an extra 28 places in both 2018 and 2019		September 2018 and September 2019	Permanent

North Somerset Enterprise Technology College	WsM	Closure of this ETC to pupils at the end of the 2018/19 school year with a loss of 300 years 10 and 11 and 400 6th form places		July 2019	Permanent
Priory Community School Academy	WsM	Increase in capacity to 1500 and a PAN increase from 240 to 300 from September 2018 A breach of an extra 30 places in both 2018 and 2019		September 2018	Permanent
Winterstoke Hundred Academy	WsM	The phased opening of a 750 place 11 – 16 plus 200-place 6th form on 1 September 2020		September 2020	Permanent
Total Places		Breach Only ~ 86 Permanent ~ 690			

3.8 New Special school places during the current strategy's delivery period are as shown below:

During the period of the current plan (2018 to 2021) the following new /replacement school places were delivered by the Council: School	Planning Area	No. of new places	No. of Breach places	Year of increase	Permanent/ Result of temporary breach
Westhaven	WsM	The phased expansion of the school to accept		September 2019	Permanent

		18 infant-aged pupils (c6 per cohort)			
Westhaven	WsM	The phased expansion of the school to accept 10 6 th form pupils (c5 per cohort)		September 2020	Permanent
Westhaven	WsM		A breach of c40 pupils to meet extra demand	September 2020	Temporary
Ravenswood	Nailsea		The breach allocation of c7 pupils to meet extra demand	September 2020	Now incorporated into permanent expansion (see below)
Ravenswood	Nailsea	A phased expansion of the school to accept between 22-28 extra pupils from September 2021		To be delivered by September 2021	Permanent
Nailsea School	Nailsea	The creation of a 10-place Resource Base for High Functioning pupils with Autism		September 2020	Permanent
Mendip Green Primary	WsM	The creation of a 10-place Resource Base for High Functioning pupils with Autism		To be delivered by September 2021	Permanent
Voyage Learning Campus	WsM	The delivery of additional classrooms to help meet demand on their Milton site		To be in place by July 2021	Permanent
Total Places		70 - 76	47		

3.9 Appendix 1, Part 1 provides school cluster specific projections and demographic data that informs the action plans across the district between 2021 – 2024. It

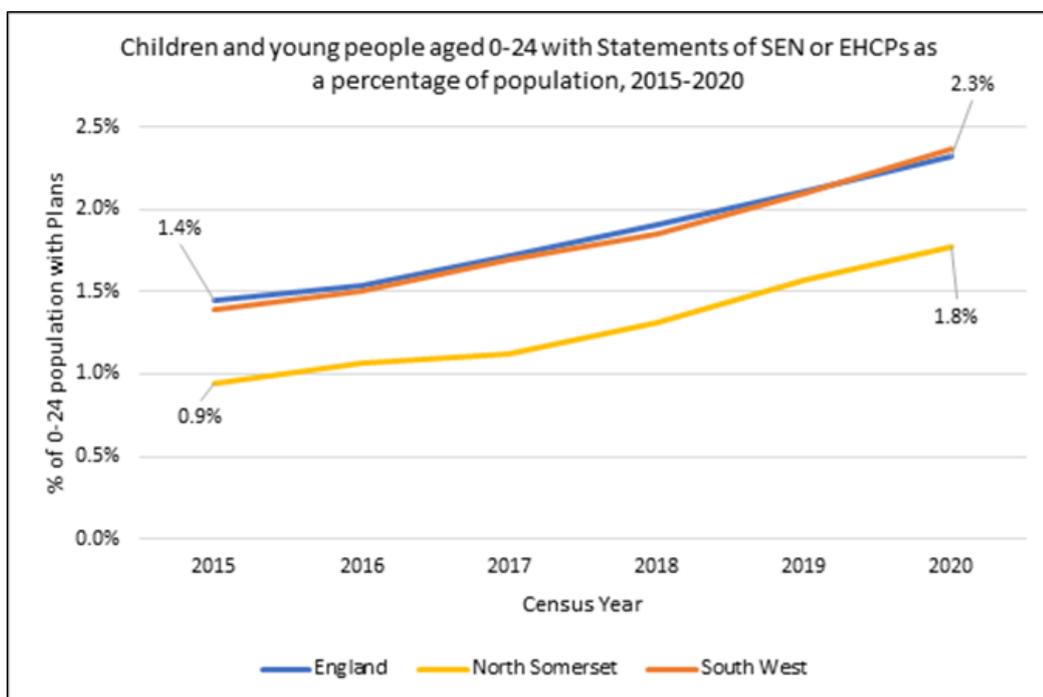
contains current data in relation to Ofsted ratings, age ranges, pupil numbers, transport costs and expansion opportunities.

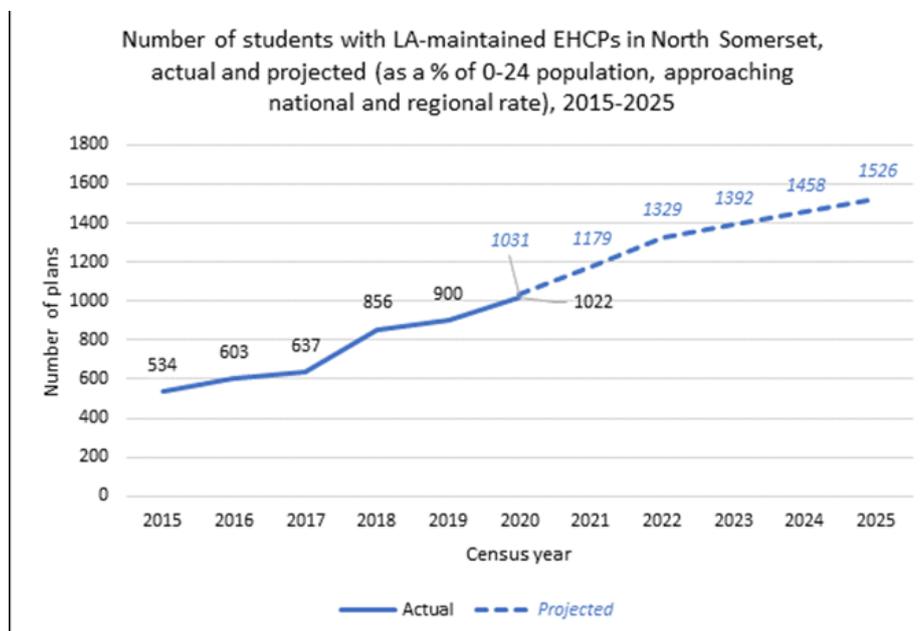
Part 2 details the actions the LA has taken between 2018 – 2021, the outcomes of these to date and draft actions for future delivery during the period 2021 – 2024.

3.10 Appendix 2 shares the Special School places that are and are to be made available to students with Education, Health and Care Plans (EHCPs). School places are granted based on the student’s individual needs, rather than geographic location. Because placement of students with special educational needs is a highly individualised decision, for projecting future demand requires a different approach than is used for mainstream schools.

Estimating demand for future special school places requires analysis of the incidence of EHCPs in the population and of past trends and applying assumptions about future directions of those trends in North Somerset.

The numbers of pupils with SEND have increased significantly since 2015 with local demand expected to increase from 534 plans in 2015 to c 1500 plans by 2025.





- 3.11 The Council’s vision is to provide places for learning that provide opportunities appropriate to the needs of all members of the school and early years community. Council Members and officers, acting as Corporate Parents, will work with different commissioners to ensure that our children and young people have the best education possible.
- 3.12 The appendix also lists the principles and actions to progressed between 2021 – 2024 that have, as a default position, that we will support inclusion in a mainstream setting where it meets the needs and best interests of the child; that we will work to a Community Base Model, supporting a ‘Local (nearest) School for Local Children’ where appropriate; that we will work with schools and the Regional Schools’ Commissioner to ensure parity of provision across similar settings; that schools will be consistent in their messages for those seeking school places and will not treat applications from those with additional needs differently; that the sizes of our special schools will allow for effective management, stress-free environments and maximum opportunities; that we will actively advise schools and other establishments of the provision that is needed, and will share plans for expected future needs with a wide range of potential providers; that all partners (education, health, care) should make adequate and appropriate contributions to the costs of placements or of other support needed to secure children’s attendance in order to meet all needs identified in Education, Health and Care plans; that Top-up funding is only used as an intervention where mainstream schools are supporting additional needs as part of a Graduated Response; that we should ensure that children and young people with SEND gain maximum life chance benefits from educational, health care and social care and have the opportunity to achieve their full potential; we will use quantitative and qualitative needs analysis to identify current and future needs; we will aspire to enable children, young people and their families to have a choice relating to the education they can access within the local area; and school placements should be as close to a student’s home as possible and where home to school transport is offered, it should be o mode of transport that is sustainable.
- 3.13 Whilst it is appreciated, we are still some way off meeting local demand within North Somerset in its entirety (whilst noting that for some students a placement at a

specialist school outside the district is appropriate), our plans to increase provision for SEND between 2021 – 2024 are to:

- deliver the expanded Baytree School in Clevedon for 65 pupils. The site will have a built-in capacity to expand to 85 places when required
- review the capacity of the current Baytree site to secure extra places. The site could accommodate around 75 extra ambulant pupils with Profound and Severe Learning Difficulties (PSLD)
- deliver c 28 – 38 extra places at Ravenswood, following Executive approval on 28 April 2021
- continue to review the uses of the now vacant Voyage Learning Campus (VLC) site in Nailsea
- look at the provision of facilities at the VLC and seek out funding for the co-location of facilities onto a new single site
- review the need for more places for pupils with Moderate Learning Difficulties (MLD)
- work with the DfE and deliver the Social and Emotional Mental Health (SEMH) Learn@MAT school for 65 learners at Churchill to open in September 2023
- seek to deliver a temporary provision for SEMH pupils, either at parts of the vacant VLC site at Nailsea or, with the support of other schools, at another site within the district by September 2021
- review the success of the Autism Spectrum Disorder (ASD) hubs at Nailsea School and Mendip Green Primary with an option to create an ASD hub for primary and secondary provision in vacant classrooms across every cluster over the next 10 years
- progress the creation of Hubs to support short-term placements for those with behavioural challenges in vacant classrooms across every cluster over the next 10 years
- review the use of the vacant VLC site at Nailsea

3.14 The Council's role in creating new school places and how it seeks contributions from developers are covered in appendix 3. The principles to be followed are mostly unchanged except for the information in italics below:

- The Council will consider the expansion of existing schools/academies where standards were consistently rated as good or outstanding at their last inspection by Ofsted, where the most recent Progress 8 score was at least the national average, where the school or Trust are in good financial health and have the capacity to make the change and, where a school is designated as having a religious character, the trustees of the school and appropriate religious authority (in the case of church schools the diocese or relevant diocesan board), does not object to the proposed change. ***This may include increases in cohort sizes on the existing school site and/or the expansion of cohorts and/or an age range on a new or existing site;***
- When reviewing demand for school places, it will consider the numbers of pupils in and around the locality of the school, standards and Ofsted ratings, as well as demand for school places. ***Where there is a need for extra places due to new housing and the creation of a new community, an existing school will only be supported for expansion if there is insufficient demand to create a new school within the area of demographic growth, supporting the principle of 'local schools for local children'.***

The appendix provides a policy base for Children's Services requests and site and build requirements. An overview of new school competitions and expansions is supplemented by an Addendum that provides an Evaluation Matrix when reviewing sponsor submissions.

3.15 Appendix 4 details the capital funding available to the Council and how we determine funding priorities.

For the Council’s Capital Maintenance allocations for the remaining 12 schools (13 sites) Community, Voluntary Controlled and Trust schools it remains responsible for, the priority will be to undertake:

- o Urgent emergency health and safety projects
- o Projects identified as required as to fail to do so could result in imminent school building closures if not progressed

Funding will be allocated based on the priorities shown in 2020 condition surveys of the school estate.

An exception to this is where a maintained school has an Academy Order stating that the school will be changing to academy status. Section 6 of the Academies Act 2010 provides that ‘Local Authorities must cease to maintain a school on the date which it opens as an academy.’ This strategy includes a policy of not including schools that are known to be converting to academy status in its Schools Capital Maintenance Programme even though, for many, if they had not converted before the start of a new financial year, the Council has received an element of maintenance funding for them as part of its Capital Maintenance Funding received from the DfE’s national grant distributions. This is because the funding from the DfE does not cover the extent of work required across the school’s capital buildings stock that far exceeds the annual allocations.

The Council’s Capital Maintenance Allocation for the 12 LA schools for which the Council is now responsible (as at January 2021) from allocations received over the past 3 financial years is as below:

2018/19 £	2019/20 £	2020/21 £	2020/21 ‘Boris’ Uplift £
600,767	384,833	370,543	172,087
600,767	384,833	542,630	

Details of the allocations for 2021/22 were announced on 27 April 2021. Our allocation has remained at £370,543 due to the inclusion within this amount of £71,996 transitional protection.

3.16 The delivery of new school places is dependent on the provision of sufficient land and capital allocations appropriate to new place needs. Securing new school sites of sufficient size for a proposed new school and clear of physical constraints is complex. The capital funds needed to progress all schemes contained within the commissioning strategy are not always in place. Officers continue to work to secure capital allocations from developers and through external funding sources as available.

3.17 Basic Need Capital Allocations between 2011/12 – 2019/20 have totalled £63,268,316. The DfE Scorecards - <https://explore-education-statistics.service.gov.uk/find-statistics/local-authority-school-places-scorecards> provide a national and local snapshot of school places and the progress council’s make towards ensuring there are sufficient at least good school places in each local authority areas across England

Our Basic need allocations for 2020/21 and 2021/22 have been assessed as £0.

- 3.18 The Council was allocated £788,484 between the 2018/19 and the 2020/21 financial years to support adaptations/expansions to its Special Educational Needs and Disabilities (SEND) provision. This was further enhanced by £181,508 and £363,016 across this period (£1,325,007 in total).

A further year's allocation of this grant of £1,152,776 was announced in April 2021 although it has been made clear future allocations cannot be relied upon. This money is intended to create new SEND places.

- 3.19 The draft Education Provision in North Somerset – A Commissioning Strategy ~ 2021 – 2024 document and appendices have been updated, shown as tracked changed, to include alterations as a result of the consultation and other time relevant updates.

4. Consultation

- 4.1 A first draft of this document was shared with the Children & Young Peoples Services (CYPS) Policy & Scrutiny School Organisation Steering Group, internal officer groups and the Education Excellence Partnership Board between October – December 2020.
- 4.2 An updated draft Education Provision in North Somerset – A Commissioning Strategy ~ 2021 - 2024 was published on e.consult and made available to the following groups:

- Schools/Partners/Governors
- Members via the Children and Young Peoples' Services (CYPS) Policy and Scrutiny Panel and all Cllrs via the Members Briefing Sheet
- Strategic Schools Forum
- Primary Heads' Association of North Somerset (PHANS)/Secondary Heads in North Somerset (SHINS)/ Heads' Association of North Somerset (HANS)/Special Heads of North Somerset (SENS)/School Cluster Groups
- Education Excellence Partnership Board (EPPB)
- Regional Schools' Commissioner
- Council's Corporate Management Team
- All staff via the staff bulletin the Knowledge and Directorate newsletter Noticeboard
- Diocese of Bath and Wells, Diocese of Clifton and the Methodist Group
- Academy Partners via their Multi-Academy Trust (MAT) Trust Boards
- Early Years Partners
- Special Educational Needs and Disabilities (SEND) Board
- Springboard
- North Somerset Parent Carers Working Together
- Local Further and Higher Education Partners
- Members of the public and other stakeholders via e.consult
- Town and Parish Council's

The consultation, whilst circulated to schools, was not directly shared with School Councils during this period. This was because schools were semi-open as part of the Covid lock-down arrangements and were either operating parallel teaching of pupils

at home and in school or implementing the return to site for all pupils prior to the Easter break. Adding additional pressures onto students and schools at this time was not considered appropriate.

4.3 The public consultation ran between the period 22 February and 5 April 2021.

In total eleven responses were recorded on the Council's e.consult page and six additional emails were received. Four members of the public attended a virtual public meeting. A full list of responses is attached in appendix 8.

4.4 Eleven responses were received on the E.consult site, one of which being anonymous.

In summary:

- One consultee felt that the strategy failed represent the real perspective of certain groups of people within North Somerset and it would be helpful if there could be more opportunities to comment as a whole community (virtually or in a socially distanced way). In response, one assumes this person was unable to attend the virtual public meeting.
- Churchill Academy & Sixth Form remains supportive of the local authority's commissioning strategy and the principle of local schools for local children. They noted the demographic projections and would welcome a feasibility study for the expansion of their school on our existing site. With regard to the 2021-24 actions linked to the Churchill cluster, their Trust believes that an expansion of Churchill Academy & Sixth Form on their current site would be a more cost-effective, efficient and sustainable solution to provide school places for young people living in new housing within our cluster, than a new secondary school in Yatton. In reply, the offer from this academy to work with the Council is appreciated.
- A local Cllr who is also a local resident and school governor stated that she thought the strategy was very comprehensive document covering all aspects of education provision with a significant amount of data supporting the strategy.
- The Extend Learning Academies Network (ELAN) recognised the increased need for extra SEND provision and felt the plans proposed will go some way to reduce the impact of SEND on mainstream schools, although the size of the new 65-place Social, Emotional and Mental Health (SEMH) school won't meet current or future demand. Concerns were also raised that current provisions do not meet need with out of county placements being expensive and not in the interests of most pupils. The proposals for the expansion of current special provisions will not be enough, placing further pressures on mainstream budgets. Improved financial planning is required to ensure that the increase in spending to accommodate children with SEN outside of mainstream, but not in special provisions, is minimised and funding is directed to expanding or creating new specialist provisions. In response, these concerns are shared, and any solutions will be subject to the availability of appropriate resources

Concerns about how the development of school buildings to provide learning facilities fit for 21st century living, teaching and learning in urban situations

that are not necessarily fit for purpose were also raised. In reply, the Council will aspire to make these changes in the buildings and within the projects it is responsible for. Many of the schools in North Somerset are academies and as such the Council is precluded from updating these with the responsibilities now held by the appropriate school Trusts.

ELAN asks that, noting falling school rolls, the Council considers relocating an existing school to the new site thus negating the need for redundancies and other expensive cost reduction measures, which are publicly funded from these school and academy budgets. In addition, the sale of any land/buildings could be used to subsidise a new building or be used by the council to provide enhanced educational facilities, such as SEND provision. In answer to this suggestion, regrettably s106 and other agreements are often constrained, and developers are only required to pay for new provision as a result of their development. If a school were to be relocated the developer could claim that their contribution should not be payable. This is because the relocated school would cater for 'existing' pupils and would provide places in addition to those required as a result of the new development. The Council does not have the resources to pay for the re-provision of places and retrospective land or site receipts rarely cover the cost of new places where land values are not considerable. In addition, the Council's ability to secure local provision with future developer schemes could be compromised if the 'local schools for local children' requirements were extended to encompass other locations and the developers claim there is space across the district to meet the needs of their new housing.

ELAN supports the Action 1 in the SEND appendix to support families but highlighted a training need about the potential of 'Early Help' and 'Teams Around the Family' with some schools. ELAN have expertise in this area and their offer of help and collaboration via the Beach Training Hub is appreciated.

The ELAN Trust would also welcome the opportunity to be part of the North Somerset specialist provision hubs solutions.

- A Headteacher of a North Somerset primary school responded. As this person also attended the public consultation event, her views are included in that summary. The e.consultation response gave no specific views.
- Worle Village Primary school felt the strategy overlooked the impact falling birth rates have on schools in the north of Weston and would want pupils from new housing in other parts of Weston to be a solution to their business strategies, helping to make their classes and staffing structures more viable. They asked if the strategy was looking for the amalgamation of smaller schools into larger schools, eliminating the 'village' community school. In response, in offering local school for local children, having schools as central assets to new developments paid for by the developer and in enabling pupils to walk to school, the Council is creating new communities, reducing the carbon footprint and responding to the requirements of these new developments. Most schools in North Somerset are now academies and as such the Council has no role to play in their organisational structures or revenue decisions. The Council's duty is to secure enough places for its pupil population. As businesses, academies will need to adapt to rises and falls in pupil numbers that follow a cyclical pattern over time. If academies wish the

Council to be involved in the amalgamations of academies, the Council would be willing to offer its expertise provided the changes met with the strategic requirements of the district.

- St Martins C of E Primary School felt that the focus of the consultation appears to be about the expansion of school provision in line with the expansion of new homes. They did not feel that any thoughts to the impact to schools where there are potential drops of local demand had been given. As with the response to Worle Village School, Councils are no longer responsible for the running of academies. As businesses they will need to adapt to rises and falls in pupil numbers that follow a cyclical pattern over time. In supporting local schools for local children and reducing our carbon footprint, transporting children to schools away from where they live goes against these principles.

The school also suggested that rather than invest in building new facilities for Special Needs, thought should be given to converting an existing mainstream school with a falling roll to meet this need. Again, with most schools now being academies this option is out of the Council's control. If a school were to close however and the leased site is returned to the Council, this could be an option for its future use.

The governors of St Martin's were encouraged at the commitment to building "Greener" schools, but not sure how that is to be delivered to older buildings. They would like to see provision for grants to help older schools invest in greener energy such as Solar Panels for Electricity and Heating as well as improved insulation. Again, Councils are precluded from investing in the maintenance of academies whose Trusts become responsible for their buildings upon transfer. The Council does however support the progression of 'greener' options for schools and academies and this commitment has been shared by officers and the Executive Members for Children's Services and Lifelong Learning and Climate Emergency and Environment. This has included a number of presentations at the Education Excellent Partnership Board (the body make up of Trust Chief Executive Officers and senior council staff where partnership support is shared) of opportunities for grants and other initiatives for all schools and academies.

- The Lighthouse Schools Partnership are broadly in favour of the Council's draft commissioning strategy. They felt that North Somerset typically understands its responsibilities and relationship with schools well and makes every effort to establish strong relationships with providers. They made the following specific points:
 - The MAT does not feel that there is a case for an additional secondary school at Yatton. The provision of an additional primary school has already led to a gross overprovision of school places and consequent inefficient use of public funds. Any future need for secondary school places should in the first instance be addressed by negotiation with local secondary schools. As Backwell School is the local provider, this process should begin there. In response, the Local Plan looks to create in excess of 25,000 new homes and current provision alone cannot be expanded to meet this need. Many children living in the central villages in North Somerset are transported to secondary schools. The Council is also creating new schools in new housing developments as close as possible to the start of the delivery of new

homes so these new academies can become central and part of the new community. In supporting local schools for local children and reducing our carbon footprint, transporting children to schools away from where they live goes against these principles.

- The MAT has challenged the thousands of pounds spent on home to school transport against the millions of pounds of public money to build and sustain a new school. They feel large schools can be both financially efficient and high achieving. In reply, Council tax funds pay annually for home to school transport that over the 5 – 7 years of attendance at a school per cohort can also cost millions of pounds to supply. The use of government capital grants and developer contributions to create local places will enable the council's revenue allocations to be redirected on other essential council services such as social care and support the reduction in the carbon footprint generated by home to school transport routes.
 - The MAT has noted that the demographic projections forecast sharp declines in the primary school population. They ask that the council works with groups of school in MATs (and beyond MATs in clusters) to manage places provision so that where necessary schools and Trusts can plan to reduce Planned Admission Numbers to match likely demand. Where it is predictable that existing PANs would yield inefficient class sizes, the overall number of places in a cluster should be reduced. In response, the council is happy to work positively with schools and Trusts who are willing to voluntarily reduce PANs.
 - The MAT feels that where new housing development is taking place, the council should give consideration to the use of Community Infrastructure Levy as an alternative to Section 106 contributions to ensure that all developments make contributions to local services. The council should hypothecate such funds to education purposes so that existing provisions can benefit. In reply, CIL contributions are made available to cover all infrastructure needs resulting from the development and not just education requirements. Parts of the funds are distributed to town and parish councils and schools can apply to these organisations for local support. The CIL funds, as with s106, are paid to the Council to support its strategic obligations and are intended to be used to meet deficits in local provision and not cover pre-existing or condition or suitability needs. S106 for major developments has worked well for the Children's Services Directorate recently with significant funds that have created new places and, to date, have far exceeded the CIL payments made to the Council from smaller developments.
- Supportive Parents (a group that supports the parents and carers of pupils with SEND) confirmed that they feel North Somerset Council has assessed its role in school place provision correctly. They have been aware of plans for new school places but are less clear that full consideration has been given to anticipating the proportion of families moving into the developed areas who may have SEN and require/request special school places or whether any of the housing will be sufficient to meet the independent needs of young adults with complex physical needs. In reply, the projections and s106 requests do consider demand from new housing. The need to provide more homes for young adults with disabilities has been shared with those overseeing the Local Plan.

They feel it is unclear in the current Board arrangements who holds schools and MATs to account over the identification of and meeting the needs of children with SEND. Governors and Trusts may hold headteachers to account, but Governors and Trusts are not monitored or held to account other than via Ofsted. Could it be considered that someone sits on the Education Excellence Board to act as a critical friend and hold them to account if this does not already happen? In response a new post of Assistant Director, Education Partnerships has recently been approved within the Children's Services Directorate. This role of this post is to hold schools and Trust to account in relation to inclusion and act as the critical friend.

As a partner organisation they are aware of the councils work but they are not sure this is known to the general public or parents of children with SEND. It is also not clear whether this is sufficient allocation of spaces needed or when all of these places will actually be available. It would be good to see a clearer offer of local provision available on the Local Offer and the future plans. In answer to these queries, these suggestions have been shared with those overseeing the Local Offer and plans to create a page on the Local Offer website with a calendar of what new provision is expected to be on stream and when will be progressed.

- A member of the public responded but included no specific comments.

4.5 Six responses were received outside of the e.consult process from those representing organisations. Some were highlighting typographical or technical errors that have been amended. The remaining comments are summarised below. All are available for review in appendix 9.

- North Somerset Parent Carers Working Together thought the strategy overall was very positive and they appreciated some advance planning for SEND provision and additional SEND school places across North Somerset. Their only concern was that the Council was not being ambitious enough in the delivery of Inclusion Hubs within mainstream schools. They felt there should be more provision of this kind across the whole of the district. In response, the Council is working with its schools and academies and is seeking their support in the creation of Behavioural and Autistic Spectrum Disorder (ASD) Hubs in each cluster. Our first primary ASD hubs opens in September 2021 and the secondary ASD Hub will have been open for a school year by July 2021. The successes of the hubs will be reviewed. Currently there is no funding identified for the creation of extra provisions, but if the business case for the hubs shows success in educational, social and emotional outcomes, business cases for extra provisions will be developed and further facilities added as site and funding opportunities permit during the life of this draft plan.
- A 2nd response from a North Somerset Councillor sought clarification on some definitions, on plans for a Voyage Learning Campus (VLC) site in the North of the Authority and was keen to see options for a new secondary school site in Yatton being identified and secured. In response the clarifications have been provided. It is hoped that if it is possible to have hubs in each cluster, these can be supported both by the sponsor of the new Social Emotional and Mental Health (SEMH) School (Learn@MAT) and by the VLC staff. In response to the need for

sites in the north, the Council does need schools and Trusts in the north to offer their sites for this form of provision so that business cases for the capital and revenue to fund them can be developed. Officers will continue to work with colleagues in the Place Directorate to seek an appropriate site for extra secondary provision on or close to Yatton.

- Parish Council - a Parish Council considered that the Council understands its strategic role correctly. It would prefer new schools to be under Local Authority control but accepts the requirements of legislation in this regard. They are aware of some of the new places made available but felt that sharing current and new plans on the Council's website may be a useful way of providing more regular updates. Finding new SEND places should be a priority.

Clarification of principle 4 in the SEND appendix 2 has been made in response to a query from this Parish Council. It is now more explicit that schools should not treat applications from those with additional needs differently or unfairly. Principle 12 has also been updated to show that in having more local placements a closer location should allow more sustainable transport to be available. Action 7 of this appendix has also been amended to clarify that reviews of parental preferences for specialist schools will help to inform future place delivery plans when needing to meet demand for extra SEND places locally. Extra developer contributions should be sought with CIL money used to meet shortfalls in capacity in a location.

Support was provided for having new schools open at the start of the delivery of a new housing development. The concerns of the Council about the arrangements for developer contributions for providing SEND schools/places was also shared by this organisation. The Parish Council suggested that Town Councils or other partner organisations could be asked for financial contributions towards local school buildings.

The Parish Council felt that more government money to assist with the maintenance of school buildings, especially as some are old and in need of repair, is needed.

- A local special School supported the principle of local schools for local children and that long journeys to non-residential placements for pupils with SEN(D) can be not only distressing and counter-productive, but also incur significant costs to the Local Authority. Extending the provision at their school to include extra places and the possibility and the development of independent living skills is a vision of the Governing Body and would receive their support.

4.6 Four members of the public attended a virtual consultation meeting on 15 March 2021. The event included an interactive PowerPoint summary of the Commissioning Strategy to share an overview, check for any inaccuracies and answer immediate questions. During the presentation, the following points were raised:

- Officers were asked if new places project delivery priorities in the plan were weighted in any way. In response, projects would be delivered on a case by case basis, but funding would be relevant as to whether a project is deliverable, if there is developer funding, how it aligns on higher level strategies and whether it meets the Council's aspiration to be carbon neutral by 2030.

- A query was made as to whether post 16 data for non-school providers could be included with the SEND data and a request for further details about the strategies for pupils aged post 16 was made. In response it was confirmed that the document was a North Somerset one covering local schools. Data for organisations who work outside of the remit of this plan have not been included due to resource constraints.

In response to the strategies for post-16, the significant increase in Education and Health Care Plans over the recent years, and the associated demands placed on mainstream and specialist provisions, has been a catalyst in ensuring that the whole community works together to address the issues. Partnership working is progressing, following events such as the Inclusion Summit, which has as its intention earlier identification and support for children and young people both in educational settings and the community. By proactively addressing the needs of our young people and supporting our provisions to be able to meet their needs, we anticipate that for post-16 the change in SEND policy means that the students currently supported via the high needs funding will remain the same but more of these students are likely to now have an EHC plan as the LA has become better at identifying these students. Therefore, the total number of high needs places needed in post 16 is likely to remain the same.

- One attendee wanted to know whether the future Baytree places had been included in the projections as she was concerned that we still have a greater need for SEND places than those to be made available. She was keen to see how interventions for short term places may work. She also wondered if the strategy of Hubs was making a positive difference although she felt the Nailsea Hub was worth investing in. In response, the need for even greater numbers of SEND places was confirmed. The Nailsea Hub was making a significant difference to those now benefiting from its opening. The personal opinions of parents are important and enabling SEND pupils to be educated within their local community is good for them and, in being more cost effective, helps to spread the High Needs resources across more children.
- The additional work with the Voyage Learning Campus (VLC) pupils and short-term interventions to support reintegration back into mainstream schools was praised but it was suggested it could be enhanced to support other pupils and schools. An officer confirmed that enhanced primary outreach support with the aim of more staff going into schools and pupils attending the VLC was under review. Secondary pupils were also being supported with short-term VLC attendance for a term plus if required to help with targeted support for their specific needs. The work of the inclusion panel and outreach work with the SEMH school was and will help with these needs too.
- One attendee wanted to know whether this strategy would inform the Local Plan. The Local Plan has a higher rating than this document as it is a legal requirement that the Council has a Local Plan. The Children's Services are keen to ensure that those developing the Local Plan are aware of where new schools (funded by S106/CIL) are needed and where schools could benefit from new developments to generate extra children because they have a surplus of places.

4.5 Responses to the consultation were reviewed by senior managers and the Children and Young Peoples Services Policy & Scrutiny School Organisation Steering group in

May 2021. Copies are available for review by members on request. These groups were supportive of the document and of it being submitted for review and consideration by the Executive.

5. Financial Implications

- 5.1 All capital expenditure resulting from this plan will be subject to approval in accordance with the Financial Regulations 2017.

Costs

- 5.2 There are no direct financial implications as a result of the consultation of this plan.

Funding

- 5.3 The delivery of new school places is dependent on the provision of sufficient land and capital allocations appropriate to new place needs. Securing sites of sufficient size for a proposed new school and clear of physical constraints is complex. Whereas land for new primary schools can often be given as part of s106 agreements in larger developments, land for new secondary and specialist SEND provision can be more difficult to obtain as the allocation of a significant school site may not always be proportionate to the level of appropriate developer contribution. Expansions of current schools may not always be possible due to the physical constraints of their sites. In certain cases, capital to secure a school site may be needed. The cost of a site is often dependent on its perceived value and the Council has no capital fund available to purchase land for school purposes. In addition, the cost of providing the buildings needed to deliver the extra places may often exceed the funding available. Whilst compromises are made, additional resources are often needed. Delays in the delivery of schemes may be necessary whilst additional funds are secured, although delays often result in increased costs too.
- 5.4 The capital funds needed to progress all schemes contained within the commissioning strategy are not in place. Officers continue to work to secure capital allocations from developers and through external funding sources as available. For basic need schemes to create new mainstream places the council has been reliant on funding from central government. Currently our recent and current basic need allocations have been £0. Whilst we have been allocated funding to create additional SEND places, the DfE have made Council aware that this cannot be relied upon. (See risks below).
- 5.5 Capital allocations come to the Council from a range of sources including: Basic Need; s106 contributions/Community Infrastructure Levy (CIL) and Free School Bids. The Department for Education (DfE) may also allocate bespoke funding for priority areas as national priorities dictate.

Whilst the Local Authority (LA) receives a Maintenance Allocation to cover urgent health and safety and condition needs of Community and Voluntary Controlled (VC) schools, Voluntary Aided (VA) schools are supported by the Locally Coordinated Voluntary Aided Programme (LCVAP) overseen by their Diocese. All schools have ear-marked Devolved Capital paid to them to meet the improvement needs of their sites. Smaller academies/academy chains can bid for funds from the Academies

Condition Improvement Fund whilst larger academy chains qualify for School Condition Allocations.

- 5.6 The Council commissioned surveys of the Local Authority's (LA) school estate in 2020 and we are working to a 5-year programme of works for LA schools. From the autumn 2020 the initial outcomes have been shared with schools, the final visit, due to Covid restrictions and the other pressures on schools, being 25 March 2021.

As anticipated the level of need has far exceeded the funding received from the government and for this reason the school's programme has been incorporated into the wider council's Asset Strategy that had additional Council resources allocated to it. A budget for the overall Asset Strategy of £2,500,000 to include schools, leisure and depots was approved by Full Council in February 2021. A programme of works for 2021/22 and 2022/23 is in the process of being drawn up. To date, other than progressing with schemes that have needed to be delivered, either due to flooding or imminent system failure, no works have been progressed ahead of this timescale. The final programme has not yet been recommended and no decisions have yet been made.

- 5.7 Whilst the Council was granted a total basic need allocation of £31,641,935 between the 2018/19 and the 2019/20 financial years, the allocations for the 2020/21, 2021/22 and 2022/23 financial years have all been announced as £0.

Basic need is paid to support the provision of new mainstream school places, whether at academies or LA maintained schools. There is an expectation that Council's contribute c30 - 40% of their funds to each project. Council funding is rarely allocated to school projects.

6. Legal Powers and Implications

- 6.1 The School Standards and Framework Act 1998 sets out how Local Authorities should exercise their statutory duties to secure primary and secondary education to meet the needs of the population in their area. The Education and Inspection Act 2006 enhanced the role of Local Authorities, making them strategic commissioners of services with a mandate to promote high standards for all and greater choice and diversity.
- 6.2 The Education Act (EA) 1996 Section 14A, added by Section 3 of Education and Inspections Act (EIA) 2006 requires Local authorities to consider and respond appropriately to parental representations about school provision in relation to local authorities' functions under Section 14 of the Education Act 1996. Local Authorities must reasonably consider parental representations regarding the provision of schools and respond accordingly, including outlining any proposed action or, where it is considered action is not needed, to explain the reasons for this.
- 6.3 The Education Act 2011 maintains the role of Local Authorities as the strategic commissioner of services but provides greater autonomy of education provision by the encouragement of the establishment of academies, free schools, studio schools and Enterprise Colleges that are independent of the Local Authority. The Act gives Local Authorities 'a critical new role as strengthened champions of choice, securing a wide range of education options for parents and families, ensuring there are sufficient high-quality school places, co-ordinating fair admissions, promoting social

justice by supporting vulnerable children, and challenging schools which fail to improve.'

- 6.4 The Education and Inspections Act 2006 Sections 6A, 7, 9, 10 and 11, amended by Education Act 2011 section 37 and the secondary legislation - The School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007 provides guidance on the statutory process local authorities must follow when considering inviting proposals / considering proposals to establish new schools. This legislation requires local authorities to give precedence to academy proposals when they consider there is a need for a new school in their area.
- 6.5 The Childcare Act 2016, section 2 allows the Secretary of State for Education to discharge his duty to secure free childcare for qualifying pupils on English local authorities. A failure to provide pre-school places means the Council would be in breach of this duty.
- 6.6 There is a current Government expectation that within the schools' system, academy status will become the norm, although a requirement for all schools to become an academy is no longer being progressed. Where there is a need for a new school, the first choice will be a new academy or free school.

7. Climate Change and Environmental Implications

- 7.1 The Council is committed to becoming carbon neutral by 2030. Creating the right numbers of school places where pupils live can reduce the journey lengths of pupils going to and from school and assist with this commitment.

8. Risk Management

- 8.1 There is no longer a requirement to produce a School Organisation Plan. It is important, however, that the strategic plans and commissioning strategies the Council wishes to pursue in relation to its education provision planning should be shared with schools and other partners. By consulting on proposed strategies, the risk of not providing the right forms of education in the future is mitigated.
- 8.2 In expanding current schools, the Council must be mindful not to compromise the facilities available to pupils prior to the expansion. This is to ensure that the accommodation available to pupils is not unduly affected and that infrastructure upgrades such as utilities and adequate group spaces are appropriate to the future needs of the school after development. Such changes require significant capital resources.
- 8.3 There is a significant risk that the capital funds needed to progress all the schemes contained within the commissioning strategy will not be found. School schemes need to be assessed against other council priorities. Officers continue to work to secure capital allocations from developers and through external funding sources as available, but often these do not cover the full cost of a project. Compromises need to be sought, but with increased costs to meet green agenda and other new planning

requirements, there is a risk that some schemes will not be affordable, and pupils will need to be transported to other schools both inside and outside the district.

- 8.4 Local schools in areas where a decline in pupil numbers would prefer the Council to defer the provision of new schools whilst they have significant surplus places. This works against the principles of local schools for local children and a reduction in our carbon footprint. Officers should support new developments in areas where there is current capacity to support the sustainability of these schools.

9. Equality Implications

- 9.1 The strategies within the Education Provision in North Somerset ~ A Commissioning Strategy 2018 – 2021 document provide for the need within North Somerset to providing genuine learning experiences for all children and young people 0 – 25 (pre-schools; schools/academies/post-16/vulnerable learners).

Individual EIAs are undertaken for projects at the time of implementation.

- 9.2 In undertaking the Education Provision in North Somerset ~ A Commissioning Strategy 2021 – 2024 consultation, consultees were asked in they had any equality concerns in respect of public sector equality duties. Under section 149 of the Equality Act 2010 the School has the following public sector equality duties:

- I. Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Act.
- II. Advance equality of opportunity between people who share a protected characteristic and those who do not.
- III. Foster good relations between people who share a protected characteristic and those who do not.

In response, whilst specifically asked, no public sector equality concerns were raised at the Virtual Public Consultation event on 15 March 2021.

Of the eleven e.consult responses, eight had no concerns, two had no view and one had a concern. The concern was that ' the proposed strategy is not inclusive and goes against the equality act. Whilst there are good recommendations it is somewhat short sighted and as such fails to be inclusive of the' . (The rest of the comment is missing due to the system's word count restrictions. No further email was received as suggested within the forms completion guidance). Regrettably the responder did not indicate who they were and who they were presenting.

10. Corporate Implications

- 10.1 The draft Education Provision in North Somerset ~ A Commissioning Strategy 2021 – 2024 (once agreed) will be the new Children's Services policy base for mainstream schools and SEND strategic place decisions. The Council has a duty to undertake a review of provision to ensure that the best possible long-term educational outcomes

can be achieved for children and young people and that local resources are used effectively across the whole of the Council's area.

10.2 In delivery the strategy will contribute to the Council's aims of:

- A thriving and sustainable place – having good local schools makes living in North Somerset an attractive place to live for those families who are seeking local school places. Having a local school will also contribute to the Council's aims to be carbon neutral by 2030
- A council which empowers and cares about people – working in partnership with our school partners we can support children to achieve their full potential
- An open and enabling organisation – securing new schools and working with our partners we can manage our resources and work with these partners to deliver the best outcome for local residents.

11. Other Options Considered

11.1 To not have a plan and rely on meeting reactive needs across North Somerset.

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Member of the National EBD OG Executive Committee

Appendices:

- Appendix 1 – Draft Education Provision in North Somerset - A Commissioning Strategy 2021 – 2024
- Appendix 2 – Appendix 1 ~ Part 1 Cluster Data
- Appendix 3 – Appendix 1 ~ Part 2 Cluster Plans - Actions and Reviews
- Appendix 4 – Appendix 2~ SEND Strategy
- Appendix 5 – Append 3 ~ Place Planning & Developer Contributions
- Appendix 6 – Addendum to Appendix 3 ~ New School Scoring Matrix
- Appendix 7 – Appendix 4 – Capital Funding Strategy
- Appendix 8 – e.consult and emailed responses

Background Papers:

Education provision in North Somerset – A Commissioning Strategy 2018 – 2021
<https://www.n-somerset.gov.uk/sites/default/files/2020->

[03/education%20provision%20in%20North%20Somerset%20-%20a%20commissioning%20strategy.pdf](#)

DRAFT v2

Education Provision in North Somerset

A Commissioning Strategy

2021 - 2024

DRAFT

FOREWORD

Dear Stakeholder

Thank you for taking the time to look at our latest ~~draft~~ Education Provision in North Somerset ~ A Commissioning Strategy 2021 - 2024 school place delivery plan. It provides an overview of the Council's strategic priorities for the delivery of school places across the area of North Somerset between September 2021 and August 2024. We are committed to working with the schools, academies and Multi-Academy Trusts serving North Somerset, with the Diocese of Clifton and the Diocese of Bath & Wells, with early years private, voluntary and independent organisations, other education stakeholders, parent representative groups and with the Department for Education (DfE) and Regional Schools' Commissioner to deliver the right numbers of school places in the right locations to meet the needs of the district's children. As Corporate Parents working with different commissioners, we all have a duty to ensure that our children and young people have the best education possible. Not all of our decisions will be popular or easy, but we have a shared aspiration to meet the needs of our local communities to enable all children and young people to be able to access provision as local to their home as appropriate, and to reach their academic potential so they can be ready for the world of employment.

Schools, academies and other educational settings have a major impact on the lives of the pupils they serve. They also make a significant contribution to achieving the Council's key priorities that are laid out in North Somerset's Corporate Plan.

OUR VISION An open, fairer, greener North Somerset



Our priorities

A thriving and sustainable place

- A great place for people to live, work and visit
- Welcoming, safe and clean neighbourhoods
- To be a carbon neutral council and area by 2030
- A transport network which promotes active, accessible and low carbon travel
- An attractive and vibrant place for business investment and sustainable growth
- A broad range of new homes to meet our growing need, with an emphasis on quality and affordability

A council which empowers and cares about people

- A commitment to protect the most vulnerable people in our communities
- An approach which enables young people and adults to lead independent and fulfilling lives
- A focus on tackling inequalities and improving outcomes
- Partnerships which enhance skills, learning and employment opportunities
- A collaborative way of working with partners and families to support children achieve their full potential

An open and enabling organisation

- Engage with and empower our communities
- Empower our staff and encourage continuous improvement and innovation
- Manage our resources and invest wisely
- Embrace new and emerging technology
- Make the best use of our data and information
- Provide professional, efficient and effective services
- Collaborate with partners to deliver the best outcomes

Our values



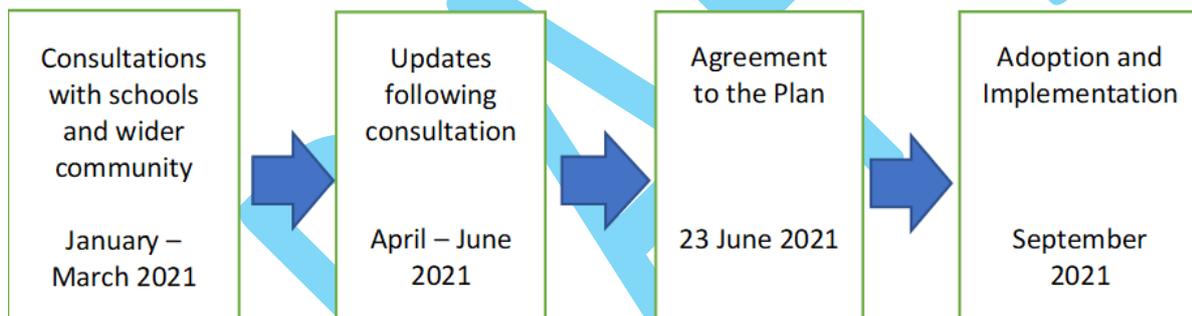
North Somerset's Children's Services will continue to focus on its three core responsibilities of:

- Ensuring every child has a school place
- Ensuring the needs of vulnerable pupils are met
- Acting as champion for parents and families

and it remains committed to working with all local education providers sharing the principles of:

- Children and young people first
- High expectations for every child and young person
- Outcomes (not methods)
- Supported autonomy
- Responsiveness to need and performance

In working to achieve consensus with our plans, we ~~have~~ ~~will~~ worked ~~ed~~ through the following stages (approval permitting):



This ~~draft plan for consultation will, once agreed,~~ covers the period 1 September 2021– 31 August 2024.

We look forward to working with you for the benefit of our children and young people.

Sheila Smith
Director of Children's Services

Councillor Catherine Gibbons
Executive Member for Children's Services and Lifelong Learning

CONSULTATION

This plan ~~has been~~ ~~will be~~ circulated for consideration by the following groups:

- Schools/Partners/Governors
- ~~School Youth Councils~~
- Members via the Children and Young Peoples' Services (CYPS) Policy and Scrutiny Panel and Members Briefing Sheet
- Strategic Schools Forum
- Primary Heads' Association of North Somerset (PHANS)/Secondary Heads in North Somerset (SHINS)/ Heads' Association of North Somerset (HANS)/Special Heads of North Somerset (SENS)/School Cluster Groups
- Education Excellence Partnership Board (EEPB)
- Heads and Chairs Briefing Forum
- ~~Governors Association of North Somerset (GANS) – this organisation no longer exists~~
- Regional Schools' Commissioner
- Council's Corporate Management Team
- Development and Environment (D&E) Directorate's Senior Leadership Team
- Diocese of Bath and Wells, Diocese of Clifton and the Methodist Group
- Academy Partners via their Multi-Academy Trust (MAT) Trust Boards
- Early Years Partners
- Special Educational Needs and Disabilities (SEND) Board
- Springboard
- North Somerset Parent Carers Working Together
- Local Further and Higher Education Partners
- Members of the public and other stakeholders via e.consult
- Town and Parish Council's

~~Regrettably it was not possible to share the draft strategy with School Councils during the consultation period as schools were semi-open as part of the Covid lock-down arrangements and were operating parallel teaching of pupils at home and in school for some of the consultation period/overseeing the return of all pupils to school. Adding additional pressures onto students and schools at this time was not considered appropriate.~~

~~**The consultation will run from 22 February 2021 – 5 April 2021** and views will be gathered, via virtual information events and discussions with Members, officers, schools and governors as required. The draft strategy will also be included on the Council's public consultation website – e.consult. E.consult enables council consultations to be available to the wider public. It automatically signposts those who have expressed an interest in education matters to its availability.~~

~~We are offering an opportunity for anyone who wants to ask us questions about this consultation to register for one of the following virtual Teams meetings:-~~

- ~~• Thursday 11 March 2021 between 11:00 and 12:00~~
- ~~• Monday 15 March 2021 between 18:00 and 19:00~~

~~If you would like to attend one of these events, please email your details to School.Organisation@n-somerset.gov.uk. Whilst we are happy for you to share information about these meetings with others, please can we ask all attendees to contact us directly if you wish to be admitted to the meeting. Please do not share your personal invitation once received as we need to know your details to admit you to the event.~~

DRAFT

DRAFT EDUCATION COMMISSIONING STRATEGY

2021 - 2024

1. INTRODUCTION AND CONTEXT

1.1 Purpose of the Plan

- 1.1.1 ~~The This-draft~~ Education Provision in North Somerset – A Commissioning Strategy 2021 – 2024 is the Council’s School Organisation Plan. Its main purpose is to outline the Local Authority’s delivery plans when carrying out its strategic duty to deliver sufficient school places. It details how the Council will ensure that every child aged 4 – 16 (and those aged 16 – 19 in school sixth forms) will have access to a local school place in the 2021/22, 2022/23 and 2023/24 school years. The plans needs to meet the needs of a growing population due to new housing in some areas; oversee increases in secondary places due to larger numbers of junior aged pupils who will be transferring to secondary education as a result of increases in primary school places and previous residential growth; and manage a potential reduction in demand in other areas due to a fall in birth rates that may affect the numbers of pupils starting school for the first time in areas without significant new residential developments.

The draft plan provides the underpinning principles and procedures the Council will follow when working with schools and other partners. It provides a strategic overview of school place needs in North Somerset as part of the Council’s wider role to provide leadership of education and economic development and to be the local ‘Children’s Champion’. It is a Local Authority Plan that builds on the principles outlined in North Somerset’s Corporate Plan 2020 -2024 - https://www.n-somerset.gov.uk/sites/default/files/2020-03/Corporate%20Plan%202020-2024_0.pdf and previous Education Commissioning Strategies - <https://www.n-somerset.gov.uk/sites/default/files/2020-03/education%20provision%20in%20North%20Somerset%20-%20a%20commissioning%20strategy.pdf>

- 1.1.2 North Somerset Council has a duty to secure sufficient suitable education opportunities to meet the reasonable needs of all young people in their area. It does not have a duty to provide these facilities exclusively. In addition to covering the Council’s statutory duty to secure sufficient places for pupils in mainstream school-based education aged 4-19, the plan also outlines plans for those of statutory school age (4 - 19) and aged 19 - 25 who have a learning difficulty assessment. It does not include the commissioning of post-16 education specifically unless within an 11- 19 school/academy.

The Council is supportive of the potential opportunities that Higher Education provided by Weston College and other nearby universities can add to

education across North Somerset and sees this as a key contributor to its economic vision.

1.1.3 The Council is committed to working closely with its partners to shape provision in the area by identifying gaps, enabling new provision, supporting developments with existing providers and developing the market. These partners currently include all maintained schools and the following Multi-Academy Trusts with a school(s) within North Somerset:

- The Cabot Learning Federation (CLF)
- The Cathedral Schools Trust (CST)
- The Lighthouse Schools Partnership (LSP)
- Educate Together (ET)
- The Clevedon Learning Trust (CLT)
- Kaleidoscope
- Extend Learning Academies Network (ELAN)
- The Priory Learning Trust (PLT)
- Bath & Wells Multi-Academy Trust
- Midsomer Norton Schools' Partnership
- Wessex Learning Trust

and Weston College, the Regional Schools' Commissioner (RSC) and her officers, the Department for Education (DfE), Early Years providers, Springboard Opportunity Group, the West of England Learning Enterprise Partnership (WoE LEP), North Somerset Parent Carers Working Together, Diocese of Bath & Wells and Diocese of Clifton, the Methodist Ministry and local Baptist churches and providers in the voluntary sector.

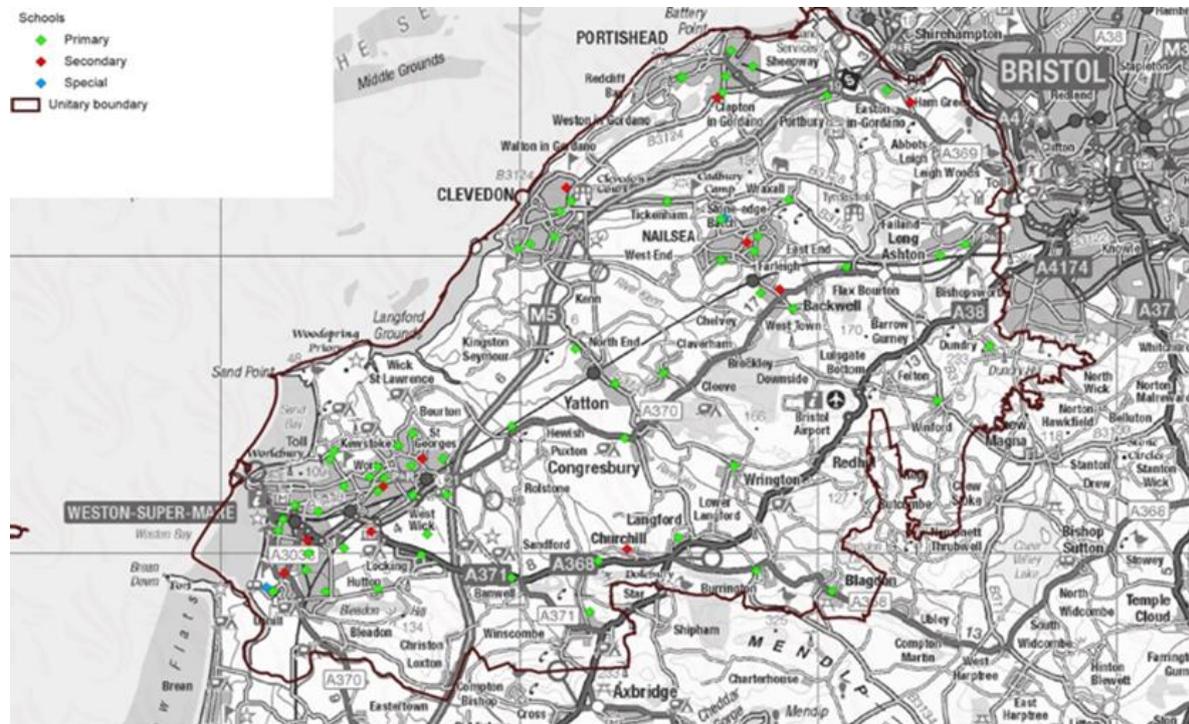
New Multi-Academy Trusts partners with a school(s) within North Somerset in the future will include:

- Learn@MAT

The Council, as Corporate Parents, will work with our different commissioners to ensure that our children and young people have the best education possible.

1.2 Overview of North Somerset – including district future needs

1.2.1 The map below shows the administrative boundary of North Somerset, the main settlement areas and primary and secondary schools and academies as at September 2020.



Scale bar, N↑ © Crown copyright and database rights 2020 Ordnance Survey 100023397, you are not permitted to copy, sub-license, distribute or sell any of this data to third parties in any form

1.2.2 North Somerset covers an area of around 374.7km², (145 square miles) with a population of 213,919 (2018 Office of National Statistics Population Estimate). It lies south west of Bristol, abutting the city boundary to the north and east. The Severn estuary coast to the west and the Mendip Hills in the south. There is a varied landscape with coastal and rural, international and national designations such as Sites of Special Scientific Interest and the Mendip Hills Area of Outstanding Natural Beauty.

1.2.3 North Somerset's primary town is Weston-Super-Mare. It accounts for just under 40% of North Somerset's population, which along with Clevedon (11%) and Portishead (12%) are located on the coast. The other main population centre of Nailsea (8%) is located on the outer edge of the Green Belt approximately seven miles from Bristol.

North Somerset's economy, travel patterns and leisure and retail patterns are heavily influenced by its proximity to Bristol and easy access to the M5 motorway. Each of the four main towns has a high level of out-commuting to Bristol and its north fringe by private car with low public transport use (less than half the national average). Most villages are also within commuting

distance of Bristol and therefore to varying degrees have a significant dormitory role. The Council's transport policies that seek to overcome these problems are set out in the Joint Local Transport Plan 4 (JLTP4) <https://travelwest.info/app/uploads/2020/05/JLTP4-Adopted-Joint-Local-Transport-Plan-4.pdf> These policies are about to be strengthened in the light of the Council's declaration of Climate Emergency in JLTP5, which the Council has begun to develop and will be consulting upon in due course. The relationship between homes and jobs and education is critical in seeking to reduce out-commuting and the need to travel. The Council's existing land-use policies are set out in the Core Strategy <https://www.n-somerset.gov.uk/sites/default/files/2020-07/core%20strategy.pdf> These policies are about to be strengthened in the light of the Council's declaration of Climate Emergency in the new Local Plan, which the Council has recently consulted upon and will continue to develop in 2021.

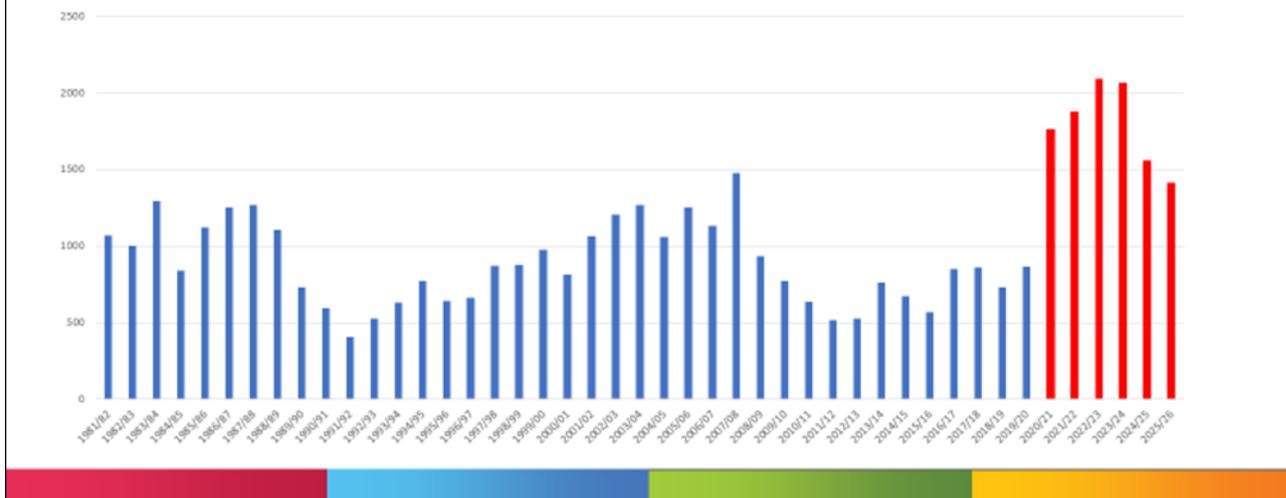
In 2019 the average gross annual pay for full time employees working in North Somerset was £32,424. Currently average earnings for employees across the South West are £33,543 per annum. The average full-time gross pay for the residents of North Somerset in 2019 was £36,411, this is lower than the average figure for England and Wales which was £37,859. North Somerset has a high percentage of older people (23% as opposed to 18.5% nationally in 2019, Office of National Statistics Mid-Year Population Estimates). It is a generally prosperous area but has pockets of deprivation and crime particularly in central areas of Weston-Super-Mare. There are serious housing affordability issues with affordable housing completions falling well below the required amount.

- 1.2.4 North Somerset contains two regionally important facilities: Bristol Airport located on the A38 some 4.5 miles from the edge of Bristol, and the deep-sea port of Royal Portbury Dock located at the mouth of the River Avon.
- 1.2.5 The area is due to see considerable housing growth. This will exceed previous increases year on year in the housing supply as shown below.

Housing delivery and future requirement



Actual housing completions and anticipated future delivery



1.2.6 North Somerset was successful in a bid to Homes England (The Homes Infrastructure Bid (HIF)) in November 2019. The bid comprises a new second secondary school site for Winterstoke Hundred Academy at Parklands Village in Weston, and the delivery of a Banwell bypass (including land assembly), utilities upgrades and flood mitigation.

The HIF bid proposed the delivery of 7,557 home. 4,482 of these dwellings are located at the Weston Villages. These are sites that are at an advanced stage, with planning policies, Outline Planning Consents and site infrastructure in place. In some cases, early phases of housing have been delivered, although those phases are excluded from the HIF housing numbers.

Modelling work on the student numbers arising from the Weston Villages has demonstrated a need for additional secondary school places from 2023/2024 onwards. As the Winterstoke Hundred Academy should not be filled immediately with Weston Villages students, it will also provide some capacity for students from other nearby developments. Delivery of all homes at Weston Villages will take place from 2020 - 2026.

The specific numbers and locations of the remaining 3,075 homes in the HIF bid will be subject to the North Somerset Local Plan process, but no significant further dwelling developments can come forward along this corridor until the Banwell bypass is in place to mitigate the impacts of the Weston Villages developments. The route also provides direct access to potential housing locations being promoted by landowners and developers through the Local Plan process, which are otherwise landlocked and inaccessible. Delivery, subject to the above, will take place from 2024 – 2033.

Table 1 below provides detailed progress on each of the individual sites as at July 2020:

Table 1: Ownerships and progress at sites at Weston Villages:

Site	Dwellings	Landowner	Developer	Allocation	Land assembly	Outline planning	First Reserved Matter
Haywood Village	1,650	Persimmon Homes	Persimmon Homes	Complete	Complete	Secured 17/01/2018	Secured 19/07/2020
Parklands Village: Locking Parklands:	1,032 *	Homes England	St. Modwen	Complete	Complete	Secured 17/07/2015	Secured 15/04/2016
Parklands Village: Mead Fields (masterplan)	1,150	Mead Realisations	Taylor Wimpey / Bellway Homes	Complete	Complete	Secured 08/04/2015	Secured 20/09/2018
Parklands Village: Mead Fields (extension)	250	Mead Realisations	Taylor Wimpey / Bellway Homes	Complete	Complete	Secured 27/10/2017	Secured 27/12/2018
Parklands Village: Moss Land:	300	St. Modwen	St. Modwen	Complete	Complete	Secured 17/01/2018	Secured 07/01/2020
Parklands Village: residual (i)	36	Homes England	St. Modwen	Complete	Complete	N/a	Full consent secured 01/04/2019
Parklands Village: residual (ii)	64	Homes England	St. Modwen	Complete	Complete	Expected 2021	Expected 2022

* Planning consent is for 1,200 homes but only 1,032 are HIF-enabled.

A planning application for the residual 64 homes is expected within the next year in relation to the Homes England / St. Modwen site. This development site includes a 9ha area that was previously envisaged to be used for an indoor skiing centre alongside commercial/retail uses, a proposal which is no longer being progressed. Homes England/St. Modwen are known to be reviewing their masterplan for this area and it is expected that a planning application / amendment will be received later in ~~2020~~2021. Given the size of the plot, it is likely this will include in excess of the 64 residual dwellings originally identified in the HIF bid.

1.2.7 The Council's current development plan sets out a requirement for 20,985 new homes to be built by 2026. The Site Allocations Plan was adopted in April 2018 and this document allocated enough sites to meet the requirement, as set out in the table below.

Location	Total sites identified in Site Allocations Plan	Built by 2017	Residual at 2017
Developments identified in the North Somerset Site Allocations Plan (SAP)			
Weston Villages	6,500	835	5,665
Weston urban area	6,479	3,096	3,383
Portishead	3,421	2,878	543
Clevedon	768	401	367
Nailsea	1,267	203	1,064
Service villages	2,412	784	1,628
Other areas	1,438	650	788
Total	22,285	8,847	13,438

Work has now commenced within the council to produce a new Local Plan, which will cover the fifteen-year period from 2023 to 2038. ~~Plan preparation is ongoing, and as such no specific locations for the growth that will be required during this period have been confirmed.~~ A consultation on how the housing growth should be broadly distributed was held from November-December 2020 within the Choices for the Future consultation. Following this consultation a report was taken to the councils Executive Committee in April 2021 which set out a spatial strategy for further testing and assessment to inform the Consultation Draft of the plan which, and a draft plan will be prepared and developed in 2021 with a consultation at the end of the year.

Review: ~~Were you aware of the above plans and do you have any comments to make about their delivery in relation to school place planning?~~

1.3 Current schools and wider People and Communities Support and Partnerships

- 1.3.1 As at 1 September 2020 there were 78 state-maintained schools/academies in North Somerset. The January 2020 census confirmed schools are delivering education to approximately 30,408 pupils. Winterstoke Hundred Academy – a new secondary school – opened on 1 September 2020, replacing the North Somerset Enterprise Technology College that closed in July 2019.

The Council has a statutory duty to provide every child in North Somerset with an education. The latest range of school provision as at ~~February-May~~ 2021 is given below:

Maintained Schools (17)	Academies (61)
<p>Community Primary Banwell Primary School* Golden Valley Primary School Kewstoke Primary School Sandford Primary School* Winscombe Primary School*</p> <p>VC Primary Churchill C of E Primary School St Andrew's Primary School Wrington C of E Primary School</p> <p>VA Primary Burrington C of E VA Primary School Corpus Christi Catholic Primary School St Francis Catholic Primary School St Joseph's Catholic Primary School Worlebury St Paul's C of E VA Primary School</p> <p>Special Baytree School Ravenswood School Voyage Learning Campus Westhaven School</p>	<p>Primary All Saints East Clevedon C of E Primary School Ashcombe Primary School Backwell C of E Junior School Becket Primary School Birdwell Primary School Blagdon Primary School Bournville Primary School Castle Batch Community Primary School Christ Church C of E Primary School Court-de-Wyck Church School Crockerne C of E Primary School Dundry C of E Primary School Flax Bourton C of E Primary School Grove Junior School Hannah More Infant School Haywood Village Academy Herons' Moor Academy High Down Infant School High Down Junior School Hutton C of E Primary School Kingshill Church School Locking Primary School Mary Elton Primary School Mead Vale Community Primary School Mendip Green Primary School Milton Park Primary School Northleaze C of E Primary School Oldmixon Primary School Parklands Educate Together Primary Portishead Primary School St Anne's Church Academy St Georges Church School St John the Evangelist Church School St Mark's Ecumenical Anglican/Methodist Primary School St Martin's C of E Primary School St Mary's C of E VA Primary School St Nicholas Chantry C of E VC Primary School St Peter's C of E Primary School Tickenham C of E Primary School</p>

	Trinity Anglican Methodist Primary School Uphill Primary Academy Walliscote Primary School West Leigh Infant School Windwhistle Primary School Winford C of E Primary School Worle Village Primary School Wraxall C of E VA Primary School Yeo Moor Primary School Yatton C of E Junior School Yatton Infant School Secondary Backwell School Broadoak Academy Churchill Academy and Sixth Form Clevedon School Gordano School Hans Price Academy Nailsea School Priory Community School Academy St Katherine's School Winterstoke Hundred Academy Worle Community School Academy
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The schools with * have indicated that they hope to join a MAT in the 2021/22 school year.

[The Secretary of State for Education has entered into a Funding Agreement with the Clevedon Learning Trust and Chestnut Park Primary School will open in North End Yatton on 1 September 2021.](#)

1.3.2 Most academy schools work within the following Academy Trusts. The list below is as at October 2020 and is subject to further change as schools transfer and partnerships develop:

Academy Trust	Conversion Date
The Bath and Wells Diocesan Academies Trust	
Court-de-Wyck Church School	01/12/2015
Kingshill Church School	01/04/2013
St Georges Church School	01/09/2016
St John the Evangelist Church School	01/07/2016

St Mark's Ecumenical Anglican/Methodist Primary School	01/09/2016
Trinity Anglican Methodist Primary School	01/03/2016
Cabot Learning Federation	
Broadoak Academy	01/07/2019
Haywood Village Academy	01/09/2016
Hans Price Academy	01/05/2011
Hérons' Moor Primary	01/19/2019
Uphill Primary Academy	01/10/2020
Winterstoke Hundred Academy (from the NSETC)	01/07/2019
Clevedon Learning Trust	
Clevedon School	01/02/2012
All Saints C of E Primary	01/04/2019
Mary Elton Primary School	01/04/2017
St Nicholas Chantry C of E VC Primary School	01/02/2018
Tickenham C of E Primary School	01/01/2015
Yeo Moor Primary School	01/01/2015
Educate Together	
Parklands Educate Together Primary School	01/09/2018
Extend Learning Academies Network (ELAN)	
Bournville Primary School	01/10/2017
Locking Primary School	01/10/2017
Mead Vale Primary	01/02/2018
Mendip Green Primary	01/09/2018
Milton Park Primary School	01/10/2017
Oldmixon Primary School	01/10/2017
Walliscote Primary School	01/10/2017
Windwhistle Primary School	01/10/2017
Cathedral Schools Trust	
St Katherine's School	01/01/2019
Kaleidoscope	
Ashcombe Primary School	01/09/2017
Becket Primary School	01/09/2017
Crockerne C of E Primary School	01/09/2017
Christ Church C of E Primary School	01/09/2017
Hutton C of E Primary School	01/09/2018
St Martin's C of E Primary School	01/09/2017
Worle Village Primary School	01/09/2017
Lighthouse Schools Partnership	
<u>Portishead Hub</u>	
Gordano School	01/07/2011
High Down Infant School	01/09/2016
High Down Junior School	01/09/2016
Portishead Primary School	01/09/2016
St Mary's C of E VA Primary School	01/09/2016
St Peter's C of E Primary School	01/09/2016
Wraxall C of E Primary School	01/07/2018

<u>Backwell Hub</u>	01/01/2018
Backwell School	01/02/2018
Backwell C of E Junior School	01/10/2019
Blagdon Primary	01/10/2018
Flax Bourton C of E Primary	01/02/2018
Northleaze C of E Primary School	01/02/2018
West Leigh Infant School	01/03/2018
Grove Junior School	01/03/2018
Hannah More Infant School	01/03/2018
Yatton C of E Junior School	01/03/2018
Yatton Infant School	01/03/2018
Midsomer Norton Partnership Trust	
Dundry C of E Primary School	01/09/2015
The Priory Learning Trust	
Priory Community School Academy	18/08/2011
Worle Community School Academy	01/03/2017
Castle Batch Community Primary School	01/04/2018
St Anne's Church Academy	01/04/2018
Wessex Academy Trust	
Nailsea School	01/01/2021

The following schools remain as Single Academy Trusts:

Single Academy Trusts	
Birdwell Primary School	01/04/2013
Churchill Academy and Sixth Form	01/08/2011

1.3.3 North Somerset has three special schools and three Resource Bases attached to mainstream schools.

To qualify for a place in one of these specialist provisions, pupils must have an educational placement named in their Education, Health & Care Plan (EHCP) at an establishment which is not a mainstream primary or secondary school. This included special schools operated by the Local Authority and provision purchased directly from other education providers.

Name of School	Age Range	Planned Places	Descriptor	School census data Jan 2021
Baytree School	3–19	72	Severe and Profound Learning Difficulties	7572
Ravenswood School	3–19	112 – 119	Complex and Severe Learning Difficulties	125127
Westhaven School	7–16	156	Complex Learning Difficulties	184
Mendip Green Primary School	4-8*	11	Hearing Impaired/ Communication	1211
Castle Batch Community Primary School	4-11	20	Speech and Language	1216
Nailsea ASD	11 - 16	10	High functioning pupils with Autism	89
Weston College	14-25	448	General FE Provider – with specialist provision for: <ul style="list-style-type: none"> • Profound and Complex Learning Difficulties • Complex and Severe Learning Difficulties • Complex Learning Difficulties • Deaf and Hard of Hearing • Visual Impairment • Speech and Language • Autism • Behaviour, Emotional and Social Difficulties • Mental Health • Other (Ranges of specific learning difficulties, physical impairment medical conditions, etc.) 	515521 (411 x age 16-18) (104 x age 19–25)

1.3.4 The Voyage Learning Campus is an Alternative Provision school that provides for pupils for years 1 – 11 across two sites. Its supports schools in meeting the needs of pupils with social, emotional and behavioural difficulties.

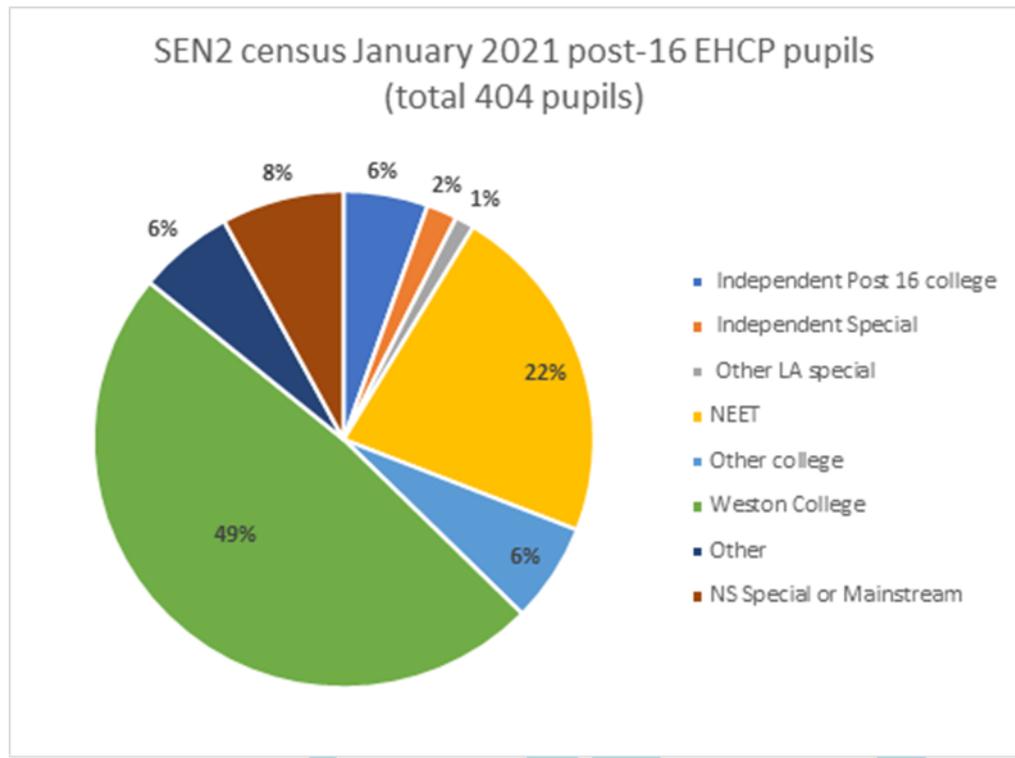
Alternative Provision is education provided when children are otherwise out of school. This included pupil referral units, hospital school or other forms of provision accessed via the local authority or directly by schools to deliver the statutory duty to provide education for such pupils.

As at September 2021~~0~~, the service is available as follows:

<p>Tuition Service</p> <p>Voyage Learning Campus</p>	<p>PRU provision on VLC roll</p> <p>Mostly PEX</p> <p>Voyage Learning Campus</p>
<p>Number of places: 25 <u>FTE (more than 25 pupils are supported, attending on a p-t basis)</u></p> <ul style="list-style-type: none"> Year 3 to Year 11 <p>Transport funded if required</p>	<p>Number of commissioned places: 80</p> <ul style="list-style-type: none"> KS1/KS2 and Year 7: <u>320 places (10 PEX and 20 outreach support @: Milton, Weston</u> Years 8-11: <u>560 places (40 PEX; 10 outreach support) @ Oldmixon, Weston</u> <p>Transport funded if required</p>

The VLC is also commissioned to provide tuition to those pupils unable to attend school on medical grounds.

1.3.5 As at January 2021 404 pupils with SEND attended post-16 provisions as shown below:



The largest provider of local post-16 provision for young people with SEND in North Somerset is Weston College, where high quality SEND programmes of study are provided and young people benefit from a well-developed infrastructure of support and effective inclusive curriculum design.

Increases in EHCPs for pupils in primary and secondary-aged education ~~could will also~~ have an impact on the demand for post-16 places. The significant increase in ECHPs recently and the associated demands placed on mainstream and specialist provisions has been a catalyst in ensuring that the whole community works together to address these needs. Partnership working is progressing, following events such as the Inclusion Summit in November 2020 which has, as its intention, earlier identification and support for children and young people both in educational settings and in the community. By proactively addressing the needs of our young people and supporting our provisions to be able to meet their needs whilst they are of compulsory school age, we anticipate that these strategies should provide the right support to enable many students to move into employment or access further or higher education without the need for extra assistance.

It is our expectation that the total number of high needs places needed post 16 is not likely to increase by the same percentages.

1.3.6 Weston College continues to innovative learning support programmes, through its empowerment-based specialist support model, which promotes a whole-organisation, sustainable approach to inclusive practice. Dynamic, intensive individualised support programmes are delivered by highly qualified

SEND practitioners that challenge and enable learners to develop sustainable, transferable skills and strategies to progress onto higher level course, employment or independent living. Simultaneously the specialist staff collaborate with the teachers to develop the skills and knowledge needed to deliver inclusive learning within the classroom, addressing the learner's needs, aspirations and vocational focus. Learners work with the specialist staff to develop strategies to accommodate their differences and inform others how they learn most effectively. The Specialist areas include:-

- Autism which includes Weston Bay Residential Training Facility
- Social and Emotional Mental Health (SEMH) and Developmental Trauma
- Mental Health and Well-being
- Specific Learning Difficulties
- Visual Impairments
- Deaf and Hard of Hearing
- Speech and Language Therapy
- Positive Behaviour Management
- Assistive Technology
- Sensory Learning Base for Profound and Moderate Learning Difficulties (PMLD)

This is recognised locally and nationally as outstanding and has received many national, regional and local accolades including that of a Centre for Excellence in SEND. This is an unusually comprehensive offer at the FE stage and meets the range of needs identified in North Somerset. Where students are placed outside the area at post-16, this is generally as a result of requiring specialist residential care alongside learning.

The delivery model at Weston College includes both a range of specialist programmes and support to access the mainstream curriculum robust Initial Needs Assessment process which builds on links established and collaborative working with schools, specialist providers and other key agencies. This ensures effective and seamless transition for students and their families and to ensure that planning for progression into and beyond college is considered as part of the Education, Health and Care Plan (EHCP) review process where appropriate.

The college is highly committed to supporting the Pathways to Adulthood approach, working with students to ensure they are accessing support to develop their skills to ensure they reach an optimum level of independence as young adults. This includes support for living independently, finding work or progression to further education opportunities. The college works effectively with the Local Authority in ensuring young people access appropriate support when needed.

At the time of writing this ~~draft~~ strategy Weston College is providing support for 480 High Needs Learners and 197 of these with an Education, Health and Care Plans living in North Somerset, representing 69% of this group. On this basis, the college is the single biggest SEND post-16 provider currently.

Weston College 197
North Somerset Special Schools 26
Other FE colleges/Specialist Provision 53

While post-16 provision at Weston College is not directly commissioned by North Somerset Council, it is essential that it has appropriate synergy and is aligned synchronously to develop and support children and young people with SEND as they move through the system. On this basis, our partnership and joint working with the college is recognised as being of key strategic importance. Weston College is a partner in our SEND Programme Board which develops responses to changing needs and challenges across the sector. Further consideration of the sufficiency, range and suitability of post-16 provision will be part of the board's work plan during 2021 to 2024. The projections developed for the Specialist Provision Review will be refined and refreshed as part of the development of future editions of this Education Commissioning Strategy.

1.3.76 Mainstream post-16 provision in Weston-Super-Mare continues to be mainly provided by Weston College with Winterstoke Hundred Academy offering a phased opening of 6th form facilities to year 12 pupils from 1 September 2020. The 6 academies across the region outside of Weston super Mare (Backwell School, Churchill Academy and Sixth Form; Clevedon School, Gordano School, Nailsea School and St Katherine's School), all offer a range a 6th form studies. Baytree School, Ravenswood School and Westhaven School (Special Schools) and Weston College are the main providers of post-16 studies for pupils with SEND.

1.3.87 The responsibility for a child's education rests with their parents. In England, education is compulsory, but school is not. The latest guidance on Elective Home Education (EHE) was published by the DfE in April 2019 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/791528/EHE_guidance_for_parentsafterconsultationv2.2.pdf

Parents have a right to educate their children at home. Section 7 of the Education Act 1996 provides that: "The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable -

- (a) to his age, ability and aptitude, and
- (b) to any special educational needs he may have either by regular attendance at school or otherwise."

This means that the responsibility for children's education rests with their parents. In England, education is compulsory, but – despite the phrase 'child of compulsory school age' quoted above – going to school is not. State-funded education is made available for all children of compulsory school age whose parents request it, and every child should be in school or receiving alternative provision made by the local authority or the child's school, unless parents themselves can make suitable arrangements. If parents do educate

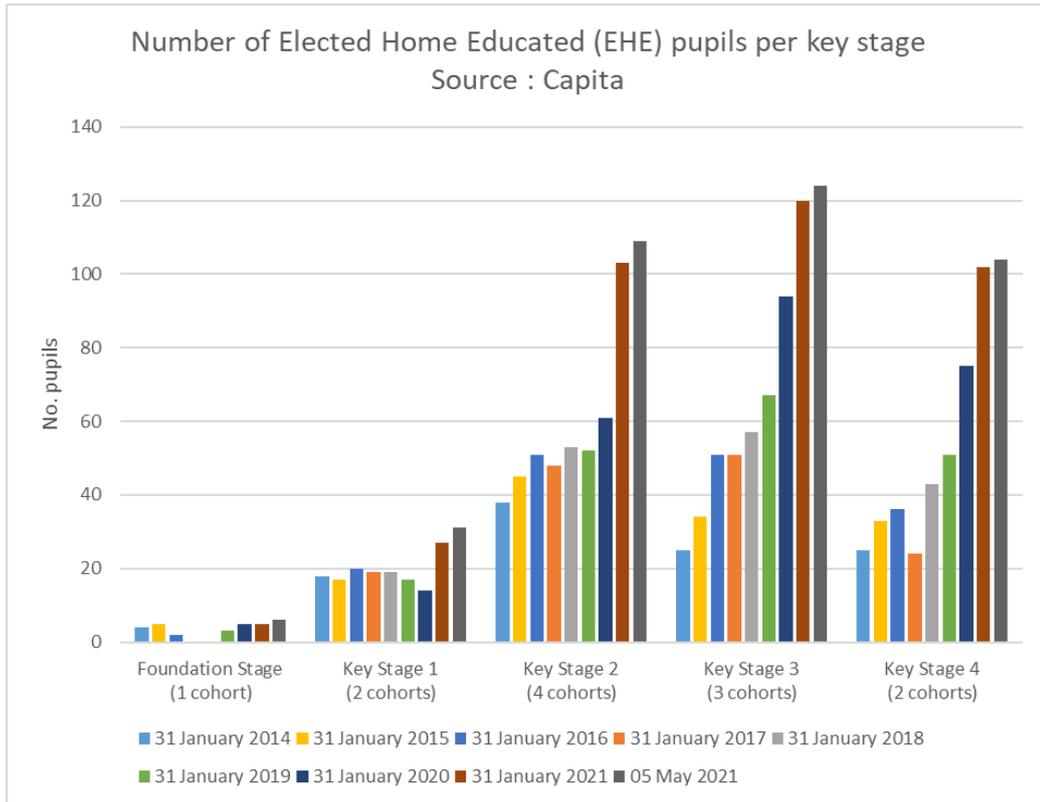
children at home, section 7 means that the child should be getting an efficient, suitable full-time education.

There are no specific legal requirements as to the content of home education, provided the parents are meeting their duty in s.7 of the Education Act 1996. This means that education does not need to include any particular subjects and does not need to have any reference to the National Curriculum; and there is no requirement to enter children for public examinations. There is no obligation to follow the 'school day' or have holidays which mirror those observed by schools. Many home educating families do follow a clear academic and time structure, but it should not be assumed that a different approach which rejects conventional schooling and its patterns is unsatisfactory or constitutes 'unsuitable' education. Approaches such as autonomous and self-directed learning, undertaken with a very flexible stance as to when education is taking place is judged by outcomes, not on the basis that a different way of educating children may or may not be wrong.

The role of the Local Authority (LA) for pupils who are home educated is limited:

1. There is no requirement for a home educating parent to register their child with the LA.
2. It is not the role of the LA to monitor the quality of the education provided. LAs have no duties or powers in this respect.
3. Home educating parents are not required to follow the national curriculum, there is no requirement to follow any prescribed educational programmes, they do not have to have a set number of hours that should be taught in a day. They are not required to provide a broad and balanced curriculum. In brief there are very few requirements that home educators need to meet.
4. Home educators do not have to respond to any queries that the LA make, although it would be sensible for them to do so.
5. The LA does not have the right to access the homes of home educators.

Within North Somerset there are [e250-c360](#) families who home educate their children. Data for the last seven years and the current [November 2020](#)[May 2021](#) picture in key stages is shown below:



	31 January 2014	31 January 2015	31 January 2016	31 January 2017	31 January 2018	31 January 2019	31 January 2020	31 January 2021	05 May 2021
Foundation Stage (1 cohort)	4	5	2	0	0	3	5	5	6
Key Stage 1 (2 cohorts)	18	17	20	19	19	17	14	27	31
Key Stage 2 (4 cohorts)	38	45	51	48	53	52	61	103	109
Key Stage 3 (3 cohorts)	25	34	51	51	57	67	94	120	124
Key Stage 4 (2 cohorts)	25	33	36	24	43	51	75	102	104
Total	110	134	160	142	172	190	249	357	374

Source : Capita

The data within North Somerset mirrors a survey undertaken by the Association for Directors of Children's Services (ADCS) in spring 2018 indicating that the main reasons for increases in home education are due to:

- Disagreements between schools and families.
- Parental dissatisfaction with schools- bullying and other reasons.

- Families avoiding court prosecutions for non-attendance.
- Coercion from schools.
- Families encouraged to EHE as an alternative to permanent exclusion.
- Children with unmet SEN needs.
- The need to pay for public exams if a child is educated at home
- To avoid the risk of exclusion.

Additionally, in response to Covid-19, we ~~have~~ ~~are~~ ~~seeing~~ increasing numbers of EHE pupils as some parents are anxious about sending their children into school due to the risks of Covid-19 to themselves and their children. Also, some families have found that home schooling during lockdown has worked for them and their children. Specifically, in North Somerset, our participation rates of our Gypsy, Roma and Traveller (GRT) children into secondary education remains low with EHE being the opted route for a large majority of GRT families.

Maintaining records of these families is made more complex because parents/carers who are home educating their children do not have to register with the local authority in the same way that they would do if they were seeking a school place.

Local Authorities can challenge whether a parent/carer is providing “suitable” education at home if they issue a School Attendance Order (SAO). This is a lengthy legal process where the local authority provides evidence that the education is not suitable. It must have the agreement of a school to its findings and the school must be named in the order. With academisation the powers of a local authority to direct a school to be named in the order are diminishing.

Whilst the EHE departmental guidance still provides Local Authorities with no real powers when it comes to EHE, the revised guidance does set out clearer expectations and definitions of what a “suitable” education is. The AEHEP (Association of Elective Home Education Professionals) are still working with the department and calling for legislative changes to EHE as currently the only powers Local authorities have is a lengthy court process through the issuing of school attendance orders.

Currently there is an Education Committee looking at EHE: The Education Committee examines how home-educated children are being supported in their learning and whether more needs to be done to ensure they are all receiving a high-quality education. It will also look at duties of local authorities, and the potential role for inspections in ensuring standards.

- [Inquiry: Home education](#)
- [Education Committee](#)

The Committee is exploring the benefits of home education and the possible disadvantages, as well as the impact the Covid-19 has had on children educated at home. Children can be educated at home for a variety of reasons. Figures from March 2019 suggested that more than 60,000 children were

being home educated in England, with the number increasing in recent years. It is likely that the number is under-reported as parents are not required to register their home-educated children with the local authority. In April 2019 the Government published a consultation on proposed legislation concerning children not in school, which included a proposal for a register of children not attending mainstream schools, maintained by local authorities. The Government has not published its response.

The AEHEP are calling for a mandatory registration system for EHE families as well as changes to funding rules for EHE and a regulatory framework for inspection.

In North Somerset we have 2 days of designated Education Welfare Officer time to meet with the increasing numbers of EHE.

1.3.98 The Council promotes and facilitates the ongoing development of Early Years and Childcare provision for children aged 0 – 14 (or up to 18 for disabled young people) in North Somerset. The Early Years Funded entitlement in North Somerset is mainly provided by the Private, Voluntary and Independent (PVI) sector. According to the Local Authority Interactive Tool (LAIT), North Somerset's percentage take up of 3- and 4-year olds benefiting from some free early education was 96% in 2019 and 95% in 2020.

Local Authorities have a legal duty to secure a sufficient supply of childcare across their areas. This is achieved through managing the market to encourage diversity of supply. All children should be able to take up their funded hours in a high-quality setting. Evidence shows that higher quality provision has greater developmental benefits for children, particularly for the most disadvantaged children leading to better outcomes. All children who meet the prescribed criteria should be able to take up a free place benefiting their social, physical and cognitive development and outcomes and helping to prepare them for school. Evidence shows that attending high quality early education has a lasting impact on social and behavioural outcomes. The free entitlements make childcare more affordable for parents and enable parents to work or increase their working hours if they wish to do so.

There are different types of Early Years provision available in North Somerset including: Childminders, Pre-schools, Nurseries, School Nursery classes and Out of School childcare.

North Somerset maintains details of Early Years and Childcare providers registered on the North Somerset Online Directory. This is broken down as follows:

Type of provider	Number of providers		
	2018	2019	2020
Childminders	155	155	130
Day nurseries	44	43	43
Governor run nursery on school site	2	2	2
Independent Schools with nursery provision	3	3	4
Pre schools	39	39	38
School nursery class	10	11	15
School with two-year- old nursery provision	3	3	3
Specialist service provider (Springboard)	4	4	4
Out of School provision	20	19	19
	Out of school clubs	Out of school clubs	Holiday provisions
Totals	280	279	258

A child is entitled to 570 hours of funded childcare from the next new term if both of the following conditions are satisfied: 1) the child has attained the age of two 2) the child or parents meets the eligibility criteria.

All children aged three and four, from the funding period after their third birthday, can receive 570 hours of free early education from any registered or agreed provider(s) that are inspected for quality by Ofsted. [More information can be found here.](#)

The Children Act 2016 placed a new legal duty requiring free early years provision to be extended to 1140 hours (or 30 hours per week term time only) for eligible working parents from September 2017 onwards. North Somerset Council works with its early year's providers to meet this extended demand. An annual sufficiency report is produced and published, identifying any gaps in sufficiency to meet the councils' statutory responsibilities.

The Council has an expectation that any school with early years places on-site, whether delivered by the school or an external provider, will continue to offer those places unless agreed by the Council.

1.3.109 The partnership with Early Years providers is vital in ensuring that North Somerset can provide sufficient and sustainable quality childcare that parents and carers are willing to access. The Early Years Strategy Group provides an essential link between all partners including private, voluntary and independent groups as well as Health colleagues and Council officers.

1.3.110 The Council works to promote the wellbeing and safety of all children in North Somerset both in schools and across the wider children's services. All schools and early years settings have a Designated Safeguarding Lead for child protection, who is responsible for taking appropriate action and working with Children's Services when there is a concern about a child or young person. The North Somerset Safeguarding Children's Partnership (NSSCP) has responsibility for all children and young people resident in North Somerset. Policies, procedures and practice are in line with national and local guidance and legislation.

1.3.12 The Council that includes its Councillors and officers will ensure, as Corporate Parents, that it works with different commissioners to ensure that our children and young people have the best education possible.

1.3.134 The Education Excellence Partnership Board was established in January 2017. This Board, overseen by an independent chair, enables the education providers in North Somerset to discuss and agree school strategic issues and developments for the whole education community in North Somerset. Whilst the decisions about this commissioning strategy still lie with the Council and its decision-making processes, the EEPB is a key and critical partner. In addition, the Board undertakes the role of monitoring standards across the whole schools' community in North Somerset. The membership, including Strategic Partners of the Board, is as below:

- Chief Executive Officers (CEOs) of MATs within North Somerset and those working with more than one academy in North Somerset
- Heads of Teaching Schools (until August 2021)/Representatives from the Teaching School Super Hubs supporting North Somerset schools (from September 2021)
- Diocesan representatives (determined by the Diocese of Bath and Wells and the Diocese of Clifton).
- Representatives from Headteachers/Governor reference groups (HANS, SHINS, PHANS, SENS & GANS)
- LA representatives, including those representing LA maintained schools and children and young people with SEND
- DfE officers (for limited items)
- One member of the Headteachers Board and/or Sub Regional Improvement Board (for local standards board items)
- Membership from the Early Years, and FE sector (to be considered once the board is further established)

The purpose of the Board is to involve CEOs and Headteachers alongside Diocesan representatives and Council officers in the partnerships between the Multi- academy trusts, Teaching Schools/Teaching School Super Hubs, Maintained Schools, the Local Authority and the Dioceses, to be a cohesive force in the ever-changing educational landscape that can operate and support education delivery across school structures. The Board contributes to the strategic planning of provision for vulnerable children and young people, including Children Looked After and those with Special Educational Needs and Disabilities.

The Board's remit is to:

- Ensure there is a rigorous focus on high standards and successful outcomes for all children and young people in North Somerset through the promotion of excellence.
- To agree the Maintained School Improvement Commissioning Strategy and support the Local Authority to ensure that all children and young people have access to good and outstanding education learning and achievement.
- Receive a report on standards and progress for children and young people at all Key Stages, all identified groups, Children Looked After, Special Educational Needs and Disabled and disadvantaged.
- To enable the Local Authority to fulfil its statutory duties.

- To establish and maintain arrangements to commission the necessary school improvement support and intervention for all schools.
- Work with CEOs and Headteachers to access, channel and utilise all local resources to the full for the best outcomes of every child.
- Be a voice that ensures CEOs and Headteachers can raise common concerns effectively with all strategic partners.
- Collate needs and offers from local schools to enable effective school-to-school support to take place.
- Develop a local measure of educational excellence for schools and academies informed by, but not limited to Ofsted grading.
- Establish arrangements to regularly inform CEOs and Headteachers of CPD available and organise conferences / INSET opportunities to fulfil identified needs through the strategic partners.
- Establish a mechanism for the appropriate sharing of information, including performance data across MATs, schools, clusters and other strategic partners.
- Share ideas and good practice and to identify areas of further joint working such as joint bids or procurement opportunities that promote efficiency
- The Partnership Board will pick up the business aspects of any actions likely to impact on maintained schools.

1.3.1~~42~~ In all types of schools, governing bodies and Multi-Academy Trust Boards have a vital role, focusing on their three core strategic functions: Ensuring clarity of vision, ethos and strategic direction; Holding the Headteachers to account for the educational performance of the school and its pupils; and Overseeing the financial performance of the school and making sure its money is well spent. Governors are key partners in delivering sufficient school places and outstanding outcomes for all.

1.3.1~~53~~ All local authorities are required to have a school's forum which has a consultative role in relation to the local distribution of school funding. In North Somerset, we have delegated some of our decision-making responsibilities and given our Strategic Schools Forum an additional strategic role.

It is a consultative body for the following:

- changes to the local funding formula (the local authority makes the final decision)
- proposed changes to the operation of the minimum funding guarantee
- changes to or new contracts affecting schools (school meals, for example)

- arrangements for pupils with special educational needs, in pupil referral units, and in early years provision

It is a decision body for the following:

- how much funding may be retained by the local authority within the dedicated schools grant (for example, providing an admissions service, or providing additional funding for growing schools)
- any proposed carry forward of deficits on central spend from one year to the next
- proposals to de-delegate funding from maintained primary and secondary schools (for example, for staff supply cover, insurance, behaviour support)
- changes to the scheme of financial management

The representatives come from schools, early years and 16-19 education providers, all of whom have a responsibility to represent the interests of their peer group rather than just their individual school, provision or multi-academy trust.

1.3.1⁶⁴⁵ The SEND Programme Board is the multi-agency group which currently oversees the implementation of the Local Area's joint SEND strategy, the delivery of our action plans and which receives regular reports on the progress and impact of our work. The Board includes representatives from:

- North Somerset Parent Carers Working Together – our local Parent Carer Forum
- Supportive Parents SENDIAS Service
- Elected Members (including our Executive Member for Children & Young People and Chair of our Policy & Scrutiny Panel)
- Senior leaders and commissioners of statutory services (including North Somerset Council and Bristol North Somerset and South Gloucestershire CCG)
- Local providers of health and social care services
- Primary, Secondary and Special Schools
- Weston College

The Board is currently chaired by the Interim Assistant Director responsible for Children's Services and reports to the Children's Improvement Board. Reports from the board are also escalated to the relevant Leadership Teams within the Local Authority and CCG. In addition to the above, the Board assists with the process of preparing for inspections, peer challenges or other regulatory oversight which may arise in respect of the wider local area SEND system.

1.3.1⁷⁵ There are statutory duties that Council's must follow in terms of securing sufficient educational and recreational leisure-time activities for the

improvement of young people's well-being (Education Act 1996). In particular, it is the Council's duty to ensure that any barriers to accessing such facilities are removed, and that factors such as availability of transport, income, health and disability, gender or sexuality do not prevent young people from accessing opportunities. This duty is primarily focused on the 13-19 age group, but also includes young people with learning disabilities from 13-24 and recognises the need to provide a range of activities suitable for children of all ages.

In North Somerset, the Council has supported the formation of independent Local Commissioning Networks to deliver a package of recreational, educational, cultural and sporting activities in their area best suited to local needs. These groups work with local young people in establishing their needs and priorities and to raise funds to support their delivery. These networks often work with local town and parish councils to support the process of assessing local need, securing activities and in providing limited seed funding for local positive activity initiatives.

- 1.3.1⁸⁶ The Local Authority will continue to develop closer partnerships with the Education Funding and Skills Agency (EFSA), the DfE and the Regional Schools' Commissioner to ensure that all young people can develop and achieve their full potential through a rich choice of high-quality provision.

Review:

~~Have we recorded the data above correctly and are there any changes needed to existing or new partnerships needed going forward?~~

1.4 Legal and Local Policy Context

- 1.4.1 The School Standards and Framework Act 1998 sets out how Local Authorities should exercise their statutory duties to secure primary and secondary education to meet the needs of the population in their area. The Education and Inspection Act 2006 enhanced the role of Local Authorities, making them strategic commissioners of services with a mandate to promote high standards for all and greater choice and diversity.

The Education Act (EA) 1996 Section 14A, added by Section 3 of Education and Inspections Act (EIA) 2006 requires Local authorities to consider and respond appropriately to parental representations about school provision in relation to local authorities' functions under Section 14 of the Education Act 1996. Local Authorities must reasonably consider parental representations regarding the provision of schools and respond accordingly, including outlining any proposed action or, where it is considered action is not needed, to explain the reasons for this.

The Council will act in the interests of pupils to secure education settings that are proven to be sustainable and provide good/outstanding standards of education.

- 1.4.2 The Education Act 2011 maintains the role of Local Authorities as the strategic commissioner of services but provides greater autonomy of education provision by the encouragement of the establishment of academies, free schools, studio schools and Enterprise Colleges that are independent of the Local Authority. The Act gives Local Authorities ‘a critical new role as strengthened champions of choice, securing a wide range of education options for parents and families, ensuring there are sufficient high-quality school places, co-ordinating fair admissions, promoting social justice by supporting vulnerable children, and challenging schools which fail to improve.’ Updated guidance issued by the Department for Education (DfE) in 2018 reaffirms the role of Local Authorities. Alongside academies and the Regional School’s Commissioner, LAs play a key role in ensuring there is a coordinated approach to place management and meeting the strategic needs of their areas.

The Council supports the principle of partnership working and will act as a facilitator or challenger of change where this is in the best interests of learners.

- 1.4.3 The Education Act 1996 Section 14 provides that in respect of provision in primary and secondary schools, in carrying out their duty to provide sufficient school places for the area, local authorities must have particular regard to the need to secure Special Educational Needs provision for pupils with Special Educational Needs.

The Council, working with its partners, is committed to ensuring that all children and young people can reach their academic potential and be ready for the world of employment.

- 1.4.4 All local authorities and local-authority-maintained schools must follow statutory guidance when making changes, including school closure. Guidance was last updated on 19 November 2019 and includes the regulations relating to [Opening and closing maintained schools](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/851585/Opening_and_closing_maintained_schools1012.pdf) (assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/851585/Opening_and_closing_maintained_schools1012.pdf) and [Making significant changes \(‘prescribed alterations’\) to maintained schools](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/756572/Maintained_schools_prescribed_alterations_guidance.pdf) (assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/756572/Maintained_schools_prescribed_alterations_guidance.pdf).

These regulations apply to governing bodies, local authorities and decision makers. They set out how to make changes based on:

- The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013
- The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013

Statutory guidance should be followed unless there is a very good reason not to. In the main, local authorities can still propose changes for Community schools, and both Foundation and Voluntary Controlled (VC) schools and local authorities can propose expansions for Foundation and VC schools. Where decisions are made by the Local Authority (for Community, VA, Foundation and VC schools), significant or contentious determinations are taken by The Executive (where a Statutory Proposal has been published). Smaller changes that do not require a statutory proposal or non-contentious decisions may be taken by the Executive Member for Children's Services & Lifelong Learning. In most cases the decision makers will take advice from the Children and Young People's Services Scrutiny Panel or the Panel's Steering Group and/or the Director of Children's Services or her officers.

Expansions at a mainstream school that do not require a physical enlargement to the premises of the school are not covered by the Prescribed Alterations Regulations. An increase in pupil numbers may be achieved solely by increasing the Planned Admission Number (PAN) in line with arrangements and processes outlined in the School Admissions Code.

The Council is committed to consulting when proposing change, although its remit to do so on its own behalf will diminish as more schools convert to become academies. The Council will continue to look strategically at the needs of the residents of North Somerset and will act in the interests of all children and young people. It will work with academies where their proposals align with the principles and priorities of this plan to progress proposals for approval by the Regional Schools' Commissioner.

- 1.4.5 There is different guidance for academy trusts planning to make organisational changes or close an academy by mutual agreement with the Secretary of State. The latest updates, as at 5 November 2019 — [see all updates](#), includes:

[Making significant changes to an open academy and closure by mutual agreement](#) and supporting [Full business case application form](#) and [Fast track application form](#)

Changes can include:

- expansion
- merging with another academy
- changing the school's age range
- changing the school's faith

Depending on the proposals for change, one of two processes are followed – the ‘fast track’ application or the ‘full business’ case. The process route is determined by the complexity of the change. Controversial changes are also subject to full business cases.

Whilst the Council is asked to contribute to consultations and make its views known to the Regional Schools’ Commissioner (RSC) or Secretary of State (SoS) for Education, it is the RSC or SoS, as appropriate, who makes a final decision. In making decisions on proposals the RSC will be advised by their Head Teacher Board (HTB).

- 1.4.6 There is a Government expectation that within the schools’ system, academy status will become the norm. Where there is a need for a new school, the first choice must be a new academy or free school. Only where the Local Authority is unable to identify a suitable sponsor to open a new school, it will be *‘able to contact the Secretary of State for Education so that together such a sponsor can be found.’*

Local Authorities currently have a statutory duty under section 14(3A) of the Education and Inspections Act 1996 to exercise their functions with a view to securing diversity in the provision of schools, and in increasing opportunities for parental choice when planning the provision of school places. Local Authorities must also have regard to the presumption that successful and popular schools should be expanded.

The Education Act 2011 reinforces the freedoms that Academies and Free Schools have in relation to the establishment of new schools. In making decisions about the provision of a new school, the Council will take into consideration the sustainability of the new and other local schools and local standards and effectiveness. It will recommend the option that secures the best outcome for learners.

- 1.4.7 Where a local authority determines there is a need for a new school it must follow the Establishing a new school: free school presumption route guidance on establishing new schools and the qualities new school proposers must demonstrate. This was last updated by the DfE on 5 November 2019 - [Academy and free school presumption: guidelines](#). The guidance is for local authorities and new school proposers and applies to academies and free schools.

The [Education Act 2011](#) changed the arrangements for establishing new schools and introduced section 6A, which is known as the academy or free school presumption. Local authorities can adapt the DfE’s model specification to specify what they need from proposers, but both proposers and local authorities must follow national guidelines when seeking proposals or making applications.

The presumption process is the main route by which local authorities establish new schools to meet the need for additional places, both in terms of basic need and the need for diverse provision within their areas. It can be used to deliver all types of schools, including mainstream, alternative provision, special schools, and faith/church schools. Local authorities are responsible for determining the specification for the new school and lead and implement the project to establish the school. The Department for Education provides support and advice to local authorities and sponsors throughout the process. Whilst the local authority is able to express a preference for its preferred sponsor, the RSC, via the local Headteachers Board, or the SoS decides and appoints the successful sponsor. Any new school opening is subject to the sponsor securing a Funding Agreement with the DfE.

The presumption process sits alongside but is not the same as the central mainstream Free School Programme as supported by the New School's Network.

All new schools established through the presumption process are classified as free schools. 'Academy' is the legal term for state-funded schools that are independent of local authority control and receive their funding directly from the government.

Under the presumption route the local authority is responsible for providing the site for the new school. It is the department's expectation that the site is made available free or on a peppercorn basis by the local authority to the trust. The local authority is also responsible for meeting the associated capital and pre/post-opening revenue costs. Basic need capital funding is provided on an un-ringfenced basis, so that local authorities can provide the places that they need, including through new presumption schools.

If the local authority decides, prior to proposals being submitted, that circumstances have changed such that it is no longer satisfied that there is any need for a school (for example, where a housing project has been cancelled or where a proposed central route free school will meet the identified need), then the local authority can halt the presumption process and withdraw the specification on these grounds. If this happens, the local authority should ensure that they inform the departmental lead contact at the earliest possible opportunity.

Where proposals have been received, the local authority is required to seek the Secretary of State's permission to halt the competition, providing him with evidence that the basic need no longer exists or has reduced to such an extent that a new school is no longer needed. The local authority sends their cessation request to the departmental lead contact at the appropriate time. The Secretary of State will consider this evidence when making his decision but must be satisfied that the local authority is able to meet its statutory duties under section 14 of the Education Act 1996.

The Council has undertaken three Presumption route school competitions since 2014 and it is highly likely a further 1 and possibly --2 competitions will be followed during the life of this plan.

- 1.4.8 The School Admissions Code is issued under Section 84 of the School Standards and Framework Act 1998 ('SSFA 1998'). The Code applies to admissions to all maintained schools and academies in England and is followed alongside the School Admission Appeals Code and other guidance and laws that affect admissions and admission appeals in England. These Codes imposes mandatory requirements and include guidelines setting out aims, objectives and other matters in relation to the discharge of functions relating to admissions by all admission authorities.

The Council will follow the guidelines and requirements of the School Admissions Code <https://www.gov.uk/government/publications/school-admissions-code--2> and the School Admissions Appeals Code <https://www.gov.uk/government/publications/school-admissions-appeals-code> . It will challenge school and academies who fail to follow these requirements in accordance with the obligations for local authorities set out in these guidelines.

- 1.4.9 The DfE were seeking views on a revised version of the School Admissions Code to support vulnerable children – see <https://www.gov.uk/government/consultations/changes-to-the-school-admissions-code--4>

The consultation closed on 16 October 2020. It was seeking to clarify and improve the school admissions process where children are admitted to school in-year, so outside of the normal admissions round. The revised code will also provide additional information and details that will support admission authorities in discharging their duties effectively. These changes are primarily intended to support the most vulnerable children and wider changes to the admissions system and other elements of the code were not under review at this stage.

In the draft Code it is recommended that each local authority must have a Fair Access Protocol to ensure that unplaced and vulnerable children, and those who are having difficulty in securing a school place in-year, are allocated a school place as quickly as possible. The Protocol must be consulted upon and developed in partnership with all schools in its area. Once the Protocol has been agreed by the majority of schools in its area, all admission authorities must participate in it. Participation includes making available a representative who is authorised to participate in discussions, make decisions on placing children via the Protocol, and admitting pupils when asked to do so in accordance with the Protocol, even when the school is full.

Local authorities must provide admission authorities with reasonable notice and information as to how and when discussions around the placement of children via the Protocol will take place. No school - including those with places available – should be asked to take a disproportionate number of children who have been excluded from other schools, who display challenging behaviour, or who are placed via the Protocol. The protocol must also set out how the needs of children who have been excluded, and children for whom mainstream education is not yet possible, will be met. The code prescribes the groups of vulnerable and/or hard to place children and the FAP is to be used where they are having difficulty securing a school place in-year, and it can be demonstrated that reasonable measures have been taken to secure a place through the usual in-year admission procedures

Eligibility for the Fair Access Protocol does not limit a parent's right to make an in-year application to any school for their child. Admission authorities must process these applications in accordance with their usual in-year admission procedures and they must not refuse to admit such children on the basis that they may be eligible to be placed via the Protocol. There is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the Protocol, but parents' views should be taken into account.

In the event that the majority of schools in an area can no longer support the principles and approach of their local Protocol, they should initiate a review with the local authority. There should be a clear process for how such a review can be initiated within each Protocol. The existing Protocol will remain binding on all schools in the local area until the point at which a new one is adopted.

We await updates to the Code as a result of this closed consultation.

To ensure equity in administering the FAP, the Council has developed a matrix for secondary and primary placements that, through a formulaic process, accounts for the percentage numbers of pupils with complex needs at each school per cohort. This data is then used to ensure that allocations are 'fair' across schools with and without vacancies so that no school should be asked to accept a dis-proportionate allocation of pupils with complex needs.

- 1.4.10 The New Schools Network was set up in 2009 as 'a charity that works to transform the standard of education in England by delivering more high-quality free schools and campaigning to win public and political support for free schools.' They campaign to increase the number of good new free school applicants, provide hands-on support to applicants through their Development Programme and support successful applicants through their Delivery Programme as they prepare to open new schools.

The closing date for the last wave of Free School Applications – wave 14 – was 11 November 2019 and successful schools were announced on 5 February 2021 . This wave focused on demand for new school places in areas with low educational standards and educational underperformance. Whilst only those able to sponsor a new school are eligible to apply using this route, no applications locally were expected as North Somerset as an area did not meet the eligibility criteria.

The Council would look to support applications made to the New School's Network where they meet the strategies and aspirations of this plan.

- 1.4.11 The government can offer the opportunity for proposer groups to apply to set up a special school in response to a local authority specification. Shropshire and Bromley local authorities' were the latest areas able to open competitions in 2020.

Special free schools receive £10,000 per place, per annum, from the Education and Skills Funding Agency (ESFA) for children and young people up to the age of 19 years with education, health and care (EHC) plans. In addition, special free schools may receive top-up funding from the relevant local authorities at an agreed rate in respect of each individual child placed at the school. Special schools can also receive income from specialist services provided to other schools and/or local authorities under a service level agreement.

Most new schools receive additional funding to reflect the additional costs involved in the early years after opening. Free schools will get this funding through the post-opening grant.

Special free schools receive £250 for each new primary place and £500 for each new secondary place created (up until the school reaches capacity). They will also receive a fixed-rate leadership grant of £170,000, payable 50% in year 1, 30% in year 2 and 20% in year 3.

North Somerset benefited from a successful new Special Free School following a bidding process in 2018 and 2019. Learn@MAT were announced as the successful sponsor in July 2020 and the new school serving up to 65 pupils with Social, Emotional and Mental Health (SEMH) needs will open by September 2023 in Churchill. The Council has provided the land for the school, free of charge, on a 125-year lease.

- 1.4.12 The DfE published guidance to establish new Voluntary Aided Schools in December 2018, although it is currently not to be used. Proposers were able to establish a new voluntary aided school without bidding for capital funding using this scheme.

1.4.13 The statutory commissioning duties of a local authority are outlined in the table below, although all plans for how they all will be delivered are not specifically included in this document.

Legislation	Year	Title of duty	Function - What is it intended to achieve?
<p>Education Act 1996 Section 19 (3A) and (3B). Secondary: Education (Provision of Full-Time Education for Excluded Pupils) England Regs 2007(SI 2007/1870) Education Act 1996 Sections 3A and 19 and schedule 1, amended by section 3 of the Children Schools and Families Act 2010. Secondary - Enactment regulations apply other areas of education law to Pupil Referral Unit (PRU).</p>	<p>1996</p>	<p>Statutory duty for the local authority to provide full time education from the sixth day of exclusion for permanently excluded pupils and for pupils who are excluded from a pupil referral unit for a fixed period of more than 5 days. To make arrangements for the provision of suitable education at school or otherwise for each child of compulsory school age who, for reasons of illness, exclusion or otherwise, would not receive it unless such arrangements were made. Local authorities may establish pupil referral units to discharge their duty but do not have a duty to do so.</p>	<p>This ensures that children who cannot (for whatever reason) be in mainstream education, continue to receive full-time education unless it is not in the child's best interests. These measures were introduced to make exclusions a more effective sanction and to reduce the disruption to a child's education caused by exclusion.</p> <p>The local authority would want to ensure that those pupils that can be reintegrated into mainstream education can do so as soon as possible.</p>
<p>Education Act 1996, schedule 1, amended by Education Act 2011 section 45. Secondary - Education (Pupil Referral Units) (Management Committees etc.) England Regulations 2007. Education (Pupil Exclusions and Appeals) (Pupil Referral Units)</p>	<p>1996</p>	<p>Duties in relation to pupil referral units: Determine and review a curriculum policy; that the curriculum should be balanced and broadly based; make information available to parents in relation to the unit; establish management committees and appoint first members for all PRUs. Local authorities must</p>	<p>The intention of requiring a local authority to establish management committees for every pupil referral unit was to improve their management of PRUs, by giving them similar responsibilities to governing bodies of mainstream schools.</p>

Legislation	Year	Title of duty	Function - What is it intended to achieve?
England Regulations 2008.		delegate some of their functions in relation to pupil referral units to the management committee but must not delegate functions in relation to staffing and finance of the unit, health and safety issues, control of premises and a reserve power in relation to prevention of a breakdown of discipline.	The local authority will want to commission places from local PRUs to ensure that all pupils are able to access education and that young people are given the skills and opportunities to enable them to contribute to our working society.
<p>Education Act 1996 Part IV, Chapter 1 (sections 312-332B) and Schedules 26 and 27. Secondary - The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 (SI 2001/3455).</p> <p>Children and Family Act 2014, Part 3 (19 – 83) and Schedule 3, parts 1 and 2</p> <p>The Equality Act 2010 – Part 6</p>	1996	Children with Special Educational Needs	<p>Identifying and assessing Special Educational Needs, making and reviewing Education Health Care Plans</p> <p>Keeping arrangements for Special Educational Needs provision under review. Making arrangements for parents and carers of children with SEND and for young people aged 16 – 25 to access free, impartial and confidential Information, Advice and Guidance</p> <p>Supporting a dispute resolution service.</p> <p>Enabling the views, wishes and feelings of the child and their parents or the young person to be taken into account where considering the right</p>

Legislation	Year	Title of duty	Function - What is it intended to achieve?
			provision and support to facilitate the development of the child or young person
Education Act 2002 (introduced 1 June 2004) Section 175 and Children Act 2004 Section 11.	2002	Duty on local authorities in relation to their education functions to ensure that these functions are exercised with a view to safeguarding and promoting the welfare of children. The authority must have regard to guidance given by the Secretary of State (in England)/ Welsh Ministers (in Wales).	Aims to ensure that safeguarding is integral to all that local authorities do in carrying out their education functions. Applies to: Local authorities in their education functions (and also to governing bodies of maintained schools, governing bodies of Further Education institutions; independent schools). The local authority has a duty to keep children safe.
Children Act 2004 Section 18.	2004	Duty to appoint a Director of Children's services to fulfil the functions of the local authority as they relate to children and young people, including education, children's social care and local partnerships	To provide a single line of accountability within the local authority for services to children and to promote co-operation to improve children's well-being among partners in the local area.
Children Act 2004 Section 19.	2004	Duty to designate a Lead Member for Children's Services to discharge functions of the local authority as above	To provide a single line of political accountability within the local authority for services to children and to promote co-operation to improve children's well-being

Legislation	Year	Title of duty	Function - What is it intended to achieve?
			among partners in the local area.
Children Act 2004 Section 10 (1).	2004	Duty to co-operate' – to make arrangements to promote co-operation between the local authority; each of the authority's relevant partners, and such other persons or bodies the authority consider appropriate to improve outcomes for children. Those outcomes are defined as the five Every Child Matters outcomes: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.	To promote and encourage better co-operation and partnership working among the various agencies which provide or commission services for children (and families) at every organisational level from strategic planning to front line multi agency team work. The local authority has a duty to act as the 'Champion for Children'
Childcare Act 2006 Section 1	2006	General duty to improve the Well-being of children under five and reduce inequalities	Places a duty on local authorities to improve the outcomes of all children under 5, close the gaps between groups with the poorest outcomes and the rest by ensuring early years services are accessible to all families.
Sections 6,7 (as substituted by section 1 of the Education Act 2011) and 7a (as inserted by the children and Families Act 2014)	2006	Duty on local authorities to secure sufficient Early Years provision free of charge. Regulations made under section 7 set out the type and amount of free provision and the children who benefit from free provision.	Places a duty on local authorities to ensure that all children who meet the prescribed criteria are able to take up a free place benefiting their social, physical and cognitive development and outcomes and helping

Legislation	Year	Title of duty	Function - What is it intended to achieve?
			to prepare them for school.
Education and Skills Act 2008 Section 68.	2008	To make available to young people and relevant young adults such services as they consider appropriate to encourage, enable or assist them to engage and remain in education or training. The services are currently known as Connexions services. Local authorities can fulfil the duty to make services available either by providing them itself or by making arrangements with others which could include other local authorities.	To make available to young people and relevant young adults such services as they consider appropriate to encourage, enable or assist them to engage and remain in education or training. Local authorities can fulfil the duty to make services available either by providing them itself or by making arrangements with others which could include other local authorities.
Education and Skills Act 2008 section 10.	2008	Required to promote the effective participation in education or training of the young people in their area to 18 (or 25 for those with learning difficulties or disabilities). The duty is already enacted but comes into force in June 2013.	Key driver behind Raising the Participation Age.
Apprenticeships, Skills, Children and Learning Act 2009 section 41 inserts sections 15ZA and 15ZB into the Education Act (1996)	2009	Duty in respect of education and training for persons over compulsory school age.	That local authorities act as the strategic commissioner of provision for young people aged 16-19 (and those aged up to 25 who are subject to a learning difficulty assessment).

Legislation	Year	Title of duty	Function - What is it intended to achieve?
Apprenticeships, Skills, Children and Learning Act 2009 section 42 inserts section 15ZC into Education Act (1996).	2009	Encouragement of education and training for persons over compulsory school age.	To ensure local authorities encourage participation in education and training.
Children Act 2004 Section 10	2004	Duty on YOTs and custodial establishments to make arrangements for ensuring that their functions are discharged having regard to the need to safeguard and promote the welfare of children (section 11) and to co-operate with other agencies in the making of arrangements under section 10, and they should have processes in place to fulfil these duties.	<p>Local authorities and YOTs will need to have explicit arrangements in place to support each other's involvement with individual children, including those looked after outside their home authority. This will require information sharing protocols, effective IT systems, up-to-date contact information and joint training for children's services and YOT staff about care planning and remand/sentence planning for looked after children in the youth justice system. Children detained under criminal justice legislation in secure establishments are subject to the 1989 Act. 4 The responsible authority continues to have responsibilities towards them in the same way as they would to other children in need recognising that the court, by sentencing the child, has determined where s/he will live.</p> <p>Children in detention: Care Planning, Placement and Case Review</p>

Legislation	Year	Title of duty	Function - What is it intended to achieve?
			(England) Regulations 2010 - The local authority must establish that the YDA's education staff are aware of, and able to meet, the child's educational needs, including any special needs.
Apprenticeships, Skills, Children and Learning Act 2009 section 44 inserts section 51A into Further and Higher Education Act 1992.	2009	Duty to provide for named individuals.	Local authorities, if necessary, can require a provider to make provision for a named individual.
Apprenticeships, Skills, Children and Learning Act (2009) Part 2 sections 48-52 insert various clauses into the Education Act (1996). Amended by Education Act 2011 section 30	2009	Provision of education for persons subject to youth detention.	Sets out the role of the local authority in providing education for 16-19s in youth detention in their area
Further and Higher Education Act 1992 section 33E, amended by the Apprenticeships, Skills, Children and Learning Act 2009 Schedule 8.	2009	Requires sixth form colleges to consult with local authorities before offering or participating in secondary education.	Most other local authority duties in relation to further education are transferred to the Secretary of State by the Education Act 2011.
Apprenticeships, Skills, Children and Learning Act 2009 Schedule 13 inserts section 69A into the Education and Inspections Act 2006, amended by	2009	Powers of the Secretary of State to require a local authority to give a warning notice to a maintained school.	Allows the Secretary of State to intervene in under-performing schools.

Legislation	Year	Title of duty	Function - What is it intended to achieve?
Education Act 2011 section 44.			
Academies Act 2010 section 6, amended by Education Act 2011 section 58.	2010	Requires that local authorities cease to maintain a school once it becomes an academy. This does not, however, prevent them from providing goods or services to the academy or making payments for some but not all of its expenses.	Makes clear that section 6(2) of Academies Act 2010, which prohibits a local authority from maintaining a school once it has converted into an Academy, does not prohibit a local authority from doing any of the things which do not amount to “maintaining” a school.
Academies Act 2010 section 8 and schedule, amended by Education Act 2011 sections 59 and 63 and schedule 14.	2010	Allows the Secretary of State to transfer to converter academies property (including land), rights or liabilities held by local authorities on behalf of schools which convert.	To ensure that the transfer of assets from the LA to the academy/MAT takes place within agreed timescales
Childcare Act 2016 Section 1 and Section 2	2016	Places a duty on the Secretary of State to secure the equivalent of 30 hours of free childcare over 38 weeks of the year for qualifying children Section 2 allows the Secretary of State to discharge her duty under section 1 of the Act by placing a duty on English local authorities to secure free childcare for qualifying children.	To ensure there is 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). To ensure that parents are able to work because childcare places are available, accessible and affordable and are delivered flexibly in a range of high-quality settings.

1.4.14 The Council has a duty to be the 'Champion for Children' and will make decisions that meet the best interests of children and communities:

We will actively work to the following principles:

- To support the aspiration of 'Local schools for Local Children' – children should be able to attend a school that enables them to achieve their potential close to where they live. This may be within North Somerset or the nearest school outside the district if they have needs that, due to their individual nature, are best met at a specialist school or college.
- The belief that every child should have access to a good or outstanding school in a safe environment – all students should have access to the best education possible.
- To improve the outcomes of all children under 5 – early years services must be accessible to all and early years providers must work to close the gaps between groups with the poorest outcomes and the more and most able.
- The expectation that all schools, colleges or other education and training providers in North Somerset will welcome and provide effectively for all children and young people– no pupil should be refused a place unless there are significant educational reasons to do so.
- Moral purpose –all partners should work together and accept our joint collective responsibility to ensure that every child can reach their maximum potential and make a full contribution to society.
- To promote life-long opportunities preparing students for their future after school - all schools will enable all children and young people to flourish by contributing to their community and the economy.
- To be a champion of children and young people – we will make decisions in the interests of children, actively championing the needs of every child, and ensuring they are happy, active and safe. We will ensure that as Corporate Parents we work with our different commissioners to ensure that our children and young people have the best education possible.

Effective planning will:

- Provide schools and other education providers with the information necessary to enable them to make informed decisions about how they will provide sustainable 'inclusive and improving' education, achieve the highest possible standards and ensure the full participation of all learners, especially the most vulnerable and disadvantaged.
- Add diversity and choice. The Council will support plans to provide new and expand quality learning provisions, working to provide schools and other provisions that meet the needs of learners irrespective of the type of provision.
- Plan to provide new school places in areas of residential growth and, on occasions, suggest or support a decrease in the capacity of a current educational provider in an existing area to ensure the overall viability of

both establishments. This may include a potential reduction in size of an existing provider in the short or longer term, or the relocation of schools into areas of growth where the Council has some freedoms over the use of funding allocations and the needs of the community can be better managed through this change. This is to ensure that new schools become central to a significant new development, whilst noting that some demand for the existing provider may remain as is or decline.

- Encourage all existing settings to provide the maximum number of places possible within the existing capacities of their sites. The Council will challenge schools and academies (academies via the SofS/RSC) to admit more pupils where it considers the establishment has the capacity to do so and the projections support a sustainable increase in class structures.
- Challenge schools in areas of residential growth who wish to reduce their PAN when either the projections or the Local Plan indicated future growth and these places will be needed in the future
- Where financially possible, provide learning facilities fit for 21st century living, teaching and learning. This includes developing sites and buildings that promote active activities such as walking, cycling or scooting to school, having production kitchens on site, promoting school allotments and other measures to help tackle childhood obesity. The Council will use its capital resources wisely to meet the needs of learners. (This may necessitate making difficult decisions about the viability of some sites where other local facilities can meet the demand for places. It will look to secure resources generated from closing a facility or site to be used to update other provisions for a greater number of learners where it is able to do so).

1.4.15 The Council will encourage schools and other educational providers to adopt new governance and delivery arrangements and assist the transfer of schools to Multi-Academy Trusts where these contribute to the principles of quality, coherence, consolidation and value for money. These should be the drivers for change, allowing schools to align to local and national policies.

1.4.16 In transferring assets, the local authority has a duty to protect public funds and to continue to support its other statutory functions that are not automatically delivered by schools. Where other statutory services are delivered from a school site owned by the Council it will only transfer assets as required by the Academies Act 2010. Any land or buildings not used by the school in the 7 years prior to academy transfer, such as rooms or a building on the site used by a private, voluntary or independent early years provider, will not normally be transferred as an asset to the academy when it changes status. This is to protect the public funds invested in the parts of the site not used for school delivery for other council users and/or to enable the local authority to exercise its duties in relation to other statutory duties, most notably early years. In exceptional cases the Council may agree to transfer an asset if the academy/academy trust is able to sign up to the continuation of

services from this asset in perpetuity, with any changes only possible if a Deed of Variation is subsequently agreed.

1.4.17 Our Expectations of Ourselves

In considering the needs of North Somerset we will:

- Work with stakeholders and partners to understand local aspirations and pre-school, school and post-16 provision place needs, overseeing responses to demand and suggesting ~~and~~ supporting and working with schools and MATs to progress the removal of surplus places as required too.
- Provide a robust lead in the allocation of school places, challenging and insisting that, where appropriate, schools offer places. We will use either our existing powers of direction or will refer cases to the Secretary of State/Regional Schools' Commissioner for determination if necessary.
- Maximise capital resources and use them efficiently, to provide permanent solutions to any deficits in places at schools with sustainable good or outstanding Ofsted outcomes where:
 - there is proven demand for places;
 - the site can normally accommodate at least an extra 0.5 form of entry from current published admission levels with the resulting increased buildings and resources if required; and
 - the increase fits with the Council's strategic principles as outlined in this Commissioning Strategy.This all will be subject to having sufficient funding to provide a fit-for-purpose outcome.
- Work with schools and MATs to ascertain if surplus school capacity can be used to create specialist Hubs to support the inclusion of pupils with SEND within mainstream settings
- Work with local schools to create 'breach' classes at schools with sustainable good or outstanding Ofsted outcomes, where permanent increases in demand are not sustainable in the longer term, or where sufficient resources to create permanent solutions are not available. Temporary breach classes will only normally be provided where the school is able to support the increase in pupils from their revenue allocations in accordance with the Council's Exceptional Growth Policy.
- Work towards having local schools that pupils can access sustainably, thereby assisting the Council's aspiration to be carbon neutral by 2030
- Provide (at least) 5-year pupil projections, working with schools and other partners to meet the short and long-term needs of local communities within the funding available, sharing requirements for additional places regularly with our partners and other providers.
- Encourage schools and education partners to express interest in expanding their provision in order to meet Basic Need where appropriate.
- Ensure that any new buildings the Council provides are flexible and capable (funding permitting) of being adapted and remodelled to meet current and future needs for all learners.

- Lead and facilitate an ethos of ensuring that all learning providers within North Somerset are committed to working together to meet the best interests of children and families. This may involve acting as a brokerage service.
- Work to achieve commitment from any new education partners to subscribe to North Somerset Council's learning community principles.
- Where possible, enable schools to facilitate access to wider community resources.
- Plan for the long-term future, taking into account expected areas of population and housing growth and areas of population decline, seeking to secure strategic solutions that will most effectively meet our statutory place duties to existing and future communities.
- Be reasonable and fair in our expectations of others.

1.4.18 Our Expectations of Others

We expect our partners to:

- Work together to meet the best interests of children, young people and families, sharing plans and operating in a transparent way that encourages professional dialogue and participation. In some cases, this may involve making decisions to benefit other partners where this is in the interest of pupils and/or the wider Council area (such as removing surplus places).
- Do all they can to provide places for all local pupils and young people – the Council will challenge schools/academies where it feels the interests of the child or young person has not been met and will direct schools to take children/refer cases to the Secretary of State/Regional Schools' Commissioner to facilitate admission, where it is considered appropriate to do so.
- Provide inclusive learning environments, seeking to support all pupils in mainstream facilities where appropriate.
- Look to support the creation of local Resource Bases for high attaining pupils with Autism or for those who require Behavioural short-term interventions on mainstream sites where the attendance of a pupil in a specialist facility as required will promote integration and provide the support and interventions to enable children and young people to re-integrate back into mainstream classes when appropriate.
- Provide at least good/outstanding standards of education.
- Promote life-long opportunities for students in preparation for their leaving school and thereafter that will enable all children to flourish.
- Share and co-ordinate their replacement, expansion or place reduction plans to ensure that together we meet the needs of our communities, noting the need for capital resources to be maximised across the Council's area.
- Contribute to their community and its economy. We have an expectation that schools will work flexibly with the local community, sharing their buildings and assets to enable the educational and wider social and, where possible, economic needs of the local area to be met.
- Commit to work extensively and effectively with parents, other providers and the wider children's' services.

- Deliver a wide offer of teaching, learning and other services, meeting additional pupil, young person and family needs, ensuring that problems are identified and addressed universally, maximising pupil and family learning improvements, and making the greatest use of their community resource to ensure collective accountability in the local area.
- Be committed to working together to meet the best interests of all children, young people and families.
- Understand and promote the importance of positive physical and mental health.
- Work towards being carbon neutral by 2030, reviewing the use of energy, building management and options for sustainable travel to and from school.
- Be reasonable and fair in their expectations of the Council and of others

1.4.19 When meeting new demand, it is vital that any new school:

- Should be central and accessible to the community(ies) it serves.
- Provide genuinely personalised learning experiences for all its children and young people.
- Enable full participation for all children and young people (0-19 where appropriate). Where possible, new schools will include Early Years facilities. Early Years providers should work with the local authority to provide good and outstanding provision for all children benefiting their social, physical and cognitive development and outcomes, and helping to prepare them for school
- Work with other local schools and partners for the benefit of the whole community.
- Provide engaging environments for parents, carers and the local community.
- Provide a wide curriculum of learning that leads to high standards and good behaviour within specialist facilities.
- Create spaces for all pupils, including those with additional needs.
- Be willing to share their facilities with the local community, building in safeguards to enable this to be possible both during and outside the school day (where appropriate).
- Provide at least good/outstanding standards of education with outstanding leadership.
- Provide 21st century learning facilities for all pupils, where children and young people can be inspired to learn and develop educationally, morally, economically and emotionally in safe, secure and physically stable environment within a financially robust establishment.

1.4.20 In planning for new schools, the Council, stakeholders and partners must be realistic about the limitations that apply. These include:

- The availability and affordability of land in preferred locations
- Funding limitations of both capital and revenue resources

- The need to secure partners to bring the school forward (for example an academy or free school; developers etc.)
- Government regulations that may change or that may apply at the time

1.4.21 Further details about developer contributions and how these are collected can be found in appendix 3

~~Review: Do you agree with the Operational Principles and Procedures outlined above? Should they be updated in any way?~~

1.5 Standards and Successes

1.5.1 North Somerset Council has a good record of success and achievement:

As of ~~November-May 2020~~2021, ~~79~~**82**% of North Somerset schools with Ofsted ratings were good or outstanding schools; ~~45-34 schools (58)~~**44**% had not yet been rated post-academisation. The latest comparable figures for the whole of England and the South West were 86% and 82%, respectively.¹

As of ~~November-May 2020~~2021, ~~84~~**87**% of our primary schools with Ofsted ratings were rated good or outstanding. This is under the latest figures for England (88%) and the South West (83%).

As of ~~November-May 2020~~2021, ~~63~~**66**% of our secondary schools with Ofsted ratings were rated good or outstanding. This is under the latest figures for England (76%) and the South West (69%).

As of ~~November-May 2020~~2021, **100**% of our special schools were rated good or better. This is over the latest figures for England (90%) and the South West (90%).*

For Early Years settings, according to the Ofsted Inspection Data source, as of ~~31 March 2020~~31 August 2020 **North Somerset** had ~~27~~**26**% outstanding and ~~69~~**71**% Good EY's outcomes. National comparisons are ~~48~~**17**% Outstanding and 79% Good.

Further information including performance over time can be found on the Ofsted Data View platform:

<https://public.tableau.com/profile/ofsted#!/vizhome/Dataview/Viewregionalperformancevertime>.

The effects of Covid-19 have had far reaching impact in terms of schools, who remained open throughout the initial and further Lockdown periods to

¹ North Somerset OfSTED ratings were analysed from data held by the Pupil Places and Planning team as of 9 November 2020. Regional and national figures are as of 31 August 2020 and were obtained from the OfSTED data view platform available at <https://public.tableau.com/profile/ofsted#!/vizhome/Dataview/Viewregionalperformancevertime>.

vulnerable children and those of Key Workers. Following the decision from the DfE, there were no formal examinations during the summer of 2020 and the same will apply in 2021, with individual student's results being the result of teacher assessments.

- 1.5.2 The essential raw materials for generating social, economic and cultural capital and good health are skills and knowledge. In providing places for learning for the 21st century and beyond, schools can be centres for all forms of learning, providing opportunities appropriate to the needs of all members of their community. The Council is supportive of schools increasingly being centres for community engagement, social interaction and gateways to access services and support. Schools also offer a potential future location for the development of community-led, locally delivered services, which will meet the needs of children and young people, alongside other members of the community.

The Council's ability to influence this practice is diminishing however as more existing schools convert to academy status and new schools are formed that are outside of Council 'control'.

The Council is keen to see schools interacting with their local communities and will encourage the co-location of services where appropriate for all new schools and within existing schools where practicable. This is why links with the community have been included in the Council's Presumption Route competitions for new schools as below:

- Haywood Village Primary – the inclusion of community meetings spaces on the school site and use of the larger school hall as a shared sports facility. The school also has use of a shared football pitch with the local community
- Parklands Educate Together Primary - The local community has access to a meeting space and the school hall, outside of the school day. The hall has been designed to facilitate theatre activities and it is hoped the school will become a hub for local activity outside of school hours
- Chestnut Park Primary School – this new school will ~~is hoped to~~ open in September 2021 and is located adjacent to an Extra Care facility and interactions between the children and older people is to be encouraged. The local community should be able to have access to the school hall outside of school hours.

All three schools have or will have early years facilities on site.

- 1.5.3 The Council has a strong success rate when delivering its basic need capital programmes. Recent Council projects have been delivered on time and within budget tolerances, although Covid-19 has added to the cost of those projects in progress from March 2020 as contractors have needed to employ different

measures to keep their sites safe. Overall costs have been competitive and there is a high level of satisfaction from schools.

The DfE annually publishes a School Places Scorecard <https://www.gov.uk/government/statistics/local-authority-school-places-scorecards-2019> that assesses and compares local authority delivery in terms of their pupil projections and capital project delivery.

In the latest 2019 scorecard, North Somerset was assessed to have a primary place forecast accuracy one and three years ahead of -0.2% and of +4.8% respectively. Whilst the Council's permanent expansions are costed within the 20 – 40% lowest of all costs per pupil, the commitment the Council has given to expand supporting accommodation when providing temporary solutions placed it in the 60 - 80% of highest costs for temporary expansions. The ability of the Council to continue in this practice will be dependent on the funding it receives.

For the 2019 school entry, 99% of primary place applicants received one of their preference schools when compared to the English average of 97.5%. The DfE estimate North Somerset requires an additional 30 primary places for 2021/22 and will have 12.8% spare places across the sector in the same period. The proportion of new places in good and outstanding schools was placed at 100%, compared with the English average of 91%, ranking us 1/120 nationally.

The secondary scorecard showed a +0.4% accuracy for one year ahead projections and a +6.7% overestimation in a 3-year growth period. For the 2019 school entry, 99.3% of secondary place applicants received one of their preference schools when compared to the English average of 93%. The DfE estimate North Somerset requires an additional 110 primary places for 2021/22 and will have 12.3% spare places across the sector in the same period. The proportion of new places in good and outstanding schools was placed at 100%, compared with the English average of 88%, ranking us 1/114 nationally.

Primary Places

During the period of the current plan (2018 to 2021) the following new/replacement school places were delivered by the Council:	Planning Area	No. of new places	No. of replacement places	Year of increase	Permanent/ Result of temporary breach

School					
Flax Bourton C of E Primary School	Backwell	15 places per cohort (105 overall)		September 2019	Permanent
Chestnut Park Primary, Yatton	Backwell	30 places per cohort (210 overall)		Due to to open September 2021	Permanent
All Saints East Clevedon C of E Primary School	Clevedon	3 places per cohort going from a 17 intake to 20 (21 additional places overall)		September 2019	Permanent replacement for 120; <u>including</u> remodelling for 30 delivered by September 2018
Parklands Educate Together Primary	WSM East	60 places per cohort (420 overall)		September 2018	Permanent 420 places by September 2020
Total Places		Breach Only ~ 0 Permanent ~ 766			

Secondary Places

During the period of the current plan (2018 to 2021) the following new/replace-ment school places were delivered by the Council: School	Planning Area	No. of new places	No. of replacement places	Year of increase	Permanent/ Result of temporary breach
Gordano School	Portishead	Increase in capacity to 2080 and a PAN increase from 308 to 336 from September 2018 A breach of an extra 28 places in 2019 <u>and of 54 places in 2021</u>		September 2018 and September 2019 <u>plus September 2021</u>	Permanent
North Somerset Enterprise Technology College	WsM	Closure of this ETC to pupils at the end of the 2018/19 school		July 2019	Permanent

		year with a loss of 300 years 10 and 11 and 400 6 th form places			
Priory Community School Academy	WsM	Increase in capacity to 1500 and a PAN increase from 240 to 300 from September 2018 A breach of an extra 30 places in both 2018 and 2019		September 2018	Permanent
Winterstoke Hundred Academy	WsM	The phased opening of a 750 place 11 – 16 plus 200 place 6 th form on 1 September 2020		September 2020	Permanent
Total Places		Breach Only ~ 86 Permanent ~ 690			

Special School Places and Resource Bases

During the period of the current plan (2018 to 2021) the following new/replace-ment school places were delivered by the Council: School	Planning Area	No. of new places	No. of replacement places	Year of increase	Permanent/ Result of temporary breach
Westhaven	WsM	The phased expansion of the school to accept 18 infant-aged pupils (c6 per cohort)		September 2019	Permanent
Westhaven	WsM	The phased expansion of the school to accept 10 6 th form pupils (c5 per cohort)		September 2020	Permanent
Westhaven	WsM	A breach of c40 pupils to meet extra demand		September 2020	Temporary

Ravenswood	Nailsea	The breach allocation of c7 pupils to meet extra demand		September 2020	Temporary <u>and now included in the permanent change (as below)</u>
Ravenswood	Nailsea	A phased expansion of the school to accept between 22-28 extra pupils from September 2021 <u>(subject to approval)</u>		To be delivered by September 2021	Permanent
Nailsea School	Nailsea	The creation of a 10-place Resource Base for High Functioning pupils with Autism		September 2020	Permanent
Mendip Green Primary	WsM	The creation of a 10-place Resource Base for High Functioning pupils with Autism		To be delivered by September 2021	Permanent
<u>Voyage Learning Campus</u>	<u>WsM</u>	<u>The delivery of additional classrooms to help meet demand on their Milton site</u>		<u>To be in place by July 2021</u>	<u>Permanent</u>
Total Places		Breach Only ~47 Permanent ~70 - 76			

1.5.4 New mainstream places are also being considered in Weston super Mare to meet of housing developments. This will may include a further 630-place primary school in Haywood Village in Weston, a further two primary schools across the Parklands development for 630 and 315 places and a possible expansion of Parklands Primary School from 420 to 630 places. Plans for a new 420-place primary school in central Weston super Mare are also under discussion.

The HIF bid has secured resources for a building to accommodate up to 900 pupils at Winterstoke Hundred Academy's second site on the Parklands development in Weston super Mare.

All of the above projects will be reviewed and some delivered, as required, during the life of this new plan.

1.5.5 In 2017 the Council undertook a review to carefully consider the specific needs of pupils with special educational needs and disabilities (SEND), noting that for many students their specialist environments can be local but may also

be outside of North Somerset. The review centred on the view that children and young people's needs are almost invariably best met by provision which is close to their home and part of their wider community.

The review has been an ambitious and is an ongoing piece of work. The number of North Somerset children with an Education, Health and Care Plan (EHCP) has risen from 534 in January 2015 to 1,022 in January 2020 – an increase of 91% over the last five years.

Conservatively assuming a 0.1% pa increase in the national rate of EHCPs, and assuming that the increase in demand that North Somerset is experiencing is likely to result in it approaching the national rate over the next few years, it is estimated that the number of North Somerset pupils with EHCPs is likely to reach over 1,500 by 2025.

At Census Day 2020, only 77% of the 1,022 EHCP pupils were educated within North Somerset, with the remaining 239 young people educated outside the area, receiving alternative provision, or without a school place. It is North Somerset's aspiration to provide 'local schools for local children' by securing appropriate provision for pupils with EHCPs in mainstream and special schools as close to home as possible.

1.5.6 The current Education Provision in North Somerset - A Commissioning Strategy~ 2018 – 2021 sets out the delivery plans for SEND between 2018 – 2021 as below:

- To secure a 2nd site for Baytree Special School increasing places for pupils with Profound and Severe Learning Difficulties from 72 to 120 places by the 2021/22 school year – cost £14.63m (£1m approved plus £13.6m ~~provisionally~~ added to the P&C 2021/22 Capital Programme by Council for February 2021), to be available open in the 2022/23 school year and to new pupils by September 2023 at the earliest. The school will have the capacity to grow to 157 places as required
- To expand Westhaven Special School to accommodate 18 infant-aged and 10 post-16 pupils by September 2020 (infant-phase and post-16 both approved and delivered).
- To create 10-place primary and 10-place secondary phase High-Functioning Autism Resource Bases at Mendip Green (~~subject to~~ RSC approved edat) and Nailsea (RSC approved) schools by September 2020 (delivered) and September 2021 (in delivery) respectively
- To deliver breach admissions to the maximum levels allowed by legislation/can be accommodated on site without going against health and safety advice
- Work with the DfE/ESFA to deliver a 65-place SEMH School in Churchill by September 2023 with the scheme starting on site in September 2022 (funding and timescales with the DfE/ESFA).

- New addition – to expand Ravenswood Special School ~~to accommodate an additional 22 – 18 pupils by increasing the place range from 112 – 119 places to a range of 134 – 140 places~~ by September 2021 – agreed by the Executive on 28 April 2021 to be delivered by September 2021 currently within the consultation stage.

1.5.7 Further details of the Council’s SEND strategy can be found in Appendix 3.

~~Review: Were you aware of the new places provided and to be delivered between 2018 – 21 and of the future for delivery?~~

~~If not, how can the Council better update the community about current and potential plans?~~

1.5.8 When planning learning provision, our stakeholders will be any person, body or organisation that will have a legitimate responsibility or influence or who could be impacted by the provision of a learning facility for the local community. These are mainly:

<ul style="list-style-type: none"> • Pupils • Existing and potential parents • Diocesan partners • Police • Key health partners • Youth Networks • Local residents • Trust bodies • Free School promoters • Regional Schools’ Commissioner • Springboard Opportunities Group • North Somerset Parent Carers Working Together 	<ul style="list-style-type: none"> • Early Years Providers • Businesses • Community Partnership Groups • Governors • Neighbouring local authorities • Other Admission Authorities • Neighbouring Local Authorities • Education Funding and Skills Agency (EFSA) and FA and Department for Education (DfE) • Academies and academy trusts • School Youth Councils
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~~Review: Are there any partners we have failed to list above ?~~

Appendix 1 – Part A School Clusters Detailed Data 2021 – 2024

Map Ref	This number relates to the number on the map showing the location of the schools in the cluster. Primary schools are shown as blue dots and secondary as green. The larger the dot, the bigger the school in terms of the numbers of pupils it can have on roll.
School	School name and link to school website
Multi Academy Trust	If the school is an academy and part of a Multi Academy Trust, the name of the trust is given
Latest Ofsted inspection	The judgement and date of the most recent Ofsted inspection
FGA	First Geographical Area – some schools have FGAs as part of their admissions arrangements meaning children living inside their defined FGA have a higher priority in their admissions oversubscription criteria than those living outside.
PAN	Published Admission Number – the number of pupils the school will admit at the normal point of entry. This is Reception year for primary and infant schools, Year 3 for junior schools and Year 7 for secondary schools.
No. places % full Trend Y6-R (primary schools) or Y11 to 7 (secondary schools)	<p>The total number of places available in the school as at January 2021</p> <p>The percentage of spaces that are filled as at January 2021</p> <p>The trend in pupil numbers as at January 2021:</p> <ul style="list-style-type: none"> • Increasing – generally more children in the younger cohorts than the older ones ↑ • Decreasing – generally fewer children in the younger cohorts than the older ones ↓ • Fluctuating – cohort numbers going up and down, no pattern ~ • Stable – cohort number generally the same across all year groups ↔
Annual transport costs	The annual Home to School Transport mainstream cost for 2019/20 to transport eligible pupils to this school
Expansion feasible?	Information on the school site and options or feasibility to expand capacity (if a feasibility study is required before this can be determined, the text will reflect this). This section also includes any relevant historical information about the site.

The information below has charts, tables and maps for each cluster area relating to primary and secondary current and projected pupil numbers and new housing (properties occupied – according to Council Tax records April 2021).

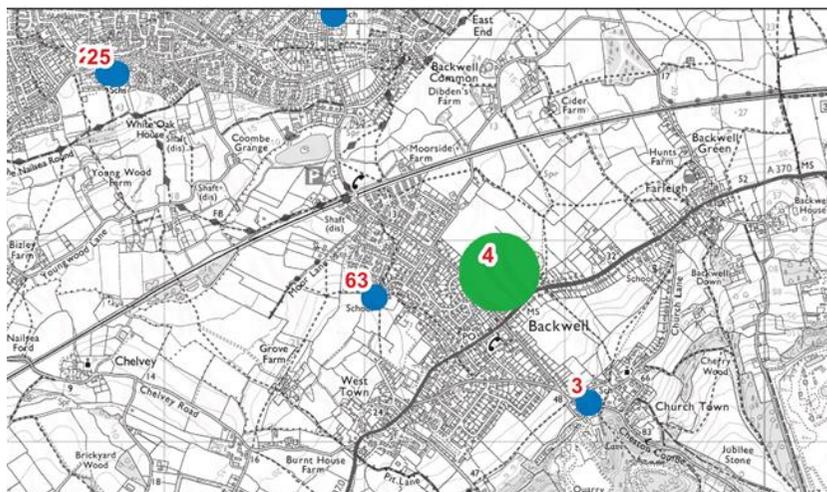
The clusters are:

Backwell (primary split into Backwell, Long Ashton and Yatton), Churchill (primary split into East, North and South), Clevedon, Nailsea, Pill, Portishead and Weston-super-Mare (primary split into Central, East, North and South).

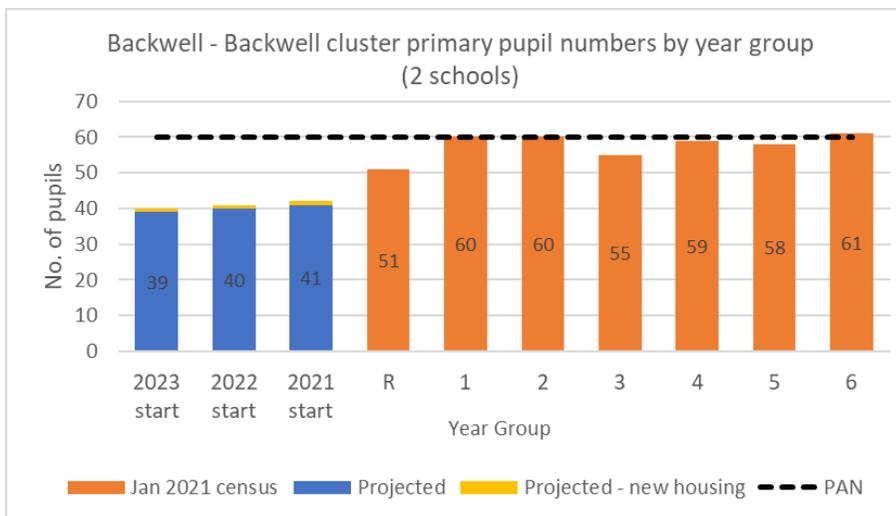
North Somerset Education Commissioning Strategy 2021-2023 Appendix 1a

Backwell - Backwell Primary Cluster - current picture

2 primary-age schools, 404 pupils, schools are 96% full, 60 Reception places



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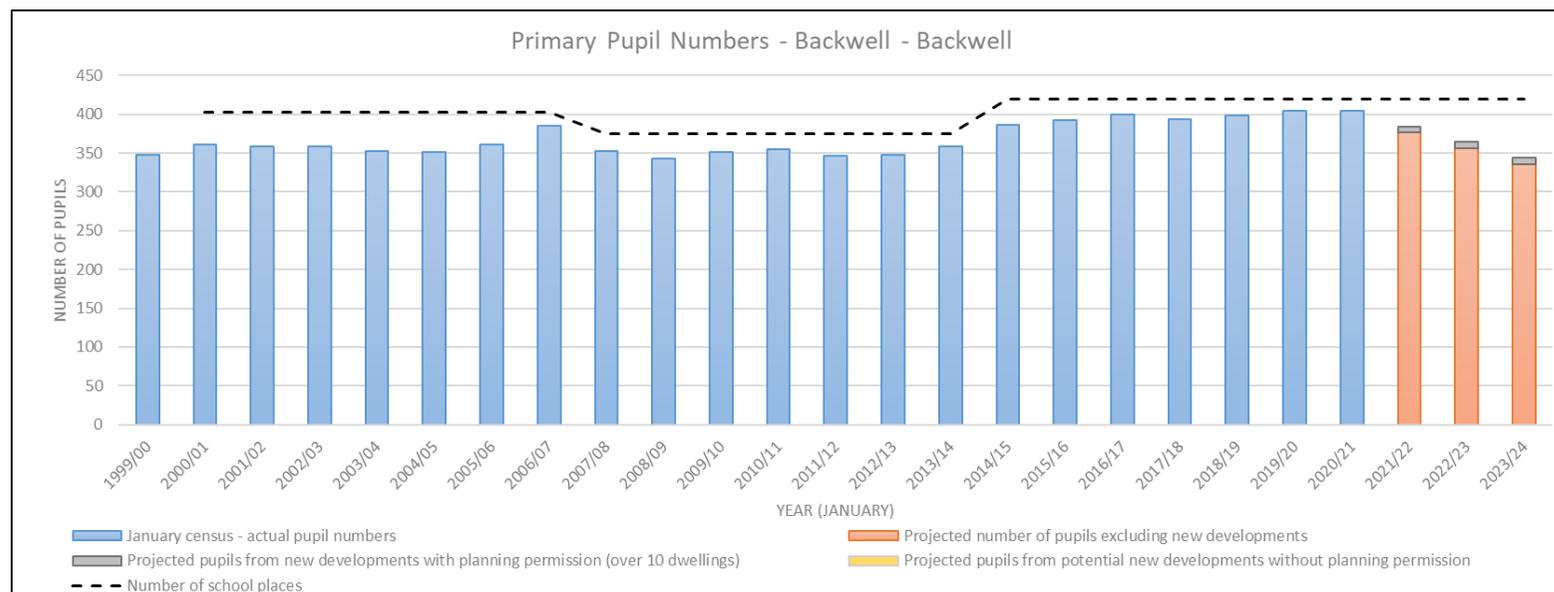


Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y6-R	Annual transport costs	Expansion feasible?
3	Backwell Church of England Junior School	Lighthouse Schools Partnership	Outstanding 20/03/2014	7-11	60	240 97% full Stable--	£13,110	An assessment of the site has shown that plans for expansion are cost prohibitive There is a designated school site located close to Backwell C of E Junior School, although it is not large enough for a new school
63	West Leigh Infant School	Lighthouse Schools Partnership	Outstanding 15/01/2009	5-7	60	180 95% full Fluctuating ~	£13,110	This school has previously been expanded from 135 to 180 places. No further expansion is possible.

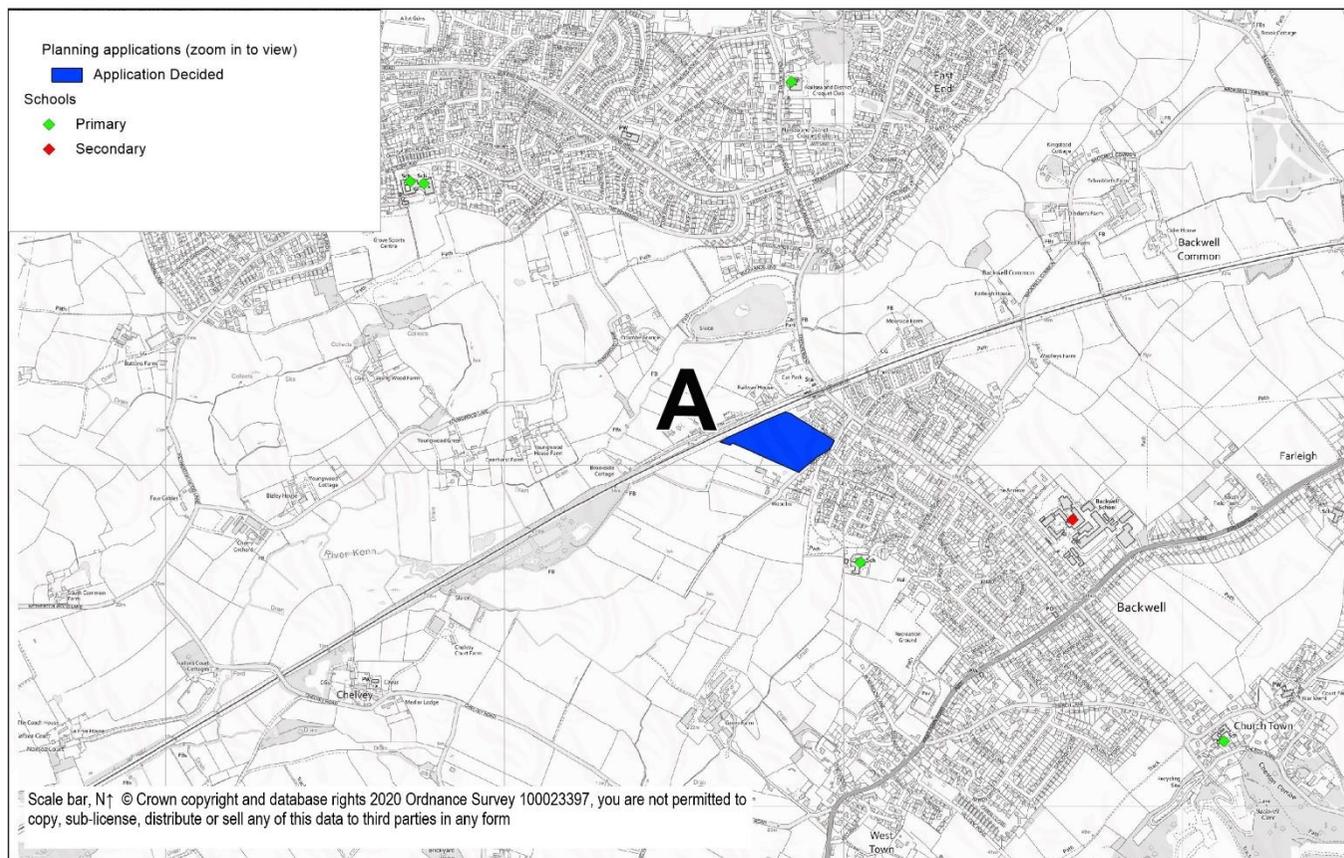
Pupil Projections		Predicted demand (number of pupils)					Predicted empty places (negative values = shortfall)				
School	No. places	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
School	No. places	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Backwell C of E Junior	240	226	226	226	215	208	14	14	14	25	32
West Leigh Infants	180	167	150	130	120	114	13	30	50	60	66
New housing pupil estimates		0	6	8	9	9					
Total	420	393	382	364	344	331	27	38	56	76	89
% space across the cluster							6%	9%	13%	18%	21%

Backwell – Backwell Primary Cluster future projections

Both primary schools in the cluster are projected to have decreasing pupil numbers over the next five years, even with the small amount of new housing expected.



Backwell – Backwell Cluster – new housing



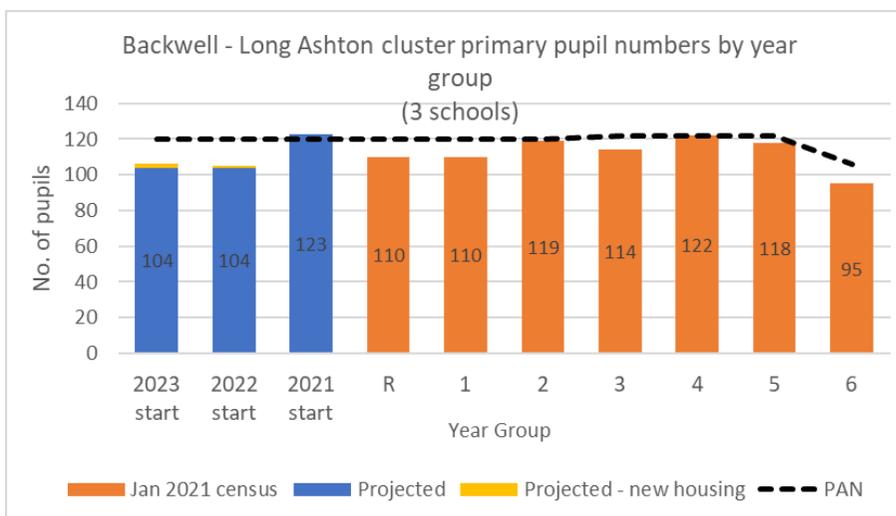
Map Ref	Backwell - Backwell	Permission Date	Site	No. of dwell.	Properties occupied
A	15/P/1916/O	21/12/2017	Land at Moor Lane, Backwell	65	19
			Total	65	19

Backwell – Long Ashton Primary Cluster - current picture

3 primary-age schools, 788 pupils, schools are 95% full, 120 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y6-R	Annual transport costs	Expansion feasible?
7	Birdwell Primary School	Single academy	Good 17/03/2016	3-11	60	420 95% full Stable--	£0	No as the school has been expanded twice previously to meet local demand
21	Flax Bourton Church of England Primary School	Lighthouse Schools Partnership	Outstanding 11/03/2015	4-11	30	202 94% full Stable --	£0	No as this school has already been expanded to a 210-place school in 2018

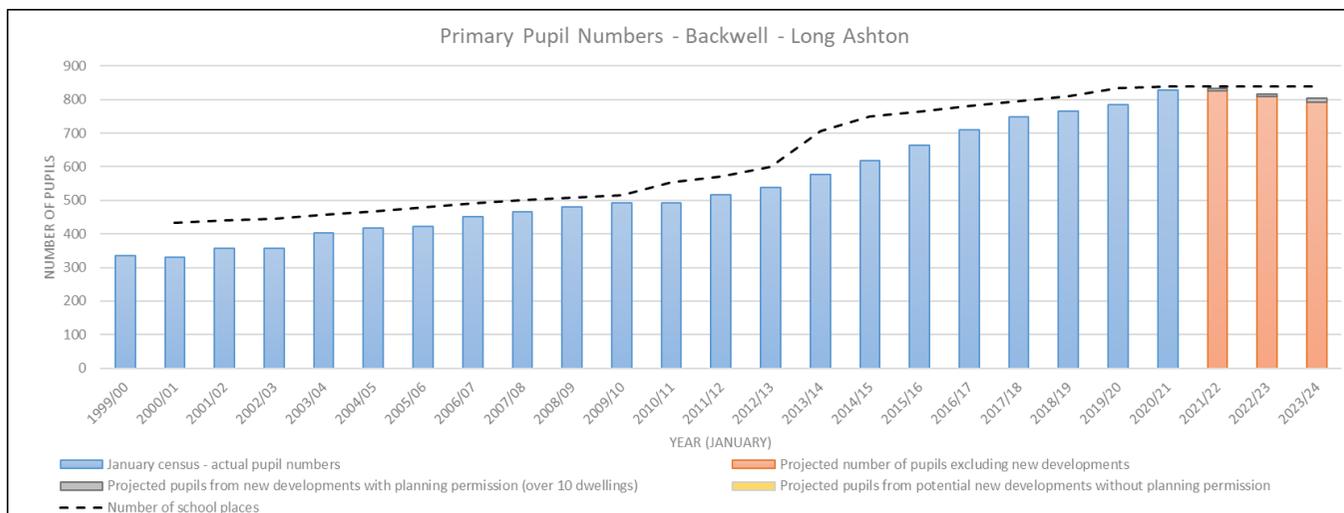
40	Northleaze Church of England Primary School	Lighthouse Schools Partnership	Good 27/09/2016	4-11	30	210 94% full Stable --	£0	No. An assessment of the site has shown that this school cannot be expanded
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Pupil Projections	Predicted demand (number of pupils)	Predicted empty places (negative values = shortfall)
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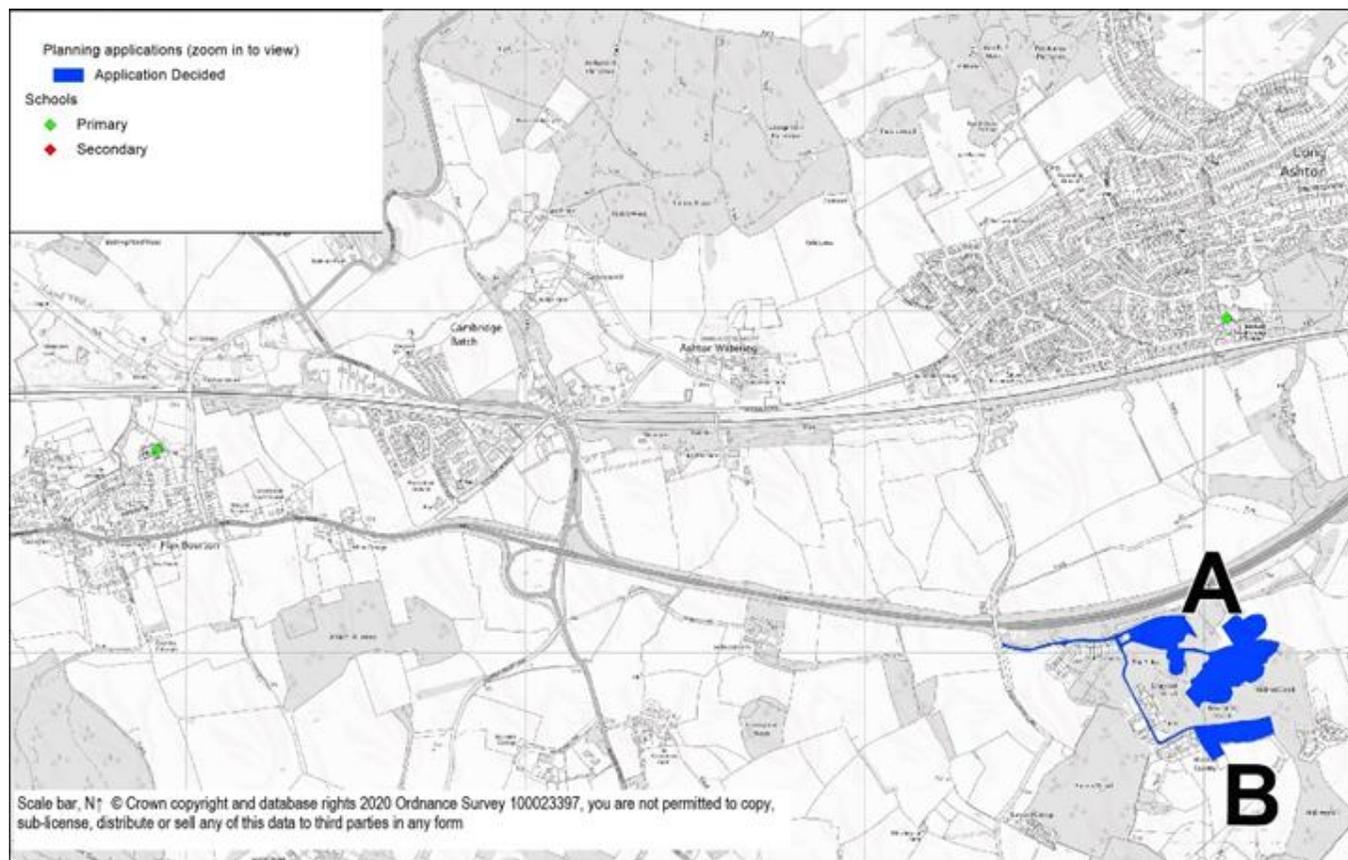
School	No. places	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Birdwell Primary	420	412	414	406	404	391	8	6	14	16	29
Flax Bourton CE Primary School	210	192	207	198	190	189	18	3	12	20	21
Northleaze CE Primary School	210	200	205	204	199	196	10	5	6	11	14
New housing pupil estimates		0	2	6	8	10					
Total	840	804	828	814	801	786	36	12	26	39	54
% space across the cluster							4%	1%	3%	5%	6%

Backwell – Long Ashton Primary Cluster future projections

All primary schools in the cluster are projected to have fluctuating pupil numbers over the next five years, with a small amount of new housing expected.



Backwell – Long Ashton Cluster – new housing



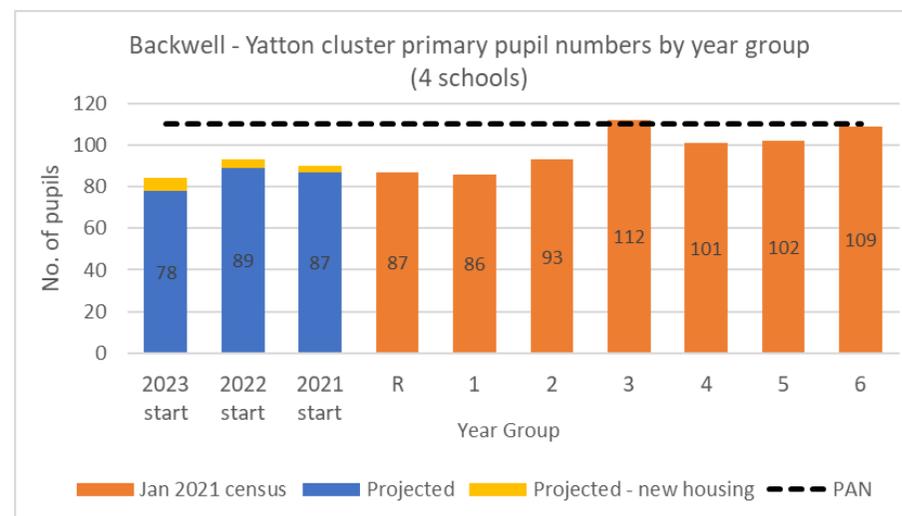
Map Ref	Backwell - Long Ashton	Permission Date	Site	No. of dwell.	Properties occupied
A	15/P/2301/F	01/06/2017	Former Barrow Hospital, Barrow Gurney	66	0
B	15/P/2302/F	01/06/2017	Former Barrow Hospital, Barrow Gurney	14	0
			Total	80	0

Backwell – Yatton Primary Cluster - current picture

4 primary-age schools, 690 pupils, schools are 90% full, 110 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y6-R	Annual transport costs	Expansion feasible?
x	Chestnut Park Primary School	Clevedon Learning Trust	Not inspected 00/01/1900	4-11	30	210 - -	-	To open in September 2021. The school has been designed to enable a 210-place expansion to 420 places if needed in the future.
18	Court-De-Wyck Church of England Primary School	Bath & Wells MAT	Good 20/03/2018	4-11	20	140 88% full Fluctuating ~	£0	This site has the capacity to increase to 210 places having previously been a 210-place school. New classroom(s) would be required

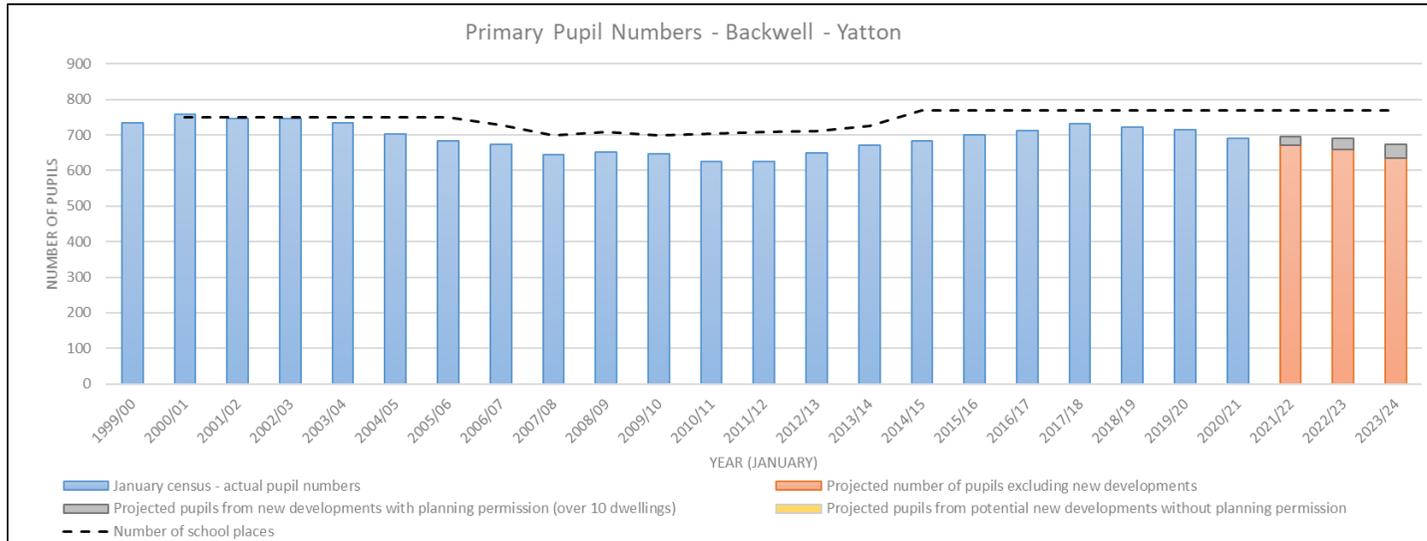
73	Yatton Infant School	Lighthouse Schools Partnership	Outstanding 26/11/2009	4-7	90	270 79% full Stable --	£29,892	The Yatton Infant and Junior Schools are on sites that accommodate their combined capacity of 630 places. The site is not large enough for any expansions without compromising play space. <u>The Local Authority has supported plans by the Lighthouse Schools Partnership to reduce the PAN at Yatton Infants from 90 to 60 for September 2022, noting that the school site has the capacity to increase its pupil intake back to 90 places per cohort should demand require this in the future</u>
74	Yatton Church of England Junior School	Lighthouse Schools Partnership	Good 26/04/2017	7-11	90	360 98% full Stable --	£29,892	See Yatton Infant School.

Pupil Projections	Predicted demand (number of pupils)	Predicted empty places (negative values = shortfall)
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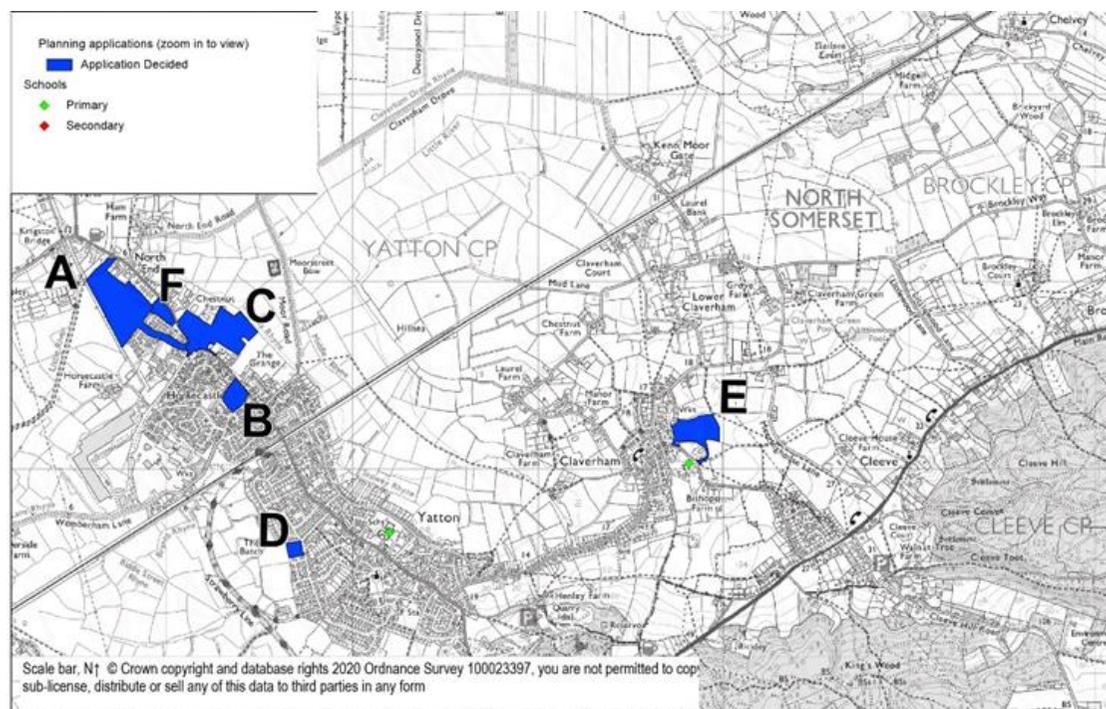
School	No. places	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Court de Wyck Church School	140	128	120	123	119	109	12	20	17	21	31
Yatton Infant School	270	212	216	218	214	198	58	54	52	56	72
Yatton Junior School	360	349	336	318	302	289	11	24	42	58	71
New housing pupil estimates		0	16	23	31	39					
Total	770	689	688	682	666	635	81	82	88	104	135
% space across the cluster							11%	11%	11%	14%	18%

Backwell – Yatton Primary Cluster future projections

All primary schools in the cluster are projected to have decreasing pupil numbers over the next five years even with the small amount of new housing expected.



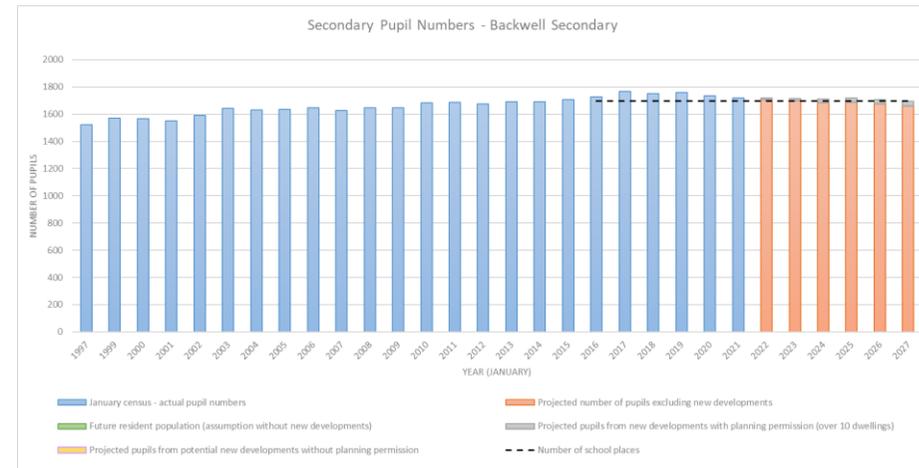
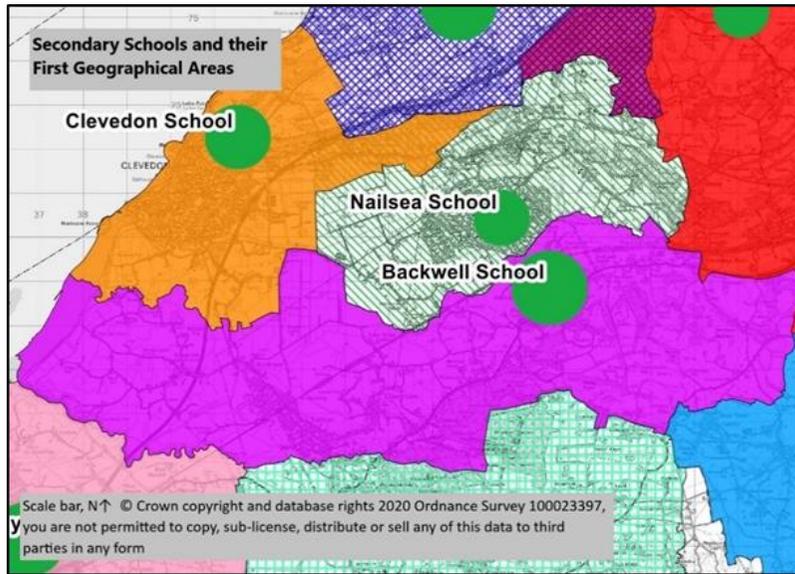
Backwell – Long Ashton Cluster – new housing



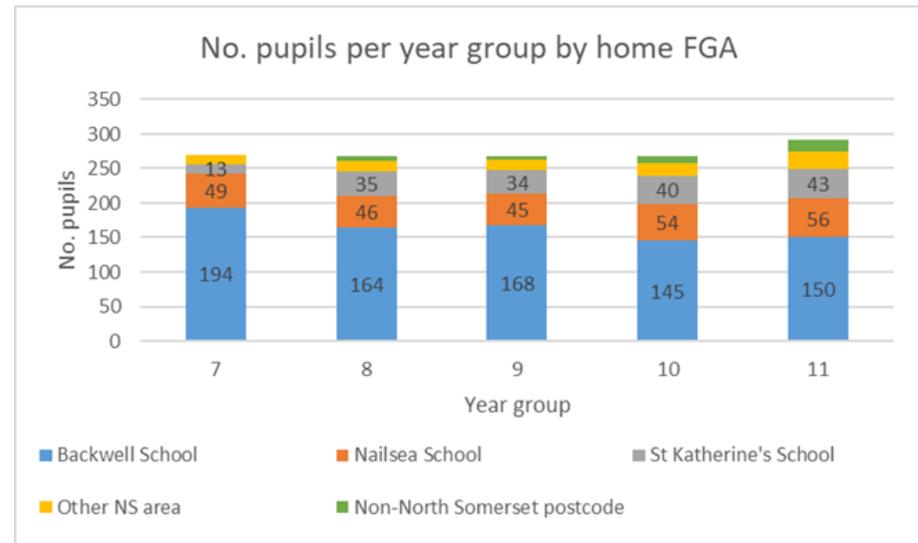
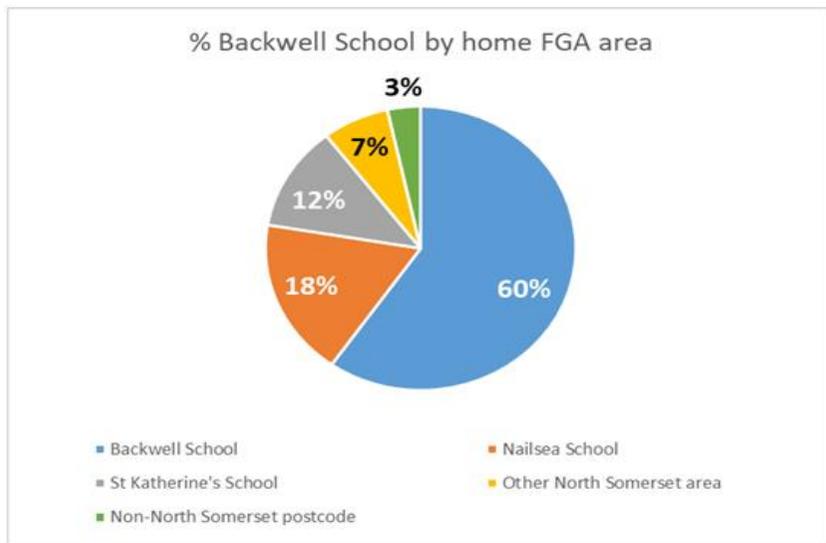
Map Ref	Backwell - Yatton	Permission Date	Site	No. of dwell.	Properties occupied
A	15/P/1488/O	21/07/2017	Arnolds Way, Yatton - Phase 2	111	93
B	15/P/1299/O	15/11/2017	Oxford Plasma Technology, North End Road, Yatton	55	0
C	15/P/0946/O	08/01/2018	Land North of Arnolds Way and North End Road Yatton	154	0
D	17/P/2377/F	05/04/2019	Titan Ladders, 195 - 201 Mendip Road, Yatton	37	28
E	18/P/3659/FUL	23/08/2019	Former UTAS Site Claverham Works Bishops Rd, Claverham	77	0
F	19/P/0834/FUL	16/04/2020	Arnolds Way Yatton - Phase 3	28	0
			Total	462	121

Backwell Secondary Cluster – current picture

1 secondary-age school, 1719 pupils, school is 125% full, 270 Year 7 places



Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y11-7	Annual transport costs	Expansion feasible?
4	Backwell School	Lighthouse Schools Partnership	Good 29/01/2020	11-18	270	1380 125% full Stable --	£335,469	A feasibility study would be required

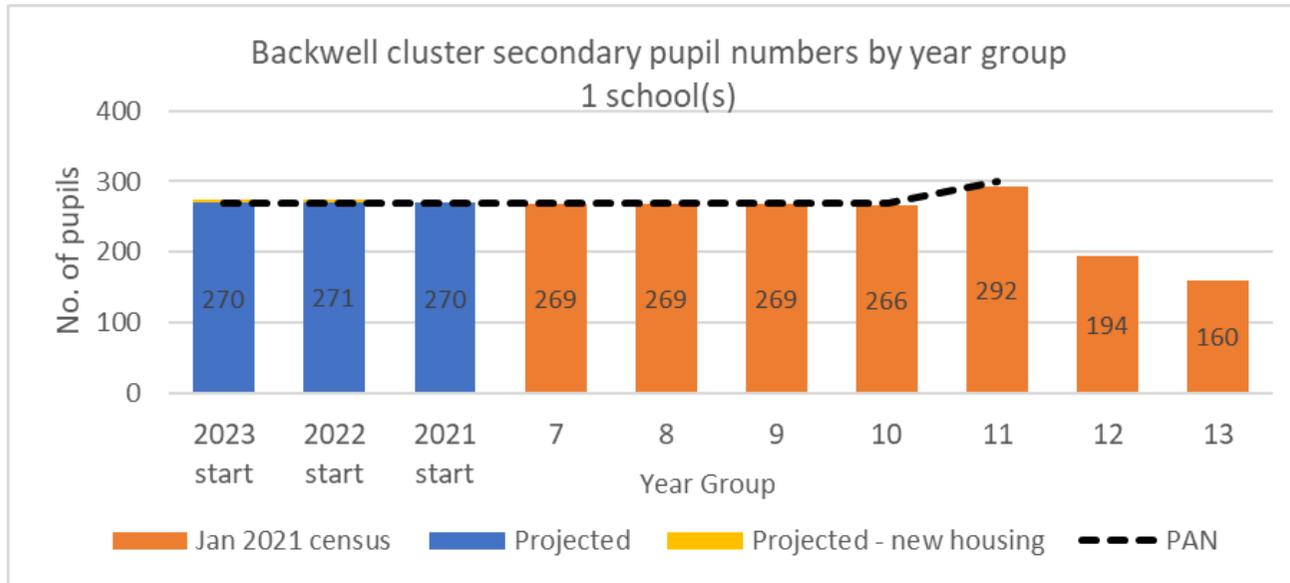


Backwell Secondary Cluster – future projections

		Predicted demand (number of pupils)							Predicted empty places (negative values = shortfall)						
		2020	2021	2022	2023	2024	2025	2026	2020	2021	2022	2023	2024	2025	2026
Pupil Projections	No. places														
Backwell School	1,769	1708	1707	1697	1684	1686	1673	1661	61	62	72	85	83	96	108
New housing pupil estimates		0	12	19	26	32	34	35							
Total		1,708	1,719	1,716	1,710	1,718	1,707	1,696	61	50	53	59	51	62	73
% space									3%	3%	3%	3%	3%	3%	4%

Backwell Secondary - future projections

Numbers are projected to remain stable for Backwell School.

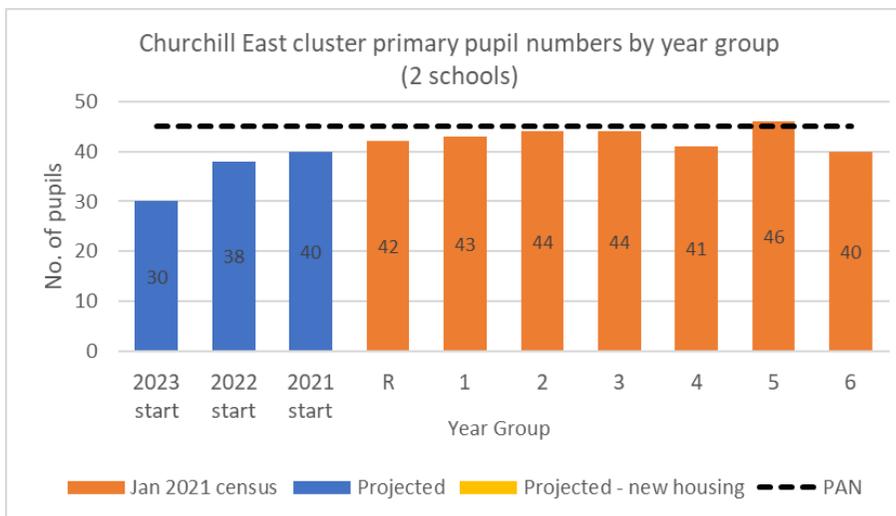


Churchill East Primary Cluster - current picture

2 primary-age schools, 300 pupils, schools are 95% full, 45 Reception places



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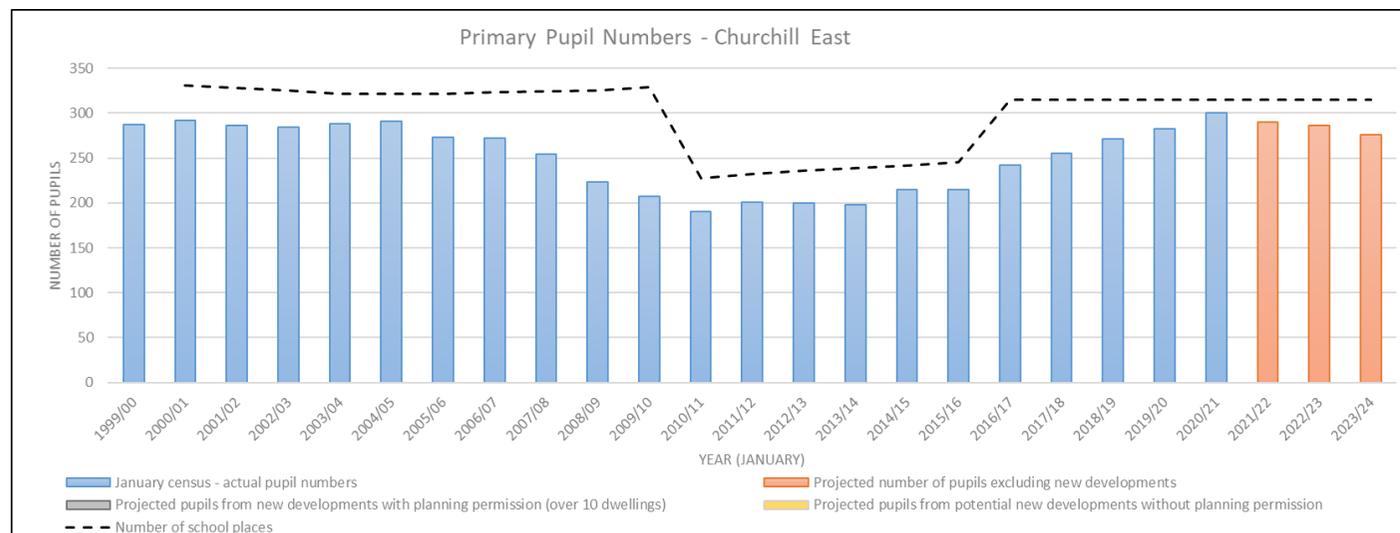


Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y6-R	Annual transport costs	Expansion feasible?
20	Dundry Church of England Primary School	Midsomer Norton Schools Partnership Trust	Requires improvement 10/01/2019	4-11	15	105 90% full Stable --	£5,180	No as the site is constrained
65	Winford Church of England Primary School	Lighthouse Schools Partnership	Good 26/01/2016	4-11	30	210 98% full Stable --	£68,053	This school was expanded in 2016 from 140 to 210 places. No further expansions are possible on the site.

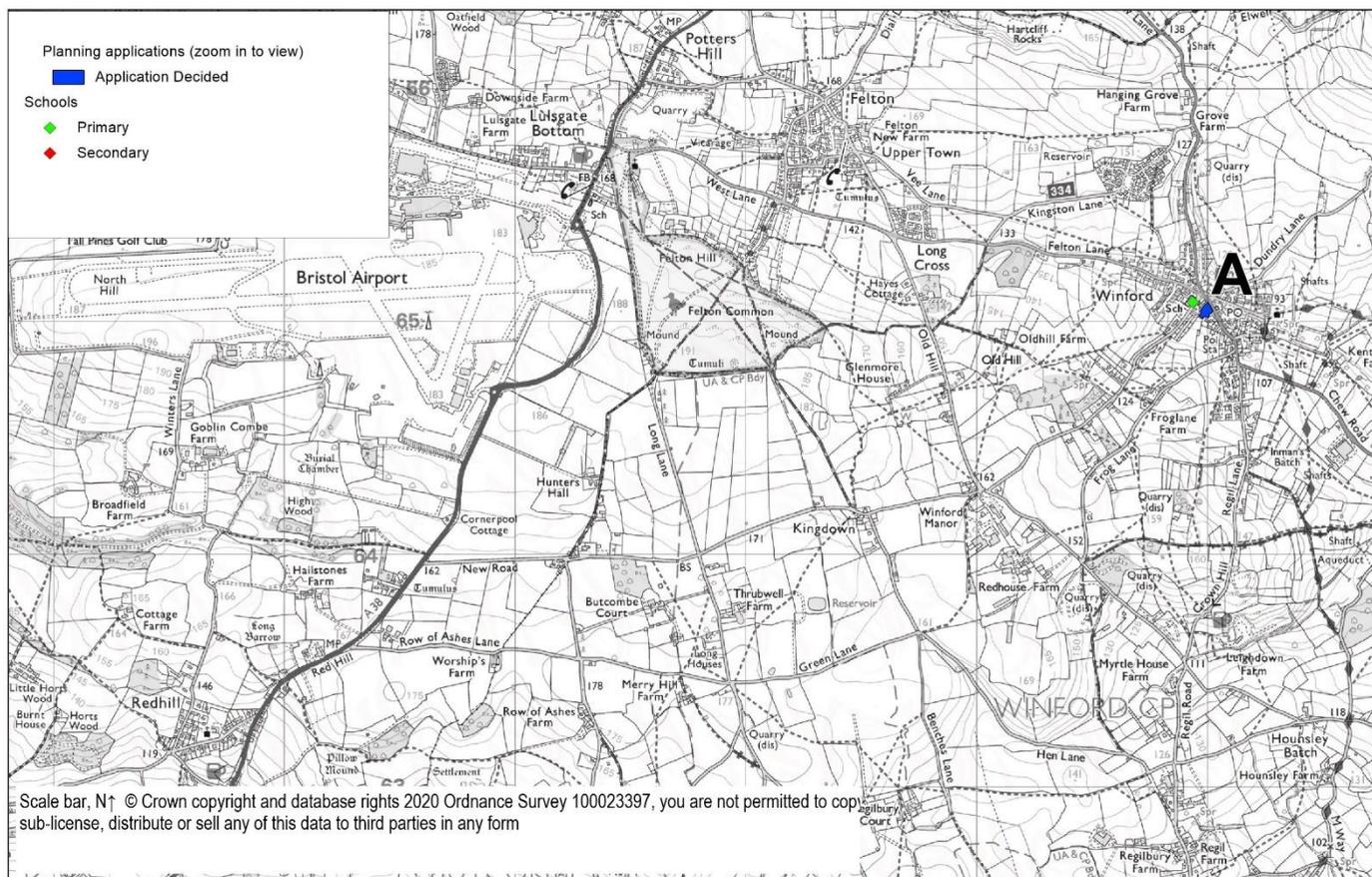
Pupil Projections		Predicted demand (number of pupils)					Predicted empty places (negative values = shortfall)				
School	No. places	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Dundry CE Primary School	105	86	90	91	87	86	19	15	14	18	19
Winford Primary School	210	204	200	195	189	181	6	10	15	21	29
New housing pupil estimates		0	0	0	0	0					
Total	315	290	290	286	276	267	25	25	29	39	48
% space across the cluster							8%	8%	9%	12%	15%

Churchill East Primary Cluster future projections

Dundry Primary Schools is projected to have fairly stable pupil numbers over the next five years. Winford Primary School is projected to have decreasing pupil numbers over the next five years.



Churchill East Cluster – new housing



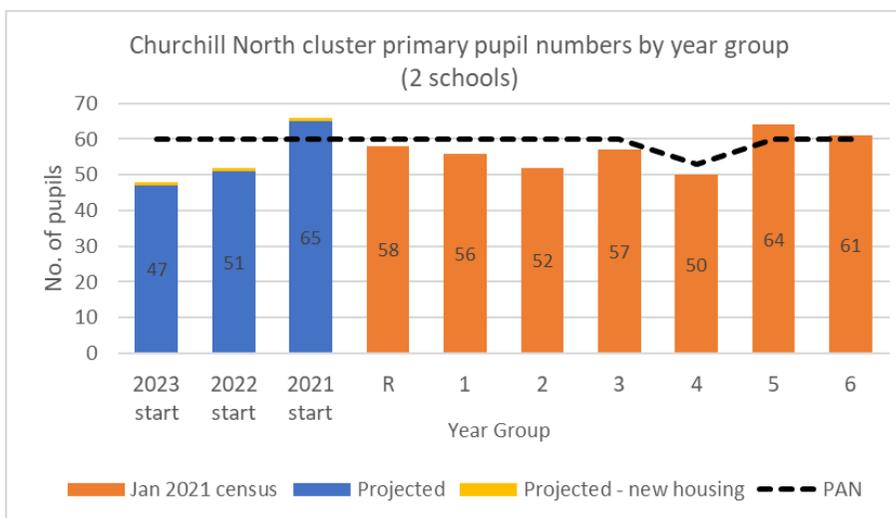
Map Ref	Churchill East	Permission Date	Site	No. of dwell.	Properties occupied
A	12/P/0390/O	20/04/2017	The Old Coach Station, Winford	11	0
Total				11	0

Churchill North Primary Cluster - current picture

2 primary-age schools, 398 pupils, schools are 96% full, 60 Reception places



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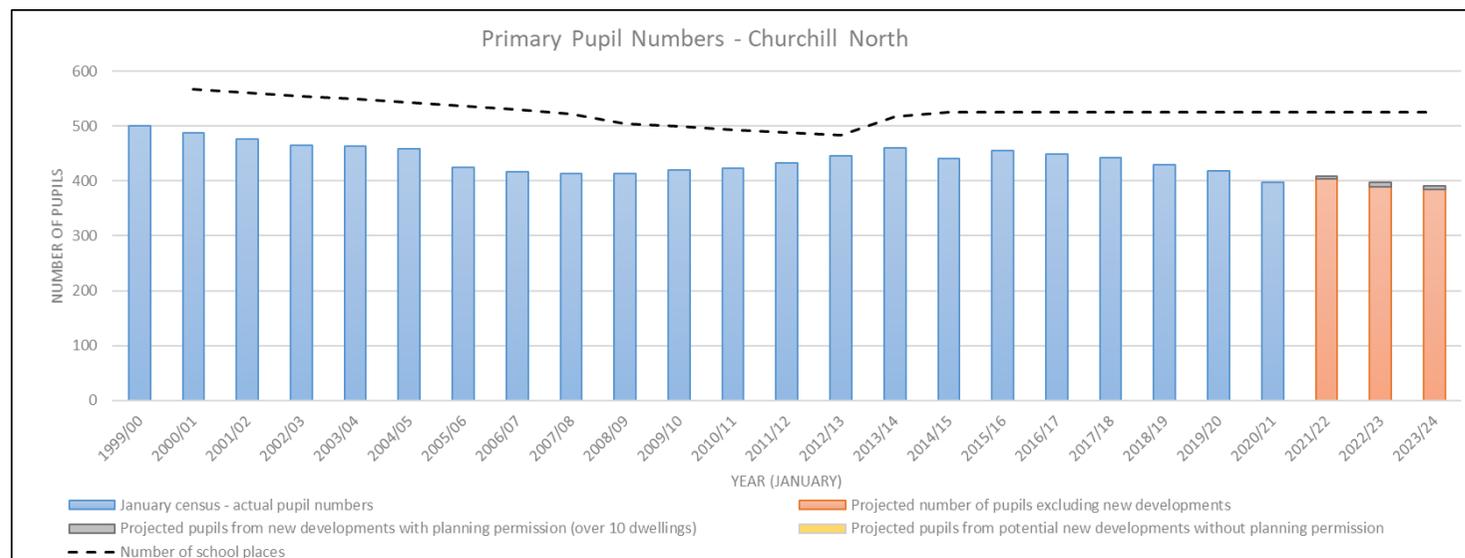


Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y6-R	Annual transport costs	Expansion feasible?
46	St Andrew's Church of England Primary School	Maintained	Good 16/01/2018	4-11	30	203 97% full Fluctuating ~	£0	Site has accommodated up to 420 places in the past and has the infrastructure of a larger sized 420-place school
72	Wroughton Church of England Primary School	Maintained	Outstanding 12/06/2015	4-11	30	210 96% full Stable --	£30,240	A feasibility study <u>would need to be</u> has been undertaken although it is anticipated the site could accommodate additional pupils

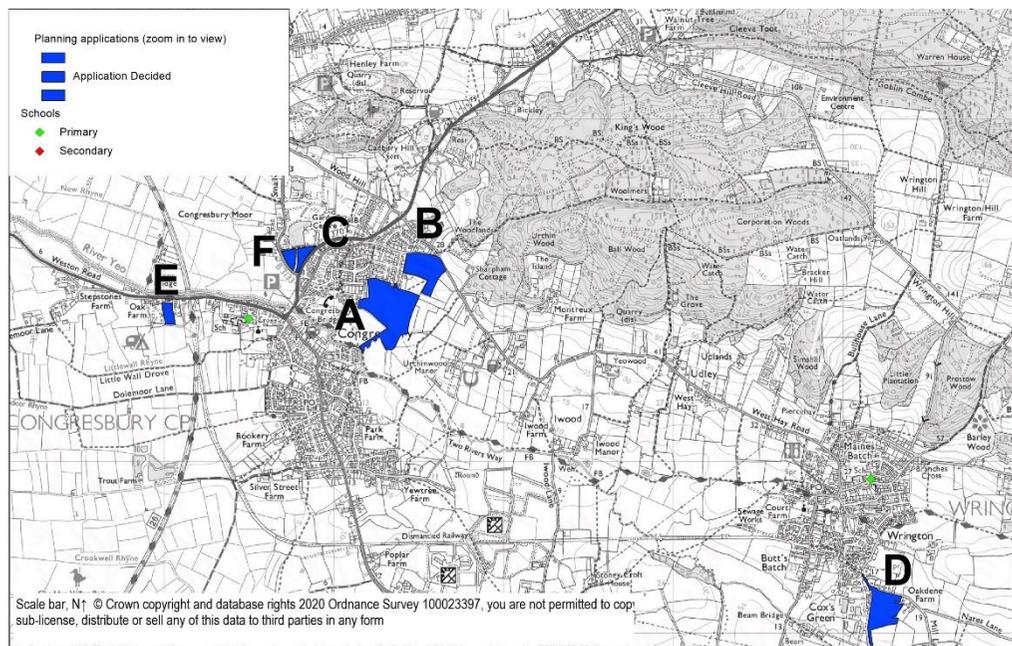
Pupil Projections		Predicted demand (number of pupils)					Predicted empty places (negative values = shortfall)				
School	No. places	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
St Andrew's Primary School	315 reducing to 210 by 2022	203	201	186	185	181	22	24	24	25	29
Wrington CE Primary	210	204	203	204	199	193	6	7	6	11	17
New housing pupil estimates		0	3	5	7	7					
Total	210	407	407	395	391	381	28	28	25	29	39
% space across the cluster							13%	13%	12%	14%	19%

Churchill North Primary Cluster future projections

Both primary schools in the cluster are projected to have decreasing pupil numbers over the next five years, even with the small amount of new housing expected.



Churchill North Cluster – new housing



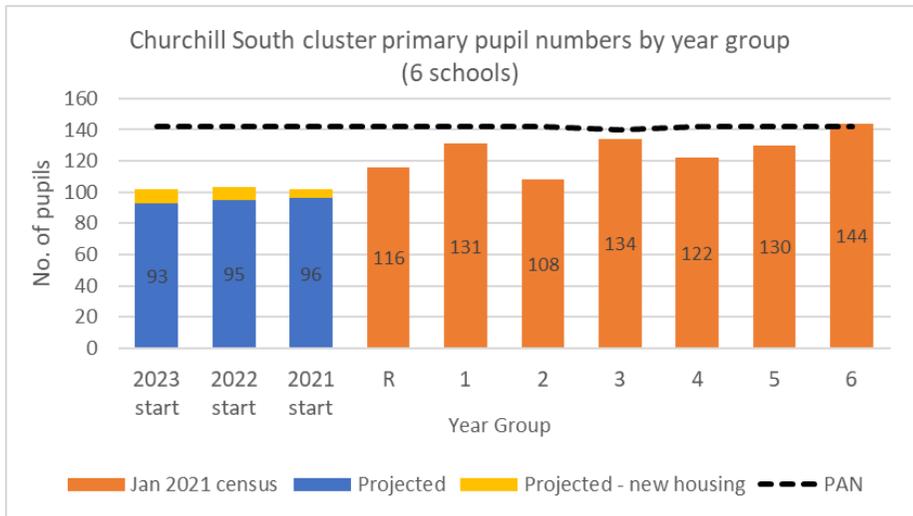
Map Ref	Churchill North	Permission Date	Site	No. of dwell.	Properties occupied
A	15/P/0519/O	13/04/2016	Land south of Cobthorn Way off Wrington Lane Congresbury	38	36
B	16/P/1521/O	24/03/2017	Land off Wrington Lane, Congresbury	50	0
C	16/P/2982/O	11/10/2017	Land South of Cadbury Garden Centre, Bristol Road, Congresbury	21	0
D	16/P/1291/O	23/11/2017	Land at Cox's Green, Wrington	55	0
E	18/P/2532/OUT	26/07/2019	Land At Station Close Congresbury (Sousta)	13	0
F	18/P/3905/OUT	15/11/2019	Land At Smallway Congresbury	21	0
			Total	198	36

Churchill South Primary Cluster - current picture

6 primary-age schools, 885 pupils, schools are 89% full, 142 Reception places



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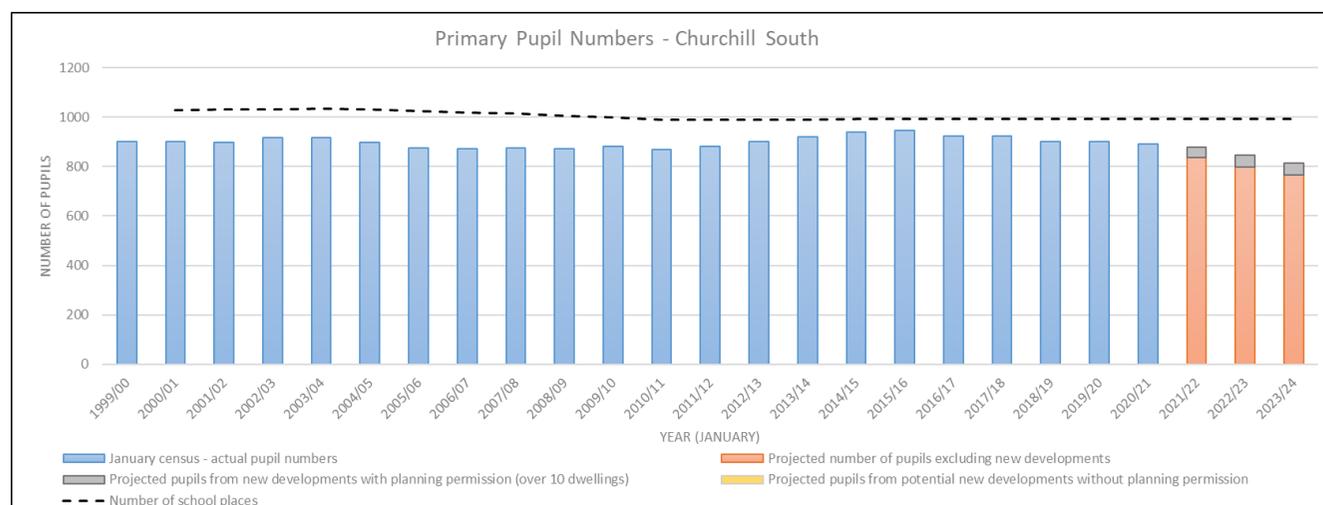
Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y6-R	Annual transport costs	Expansion feasible?
5	Banwell Primary School	Maintained	Good 05/12/2017	4-11	30	210 78% full Fluctuating ~	£0	Plans show the site could accommodate a 315 or 420-place school, although it's location may be problematic in terms of parking and highways challenges

8	Blagdon Primary School	Lighthouse Schools Partnership	Serious Weaknesses 24/10/2018	4-11	17	117 94% full Fluctuating ~	£23,064	No as the site is constrained
11	Burrington Church of England Primary School	Maintained	Good 18/05/2017	3-11	15	105 57% full Fluctuating ~	£22,440	No as the site is constrained
14	Churchill Church of England Primary School	Maintained	Good 11/05/2017	4-11	30	210 94% full Fluctuating ~	£18,162	Plans show the buildings could be expanded to accommodate a 315 or 420-place school, although this would be at the expense of play space that would need to be replaced off-site
45	Sandford Primary School	Maintained	Outstanding 12/04/2013	4-11	20	140 104% full Stable --	£0	Plans show the site could accommodate a 210-place school provided extra adjacent land (not in the Council's ownership) were to be made available
66	Winscombe Primary School	Maintained	Good 12/10/2017	4-11	30	210 99% full Stable --	£6,341	Plans show the site could accommodate a 315 or 420-place school, subject to planning and other approvals

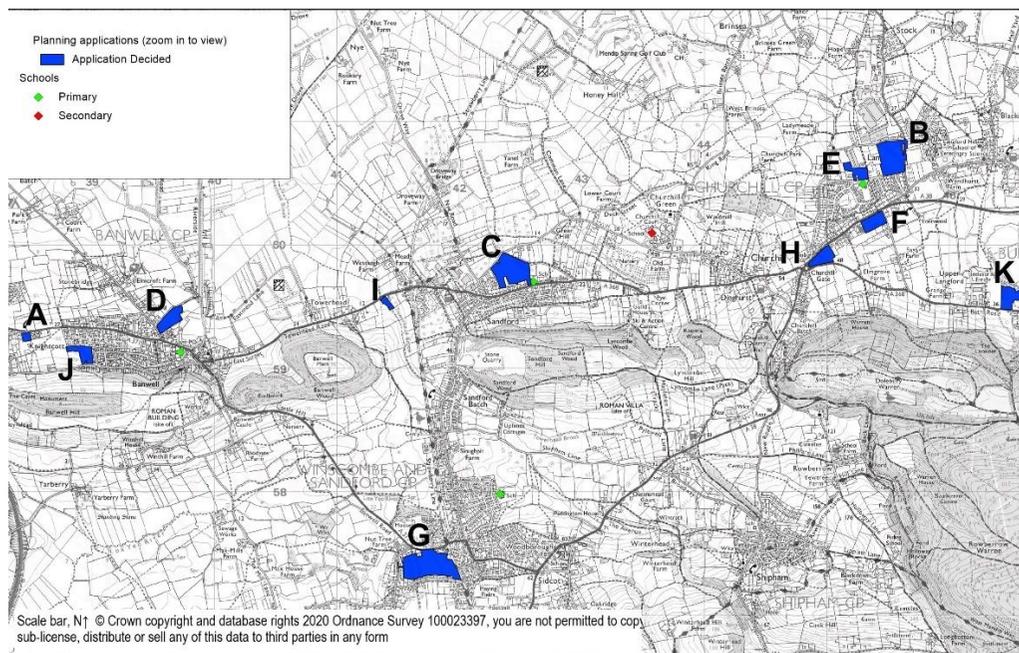
Pupil Projections		Predicted demand (number of pupils)					Predicted empty places (negative values = shortfall)				
School	No. places	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Banwell Primary School	198	164	151	138	129	117	34	47	60	69	81
Blagdon Primary	119	113	105	102	100	96	6	14	17	19	23
Burrington CE Primary School	102	63	54	52	52	50	39	48	50	50	52
Churchill CE VC Primary	210	194	188	182	174	172	16	22	28	36	38
Sandford Primary School	140	146	137	132	127	126	-6	3	8	13	14
Winscombe Primary School	210	212	201	193	184	177	-2	9	17	26	33
New housing pupil estimates		0	34	44	46	47					
Total	979	892	870	843	812	785	87	109	136	167	194
% space across the cluster							9%	11%	14%	17%	20%

Churchill South Primary Cluster future projections

All primary schools in the cluster are projected to have decreasing pupil numbers over the next five years, even with the amount of new housing expected.



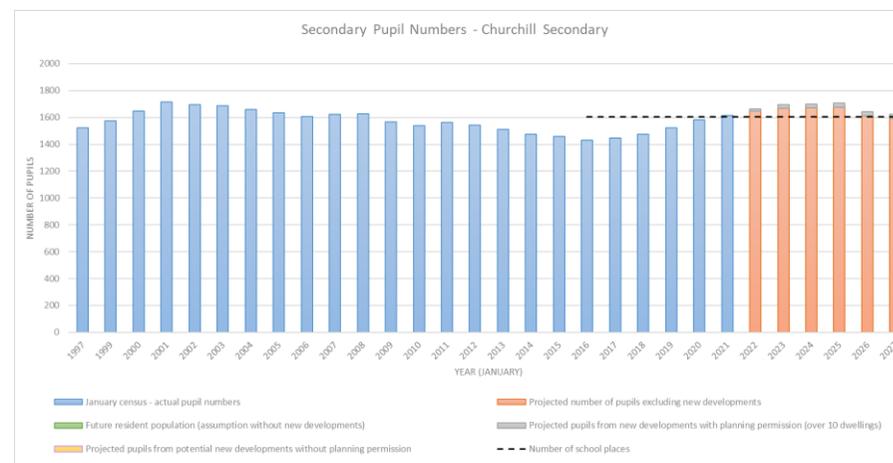
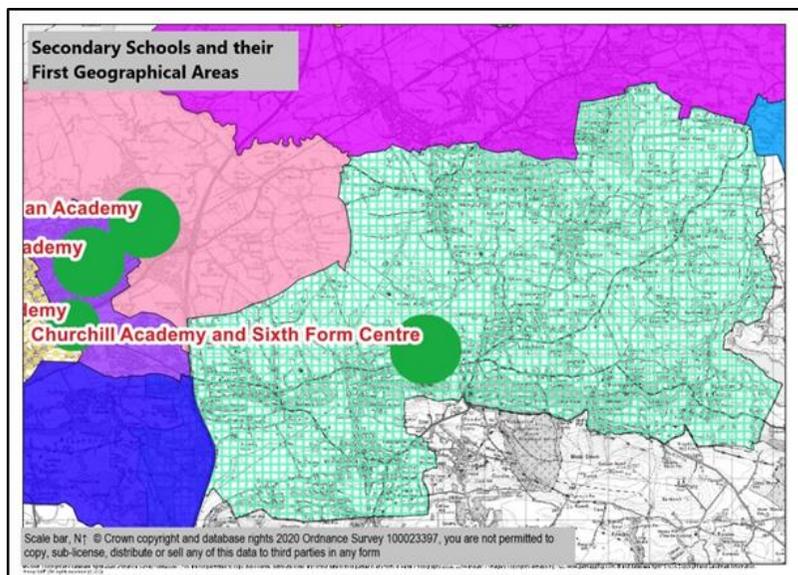
Churchill South Cluster – new housing



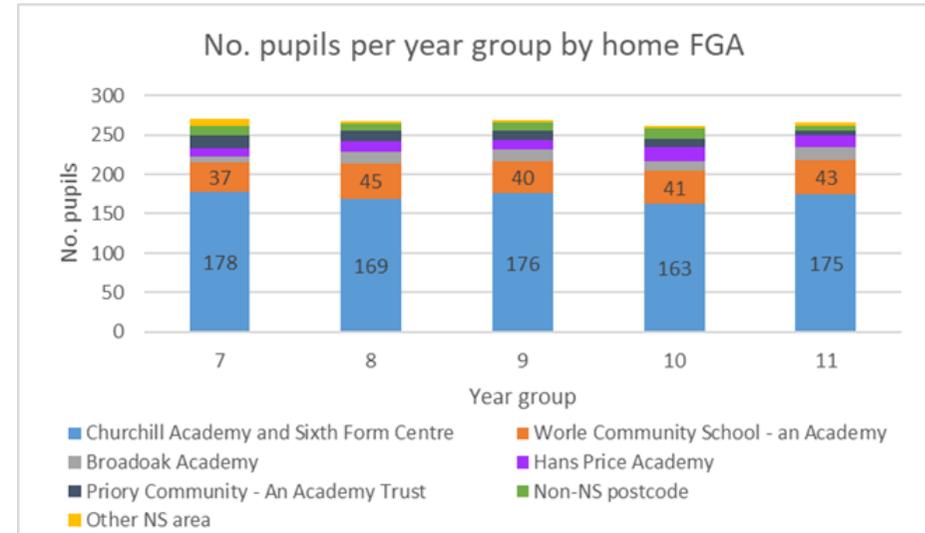
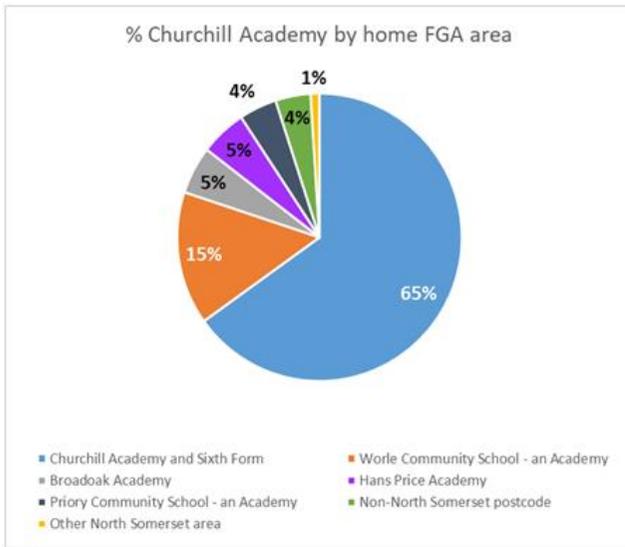
Map Ref	Churchill South	Permission Date	Site	No. of dwell.	Properties occupied
A	15/P/0968/O	05/02/2016	Land at Western Trade Centre Knightcott Road Banwell	10	0
B	15/P/1414/O	16/08/2016	Pudding Pie Lane, Churchill	141	57
C	15/P/0583/O	12/10/2016	North of Sandford Primary, Sandford	118	66
D	16/P/2094/O	09/11/2016	Land East of Wolvershill Road, Banwell	44	38
E	15/P/2521/O	09/11/2016	Land to North of Pudding Pie Lane, Langford, Churchill	35	0
F	15/P/1313/O	24/11/2016	Says Lane, Churchill	43	38
G	15/P/1979/O	09/12/2016	Woodborough Farm, Winscombe	175	10
H	17/P/1200/O	18/07/2018	Land off Bristol Road, Churchill	40	0
I	18/P/2024/OUT	25/03/2020	F Sweeting & Sons Adjacent To Orchard Lea Station Road Sandford	16	0
J	18/P/3334/OUT	02/07/2020	Land To South Of William Daw Close Banwell	26	0
K	19/P/1963/FUL	02/07/2020	Land At Blagdon Water Garden Centre Bath Road Langford	12	0
			Total	660	209

Churchill Secondary Cluster – current picture

1 secondary-age school, 1615 pupils, school is 120% full, 270 Year 7 places



Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y11-7	Annual transport costs	Expansion feasible?
15	Churchill Academy & Sixth Form	Single academy	Outstanding 15/07/2015	11-18	270	1350 120% full Stable --	£442,537	A feasibility study would be required

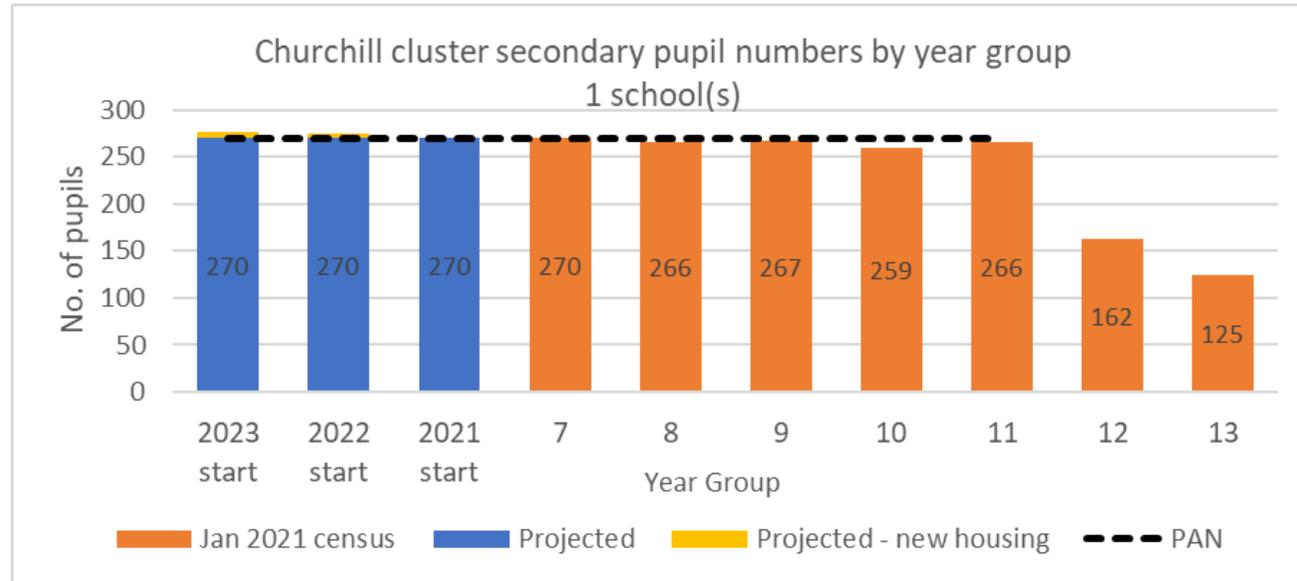


Churchill Secondary Cluster – future projections

		Predicted demand (number of pupils)							Predicted empty places (negative values = shortfall)						
		2020	2021	2022	2023	2024	2025	2026	2020	2021	2022	2023	2024	2025	2026
Pupil Projections	No. places														
Churchill Academy and 6th Form	1,650	1616	1646	1669	1671	1675	1612	1591	34	4	-19	-21	-25	38	59
New housing pupil estimates		0	19	26	29	31	33	34							
Total		1,616	1,665	1,695	1,700	1,706	1,645	1,625	34	-15	-45	-50	-56	5	25
% space									2%	-1%	-3%	-3%	-3%	0%	2%

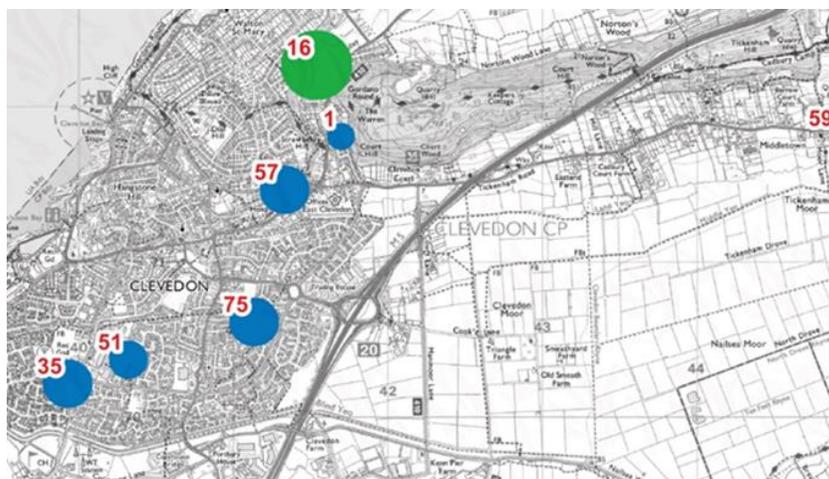
Churchill Secondary - future projections

Demand for Churchill secondary places is set to increase over the next few years, however, 30% of Churchill's pupils currently live in Weston-super-Mare so Churchill should be able to accommodate local pupils going forward.

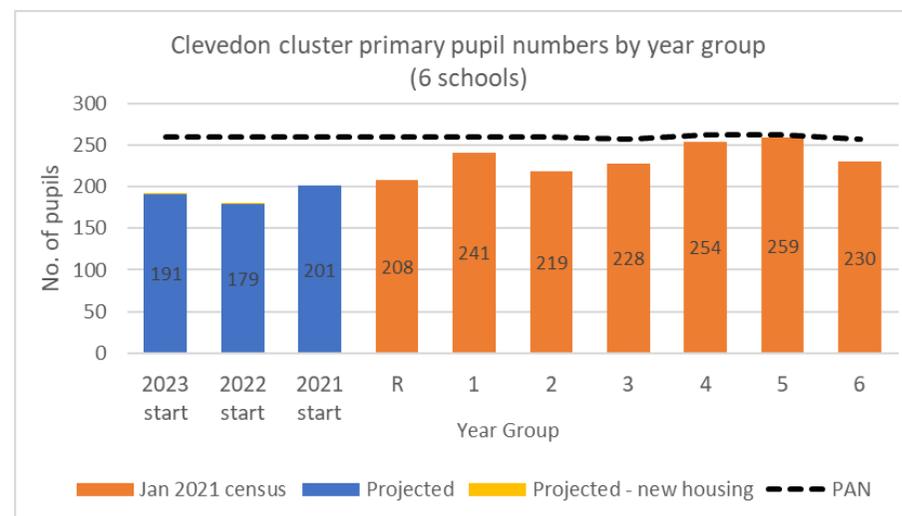


Clevedon Primary Cluster - current picture

6 primary-age schools, 1639 pupils, schools are 90% full, 260 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y6-R	Annual transport costs	Expansion feasible?
1	All Saints East Clevedon Church of England Primary School	Clevedon Learning Trust	Good 01/03/2017	4-11	20	128 91% full Fluctuating ~	£0	No. The school was expanded in 2017/2018 from 119 to 140 places and is constrained. Intake increasing by 3 per year from 17 to 20, to be completed by September 2024
35	Mary Elton Primary School	Clevedon Learning Trust	Requires improvement 05/03/2020	4-11	60	420 94% full Stable --	£0	No as the site not large enough to accommodate extra capacity
51	St John the Evangelist Church School	Bath & Wells MAT	Good 09/05/2019	4-11	45	315 95% full Stable --	£0	This school site is appropriate to its 315-place intake

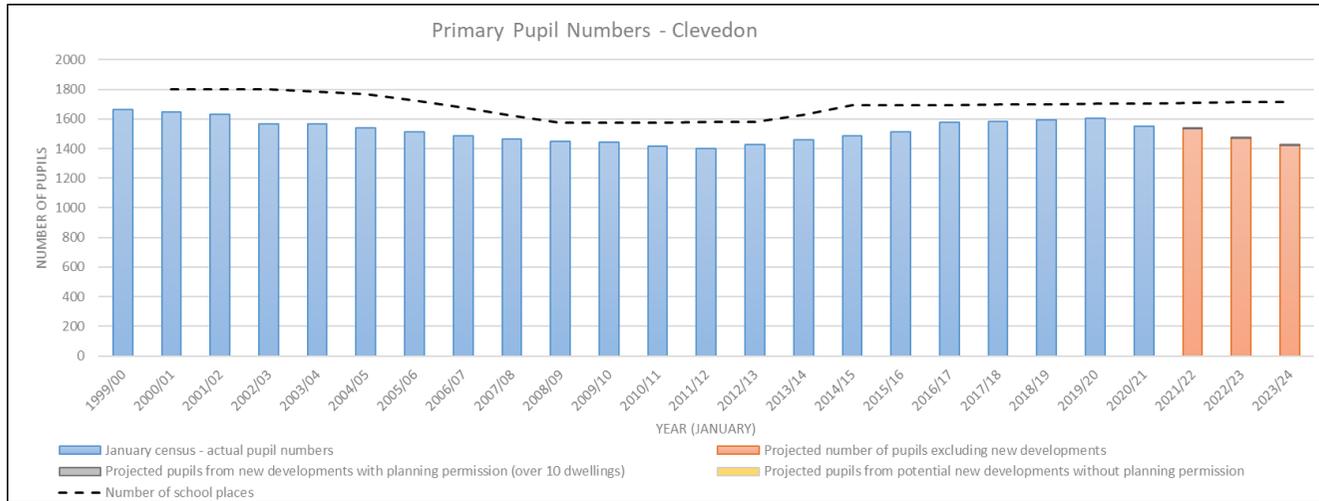
57	St Nicholas Chantry Church of England Primary School	Clevedon Learning Trust	Requires improvement 19/05/2016	4-11	60	420 91% full Fluctuating ~	£0	This school was expanded in 2015 to a 420-place capacity
59	Tickenham Church of England Primary School	Clevedon Learning Trust	Good 15/12/2017	4-11	15	115 77% full Fluctuating ~	£9,742	No as the site is not large enough to accommodate any extra capacity
75	Yeo Moor Primary School	Clevedon Learning Trust	Good 01/11/2017	4-11	60	420 85% full Fluctuating ~	£0	Site has previously accommodated 630 pupils and the supporting infrastructure for a larger school is in place

Pupil Projections	Predicted demand (number of pupils)	Predicted empty places (negative values = shortfall)
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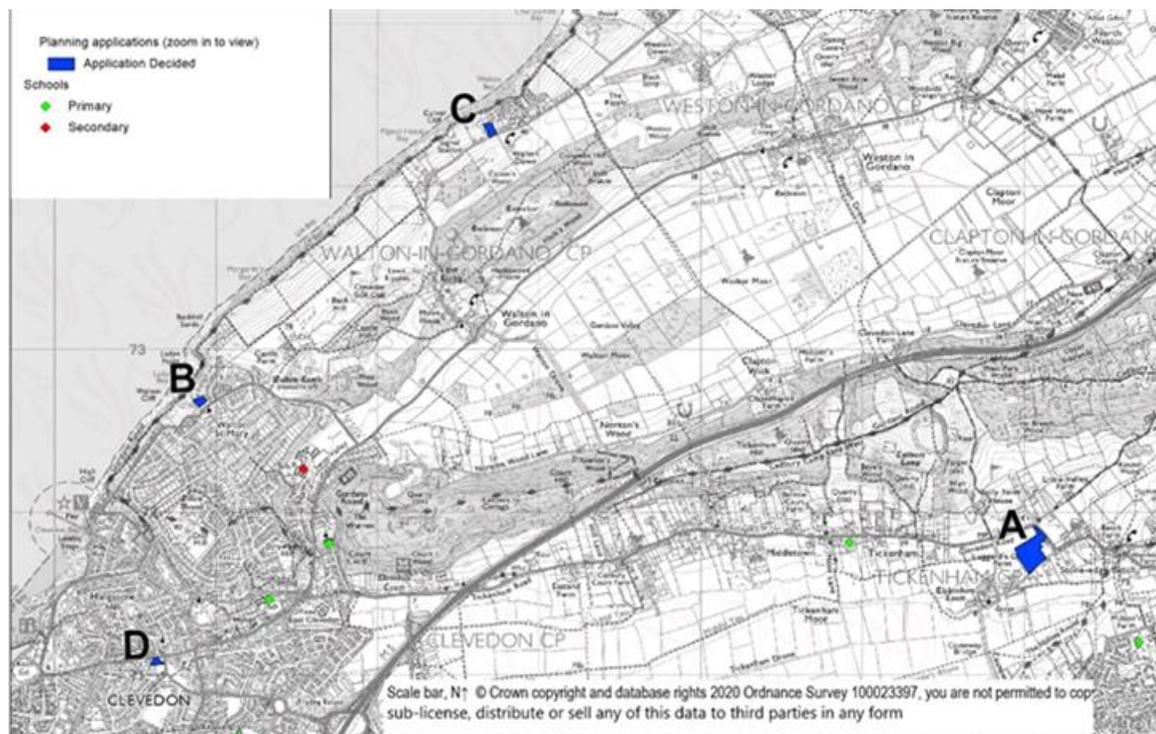
School	No. places	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
All Saints Church of England Primary School	140	117	116	114	112	109	23	24	26	28	31
Mary Elton Primary	420	402	392	375	361	358	18	28	45	59	62
St John the Evangelist Church School	315	298	294	284	281	270	17	21	31	34	45
St. Nicholas' Chantry Primary	420	381	369	348	329	316	39	51	72	91	104
Tickenham Church of England Primary School	105	100	104	96	91	91	5	1	9	14	14
Yeo Moor Primary	420	355	362	351	340	340	65	58	69	80	80
New housing pupil estimates		0	0	2	4	4					
Total	1820	1653	1637	1570	1518	1488	167	183	250	302	332
% space across the cluster							9%	10%	14%	17%	18%

Clevedon Primary Cluster future projections

All primary schools in the cluster are projected to have decreasing pupil numbers over the next five years, even with the small amount of new housing expected.



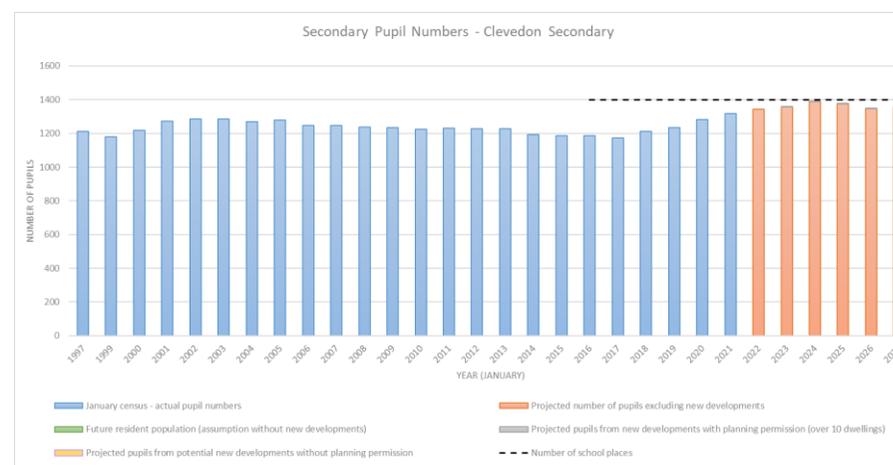
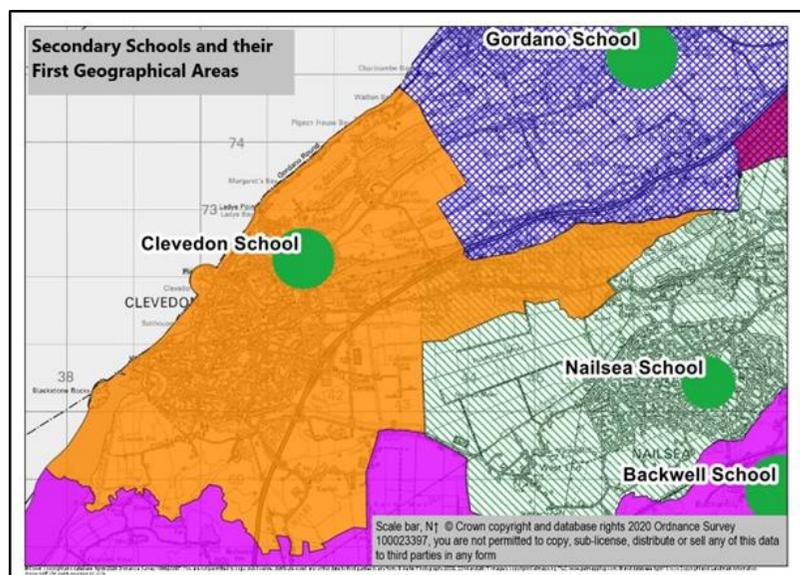
Clevedon Cluster – new housing



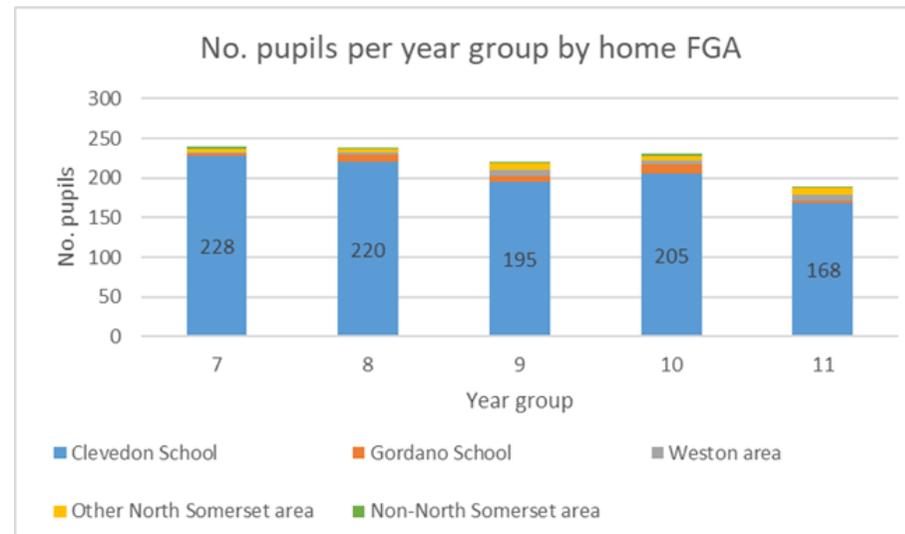
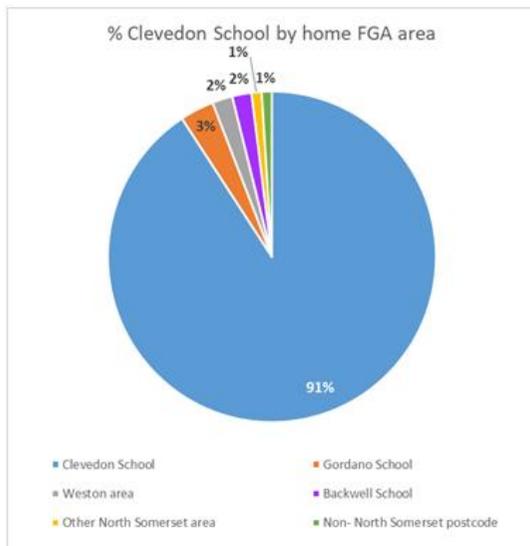
Map Ref	Clevedon	Permission Date	Site	No. of dwell.	Properties occupied
A	16/P/0032/O	23/06/2017	Tickenham Garden Centre, Church Lane, Tickenham	32	0
B	13/P/2400/F	16/10/2014	22 Marine Parade Clevedon	9	9
C	17/P/0720/ CUPA	11/05/2017	Waverley House, Old Church Road, Clevedon	21	14
D	17/P/2435/O	17/01/2018	Land at Court Farm All Saints Lane Clevedon	9	4
			Total	71	27

Clevedon Secondary Cluster – current picture

1 secondary-age school, 1317 pupils, school is 110% full, 240 Year 7 places



Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y11-7	Annual transport costs	Expansion feasible?
16	Clevedon School	Clevedon Learning Trust	Outstanding 20/10/2011	11-18	240	1200 110% full Fluctuating ~	£16,210	A feasibility study would be required, although the site may be constrained

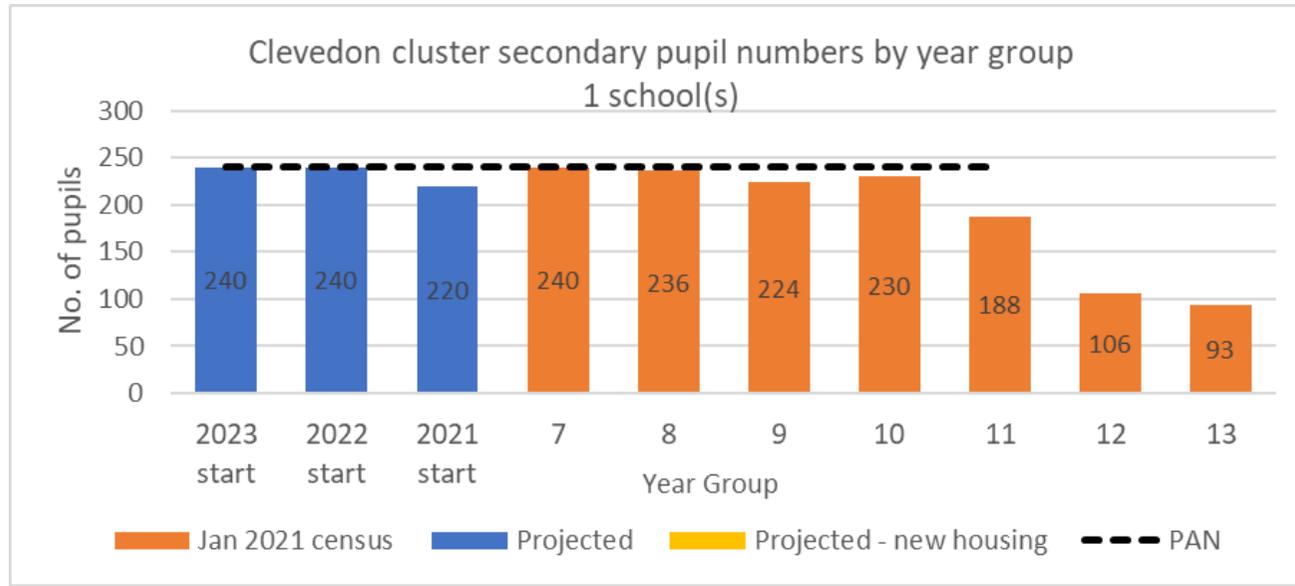


Clevedon Secondary Cluster – future projections

		Predicted demand (number of pupils)							Predicted empty places (negative values = shortfall)						
		2020	2021	2022	2023	2024	2025	2026	2020	2021	2022	2023	2024	2025	2026
Pupil Projections	No. places														
Clevedon School	1,400	1,267	1,303	1,324	1,332	1,352	1,341	1,306	133	97	76	68	48	59	94
New housing pupil estimates		2	3	3	4	4	4	4							
Total		1,271	1,303	1,327	1,336	1,356	1,345	1,310	131	94	73	64	44	55	90
% space									9%	7%	5%	5%	3%	4%	6%

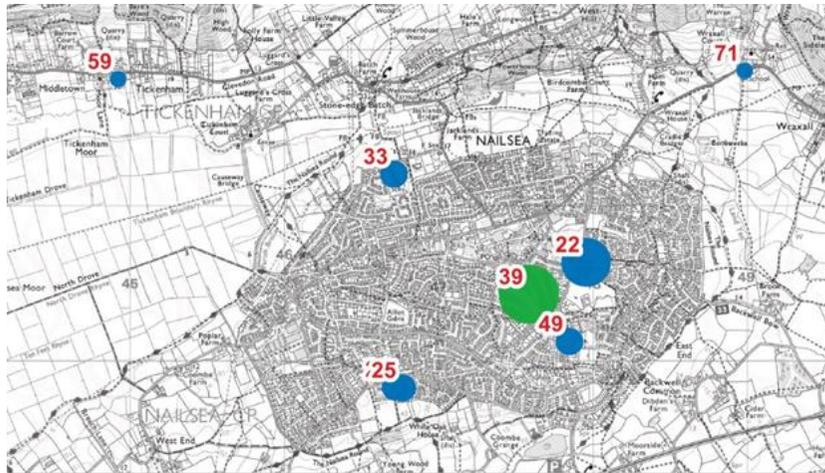
Clevedon Secondary - future projections

Clevedois projection to have sufficient space for all local children over the next few years.

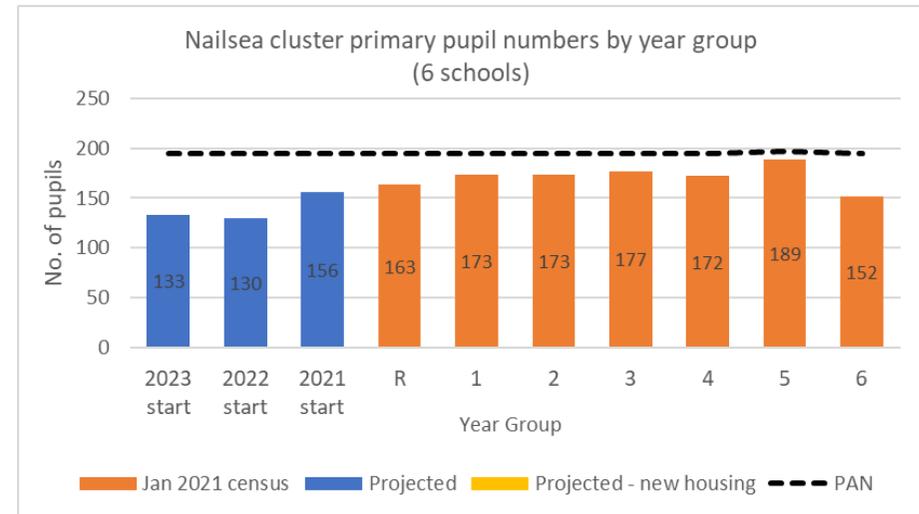


Nailsea Primary Cluster - current picture

6 primary-age schools, 1199 pupils, schools are 88% full, 195 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y6-R	Annual transport costs	Expansion feasible?
22	Golden Valley Primary School	Maintained	Outstanding 12/03/2014	4-11	60	420 98% full Stable --	£0	The current site is too small for expansion, but its location adjacent to Nailsea School's playing fields could offer some opportunities in the future if extra land could be secured
24	Grove Junior School	Lighthouse Schools Partnership	Good 05/07/2017	7-11	60	240 91% full Fluctuating ~	£0	With the provision of some new classrooms this infant and junior school site is capable of expansion back to a 630-place site

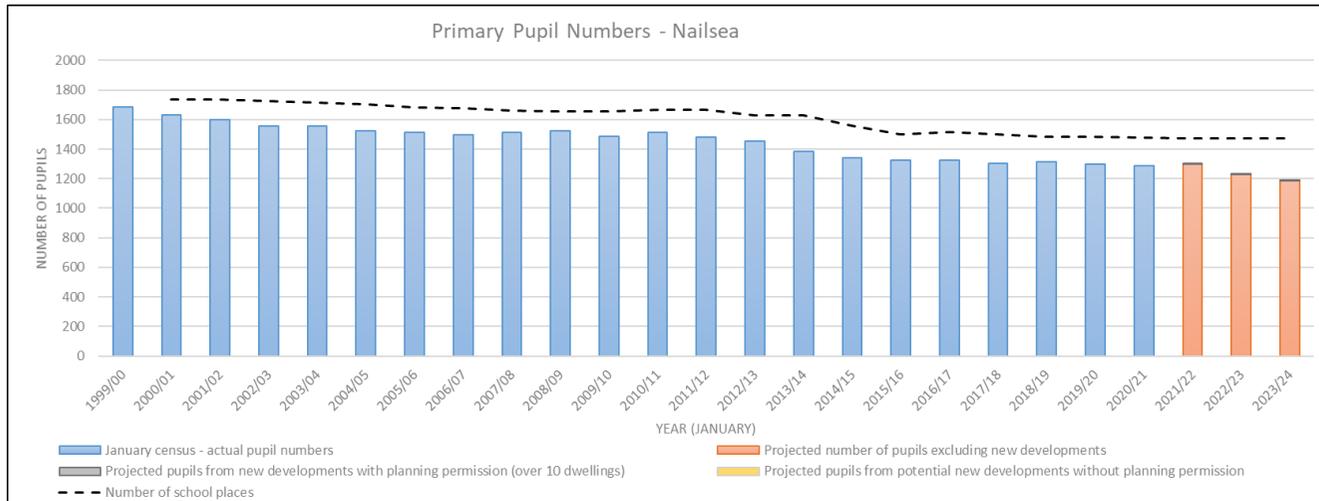
25	Hannah More Infant School	Lighthouse Schools Partnership	Good 16/05/2017	5-7	60	180 82% full Decreasing ↓	£0	See Grove Junior above
33	Kingshill Church School	Bath & Wells MAT	Good 11/04/2018	4-11	30	210 70% full Fluctuating ~	£0	A feasibility of the site has shown it capable of expansion to 315 to 420 places, subject to all approvals
49	St Francis Catholic Primary School	Maintained	Serious Weaknesses 30/01/2020	4-11	30	210 84% full Decreasing ↓	£0	A feasibility study would be required
71	Wraxall Church of England Primary School	Lighthouse Schools Partnership	Good 02/10/2015	4-11	15	107 90% full Stable --	£45,116	No as this site is too constrained for expansion

Pupil Projections	Predicted demand (number of pupils)	Predicted empty places (negative values = shortfall)
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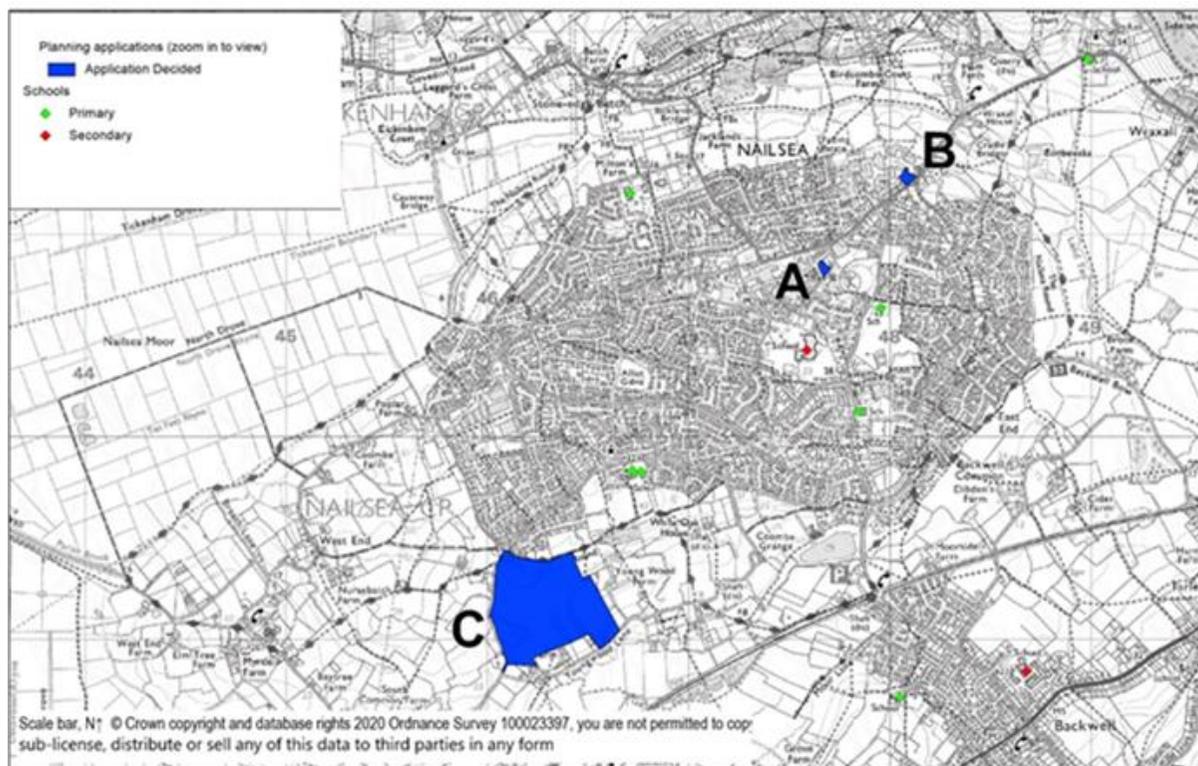
School	No. places	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Golden Valley Primary School	420	413	405	388	374	369	7	15	32	46	51
Grove Junior School	240	215	222	212	199	190	25	18	28	41	50
Hannah More Infants School	180	142	138	126	124	116	38	42	54	56	64
Kingshill Church School	210	139	142	136	136	130	71	68	74	74	80
Wraxall CEVA Primary School	105	96	98	95	96	94	9	7	10	9	11
New housing pupil estimates		0	0	0	0	0					
Total	1155	1005	1005	957	929	899	150	150	198	226	256
% space across the cluster							13%	13%	17%	20%	22%

Nailsea Primary Cluster future projections

All primary schools in the cluster are projected to have decreasing pupil numbers over the next five years.



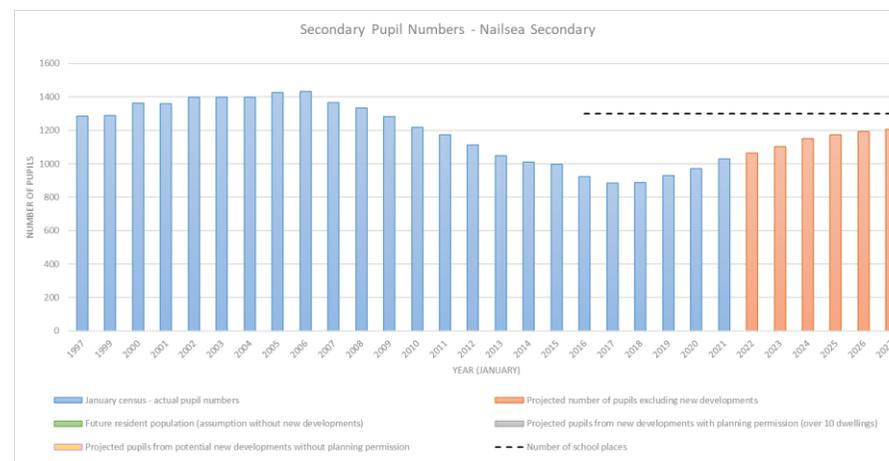
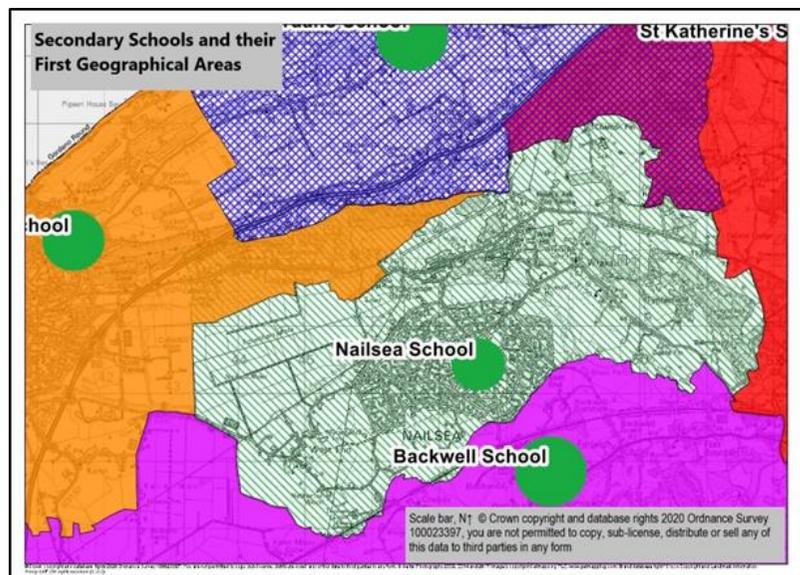
Nailsea Cluster – new housing



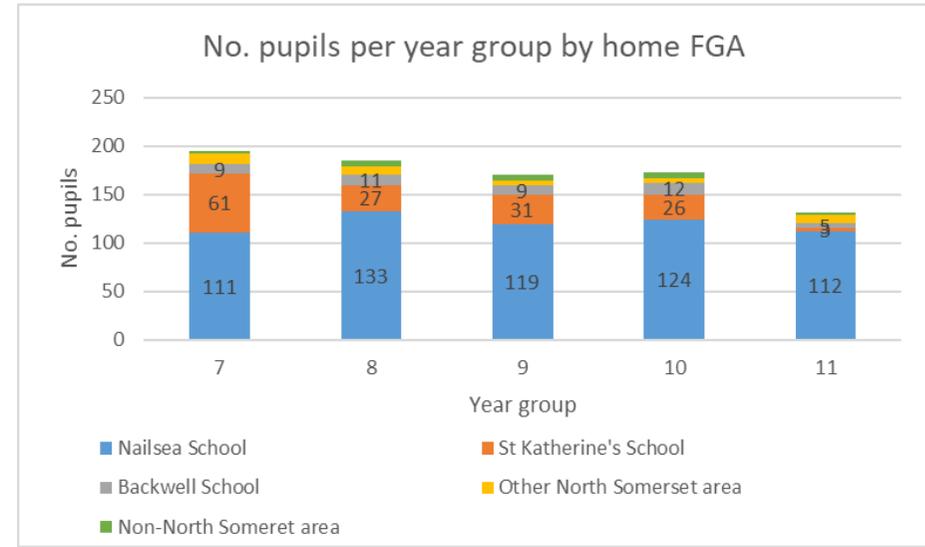
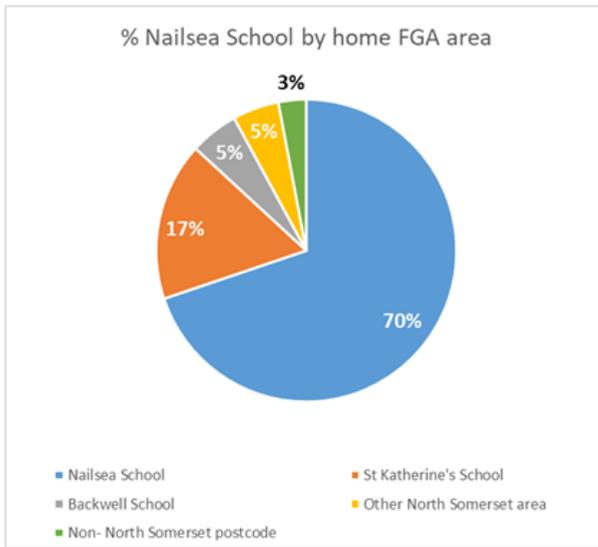
Map Ref	Nailsea	Permission Date	Site	No. of dwell.	Properties occupied
A	16/P/0907/F	05/01/2017	Royal Oak Garage 41 High Street Nailsea	10	9
B	17/P/2086/CUPA	27/10/2017	Coates House 4 High Street Nailsea	56	15
C	16/P/1677/OT2	01/11/2019	Land North of Youngwood Lane and east of Netherton Wood Lane, Nailsea	450	0
			Total	516	24

Nailsea Secondary Cluster – current picture

1 secondary-age school, 1028 pupils, school is 107% full, 210 Year 7 places



Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y11-7	Annual transport costs	Expansion feasible?
39	Nailsea School	Wessex Learning Trust	Requires improvement 12/03/2020	11-18	210	960 107% full Fluctuating ~	£45,473	A feasibility study would be required, although the site may be constrained. <u>It would need to make use of its school field to meet curriculum needs (that is not located with the school) should it need to expand in the future.</u>

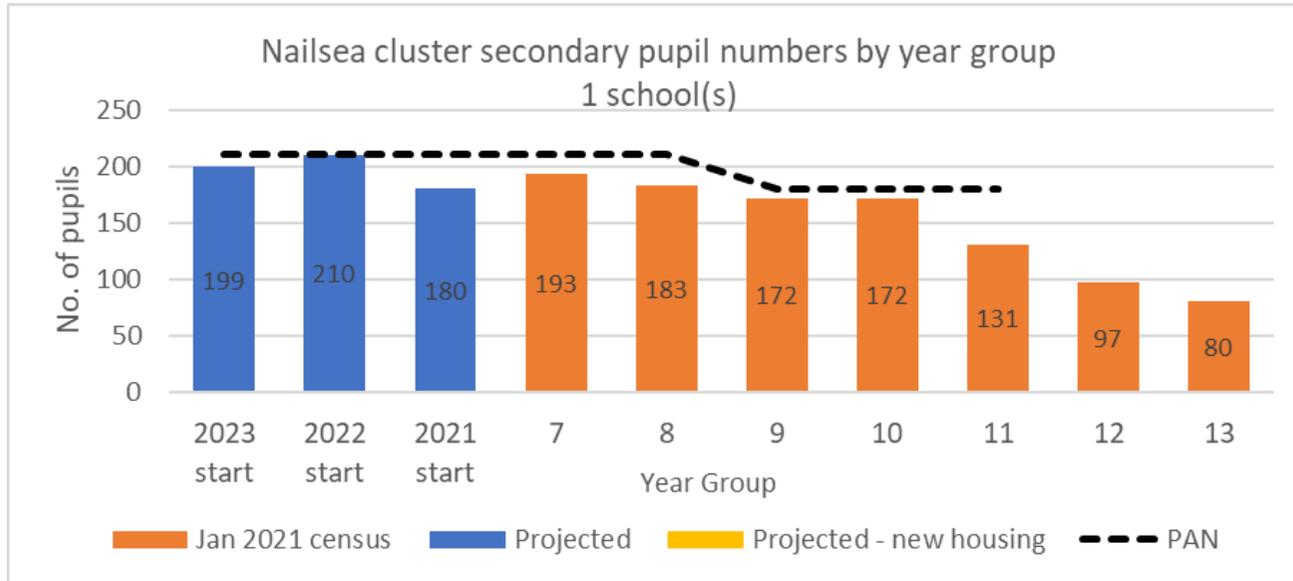


Nailsea Secondary Cluster – future projections

Pupil Projections	No. places	Predicted demand (number of pupils)							Predicted empty places (negative values = shortfall)						
		2020	2021	2022	2023	2024	2025	2026	2020	2021	2022	2023	2024	2025	2026
Nailsea School	1,300	1024	1063	1104	1151	1174	1192	1204	276	237	196	149	126	108	96
New housing pupil estimates		0	0	0	0	0	0	0							
Total		1,024	1,063	1,104	1,151	1,174	1,192	1,204	276	237	196	149	126	108	96
% space									21%	18%	15%	11%	10%	8%	7%

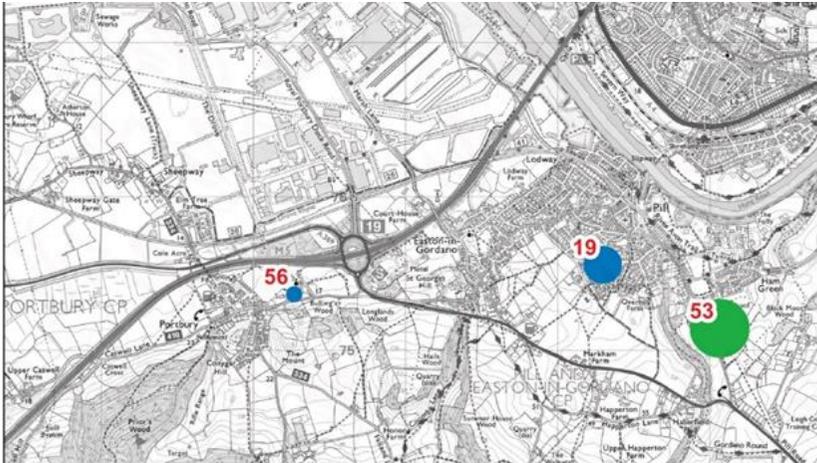
Nailsea Secondary - future projections

Nailsea's secondary numbers are projected to fluctuate over the next few years, but overall are expected to increase.

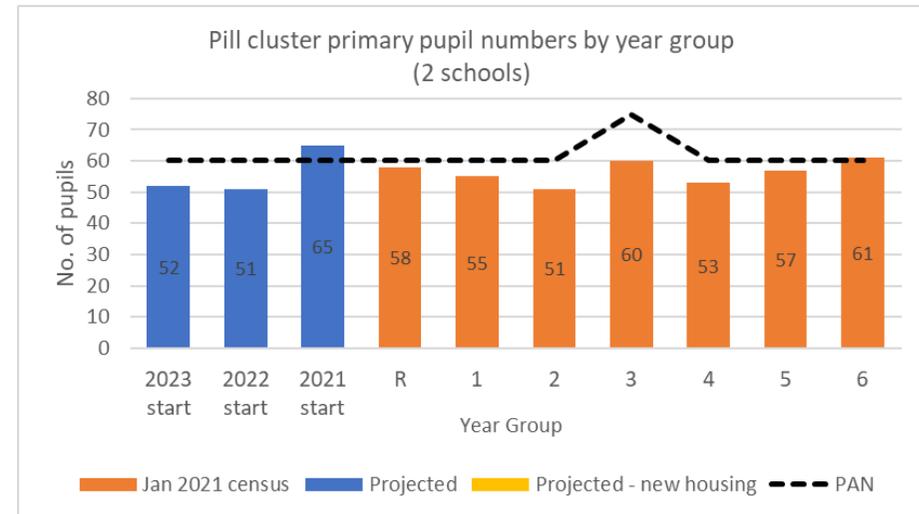


Pill Primary Cluster - current picture

2 primary-age schools, 395 pupils, schools are 91% full, 60 Reception places



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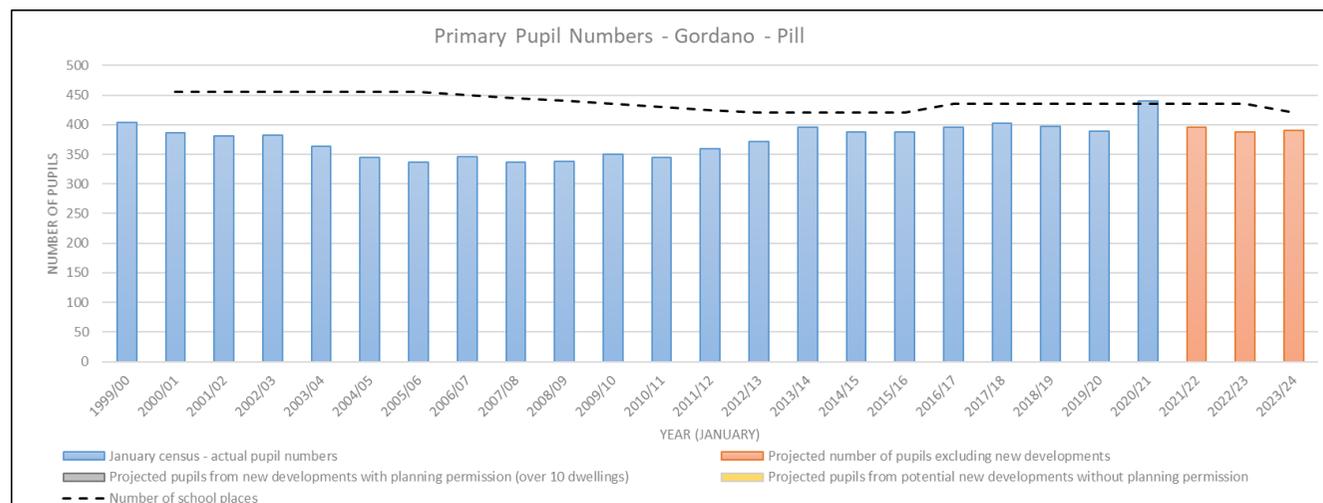


Map Ref	School	MAT		Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y6-R	Annual transport costs	Expansion feasible?
19	Crockerne Church of England Primary School	Kaleidoscope MAT		Good 18/09/2019	3-11	45	315 92% full Stable --	£3,280	A feasibility study would be required
56	St Mary's Church of England Primary School	Lighthouse Schools Partnership		Good 06/06/2019	4-11	15	120 87% full Fluctuating ~	£25,321	A review of the site was undertaken in 2016. Whilst the provision of one extra classroom was possible, the site size is more appropriate to its current intake.

Pupil Projections		Predicted demand (number of pupils)					Predicted empty places (negative values = shortfall)				
School	No. places	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Crockerne CE Primary	315	285	289	282	280	282	30	26	33	35	33
St Mary's C E Primary	120	107	106	106	110	101	13	14	14	10	19
New housing pupil estimates		0	0	0	0	0					
Total	435	392	395	388	390	383	43	40	47	45	52
% space across the cluster							10%	9%	11%	10%	12%

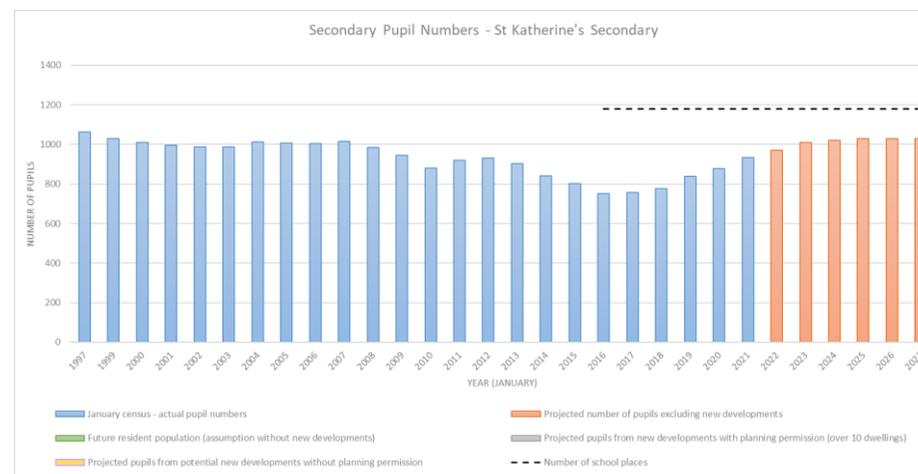
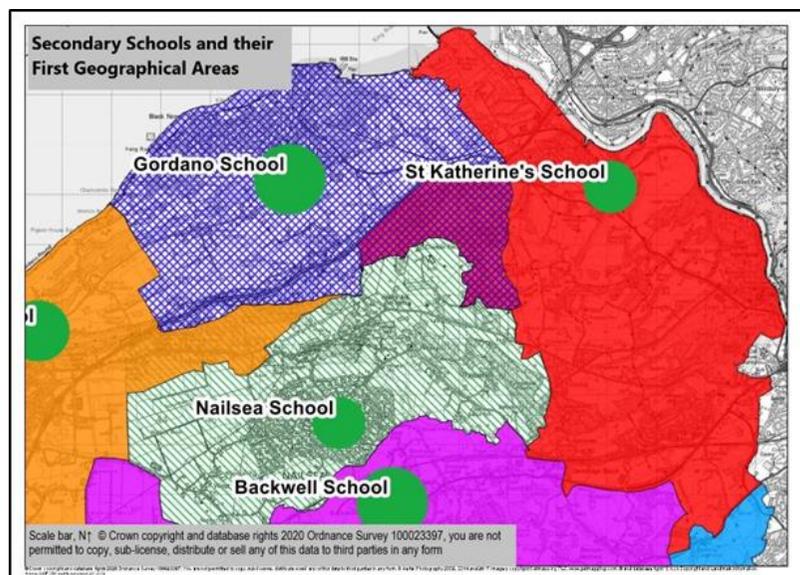
Pill Primary Cluster future projections

Both primary schools in the cluster are projected to have a slight decrease in pupil numbers over the next five years.

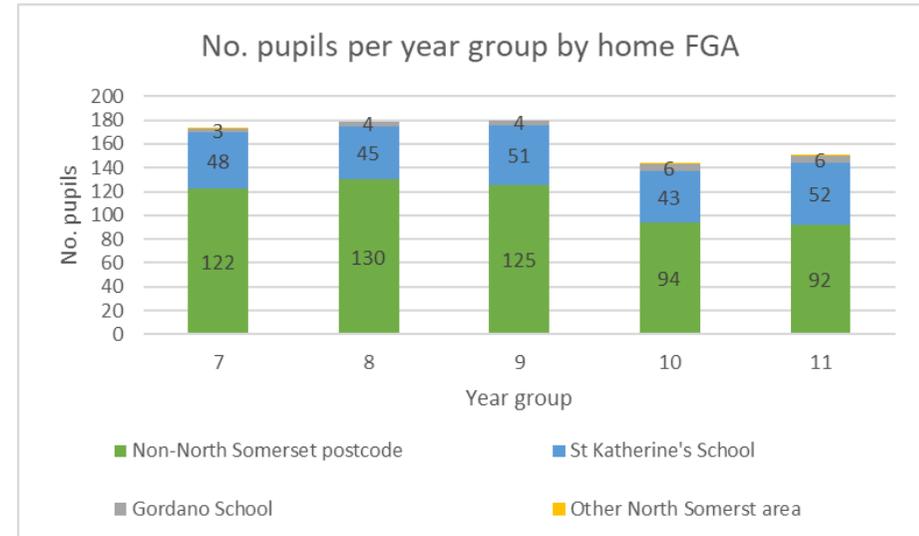
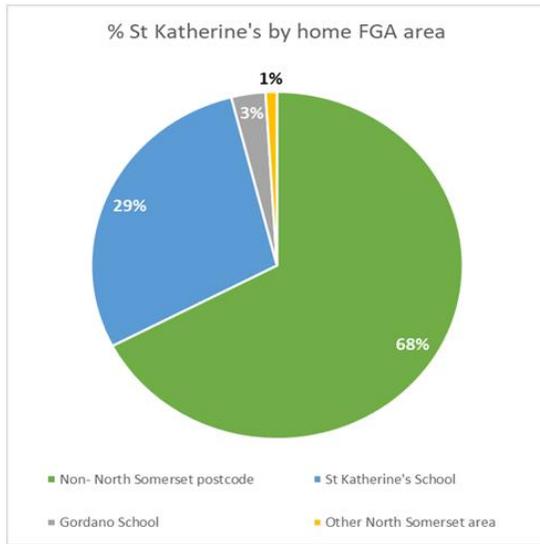


Pill Secondary Cluster – current picture

11 secondary-age school, 933 pupils, school is 104% full, 180 Year 7 places



Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y11-7	Annual transport costs	Expansion feasible?
53	St Katherine's School	Cathedral Schools Trust	Requires improvement 15/03/2018	11-18	180	900 104% full Increasing ↑	£24,380	A feasibility study would be required

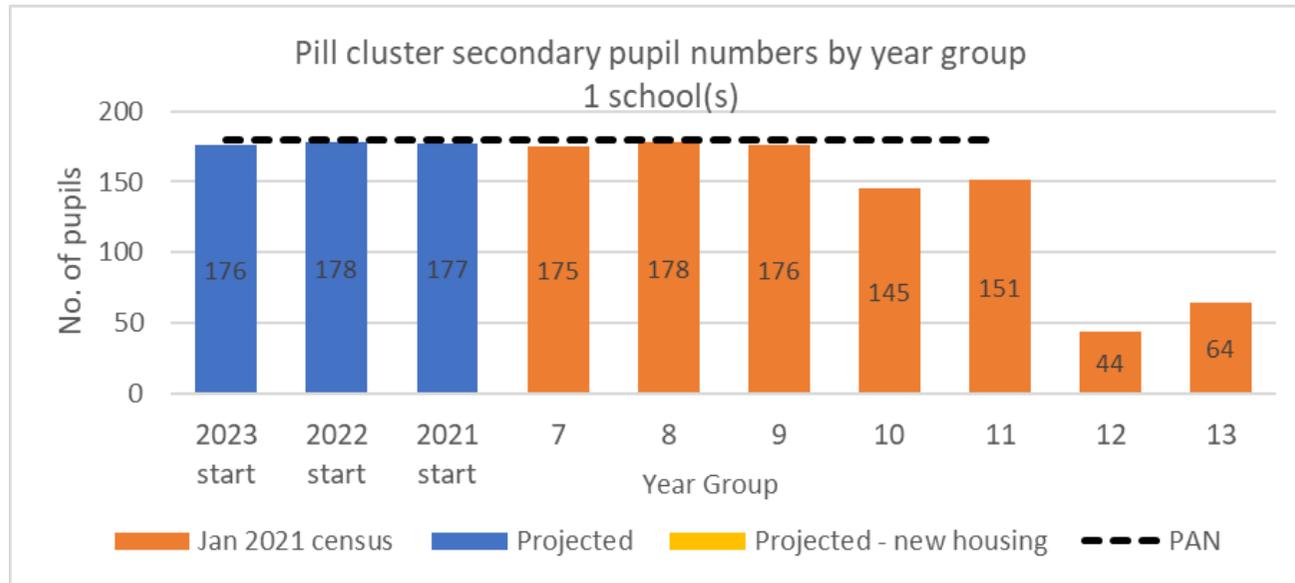


Pill Secondary Cluster – future projections

		Predicted demand (number of pupils)							Predicted empty places (negative values = shortfall)						
		2020	2021	2022	2023	2024	2025	2026	2020	2021	2022	2023	2024	2025	2026
Pupil Projections	No. places														
St. Katherine's School	1,050	939	970	1009	1020	1030	1029	1029	111	80	41	30	20	21	21
New housing pupil estimates	0	0	0	0	0	0	0	35							
Total		939	970	1,009	1,020	1,030	1,029	1,029	111	80	41	30	20	21	21
% space									11%	8%	4%	3%	2%	2%	2%

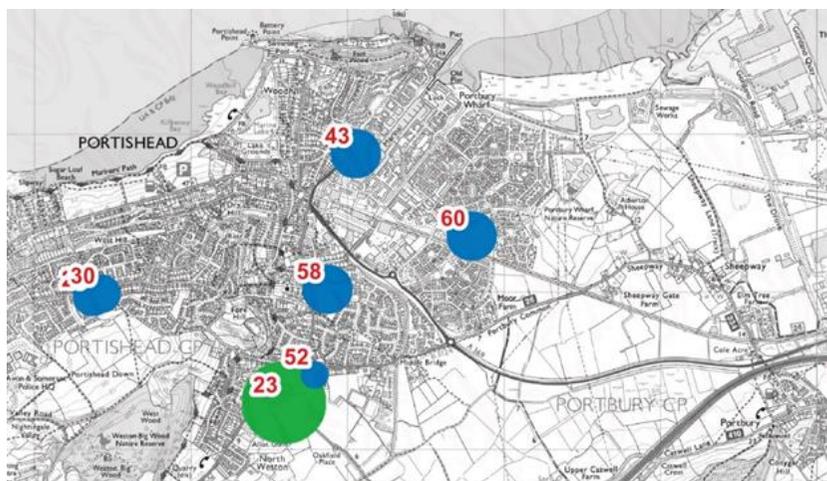
Pill Secondary - future projections

St. Katherine's pupil numbers are expected to remain stable and close to full over the next few years. However, this is a difficult area to project due to 70% of pupils living outside of North Somerset in Bristol.

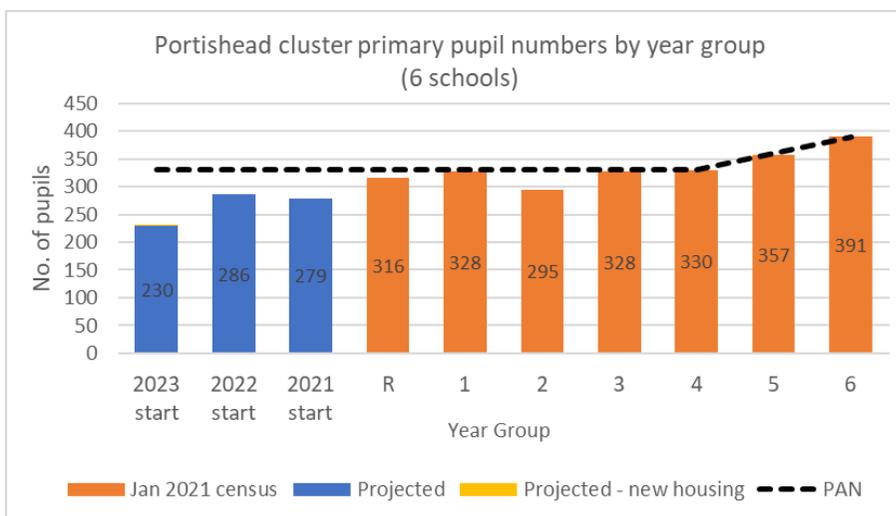


Portishead Primary Cluster - current picture

6 primary-age schools, 2345 pupils, schools are 98% full, 330 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y6-R	Annual transport costs	Expansion feasible?
29	High Down Infant School	Lighthouse Schools Partnership	Outstanding 01/10/2008	3-7	90	270 93% full Increasing ↑	£4,480	The infant and junior schools have been remodelled and there are no current plans for further expansion. The schools have extra capacity to accommodate a breach class and this could be utilised again once the present larger cohorts leave in July 2022.
30	High Down Junior School	Lighthouse Schools Partnership	Good 08/05/2019	7-11	90	390 99% full Stable plus breach class	£0	See High Down Infant School above

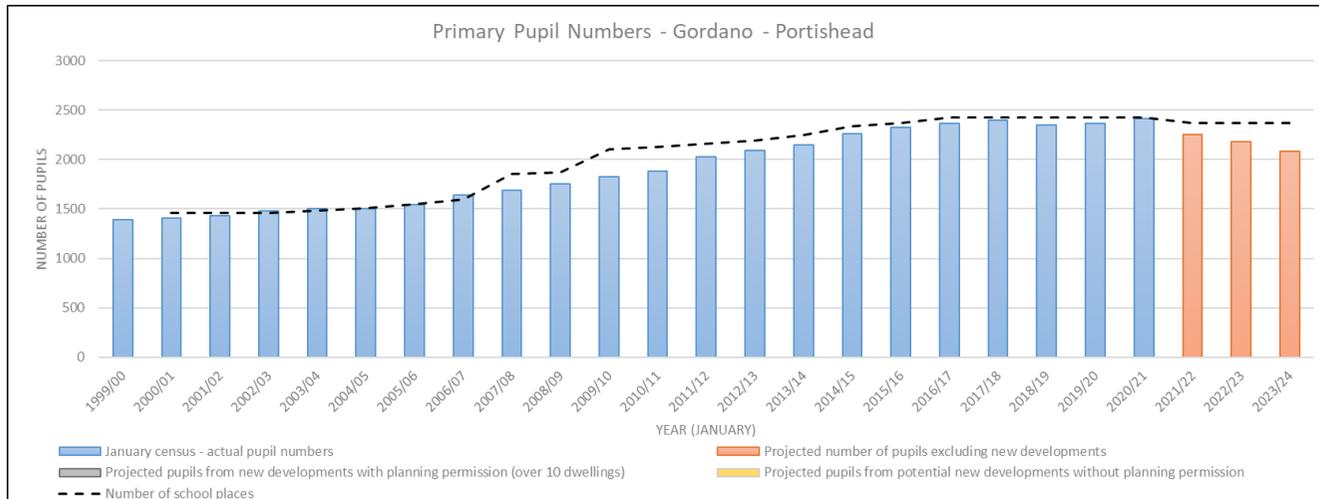
43	Portishead Primary School	Lighthouse Schools Partnership	Good 25/06/2019	4-11	60	450 99% full Stable plus breach class	£0	The school site is of a minimum size for its capacity. The school has extra capacity to accommodate breach classes and this could be utilised again once the present larger cohort leaves in July 2021.
52	St Joseph's Catholic Primary School	Maintained	Good 03/03/2016	4-11	30	210 95% full Fluctuating ~	£0	New pre-school provision is planned to open in September 2021. The school site is appropriate to its 210--place intake.
58	St Peter's Church of England Primary School	Lighthouse Schools Partnership	Good 14/05/2019	4-11	90	630 98% full Stable --	£0	This school was expanded to take up to 630 pupils in 2014. The site is appropriate to this capacity.
60	Trinity Anglican-Methodist Primary School	Bath & Wells MAT	Good 04/10/2018	3-11	60	450 98% full Stable plus breach class	£0	This school was expanded in 2011 from 210 to 420 places. Whilst it has a breach class that will leave the school in July 2021, the accommodation provided to assist this will be utilised to support early year's provision for 2-year olds. There are no current plans for further expansion at this time

Pupil Projections	Predicted demand (number of pupils)	Predicted empty places (negative values = shortfall)
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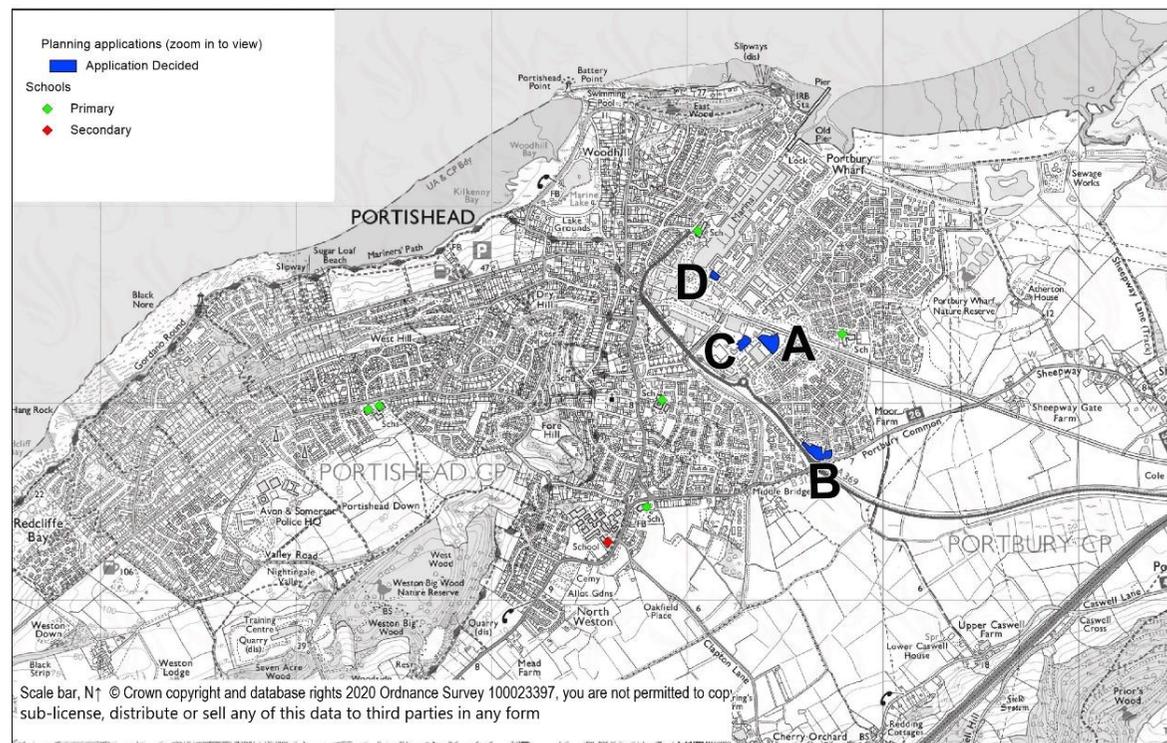
School	No. places	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
High Down Infants	270	258	260	242	207	198	12	10	28	63	72
High Down Junior School	390	388	376	347	348	338	2	14	43	42	22
Portishead Primary School	450	449	409	405	391	382	1	41	45	29	38
St.Peter's C of E Primary School	630	619	606	596	568	558	11	24	34	62	72
Trinity Anglican Methodist Primary School	450	448	410	405	393	382	2	40	15	27	38
New housing pupil estimates		0	7	7	8	9					
Total	2190	2162	2068	2002	1915	1867	28	122	158	215	233
% space across the cluster							1%	6%	7%	10%	11%

Portishead Primary Cluster future projections

Primary schools in the cluster are projected to have decreasing pupil numbers over the next five years, with a small number of new pupils from new housing.



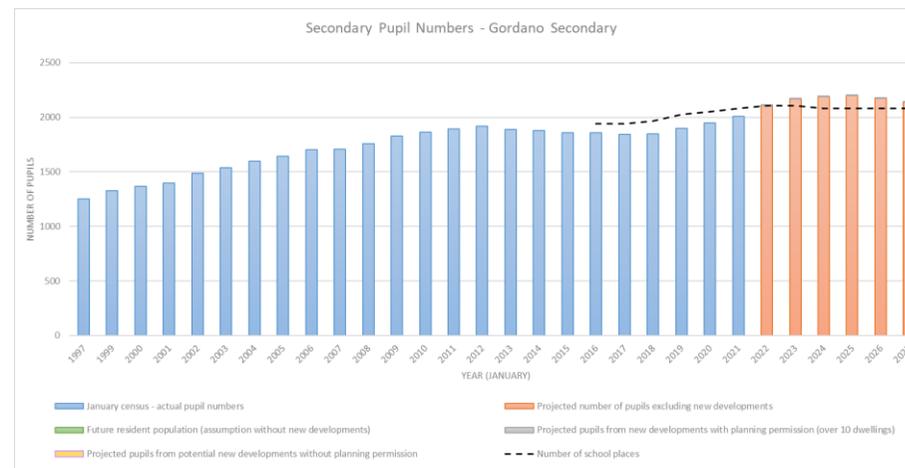
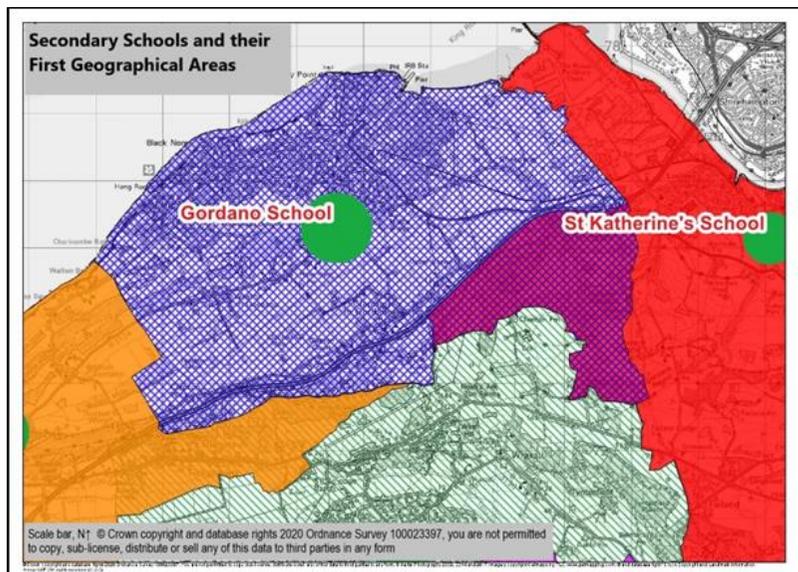
Portishead Cluster – new housing



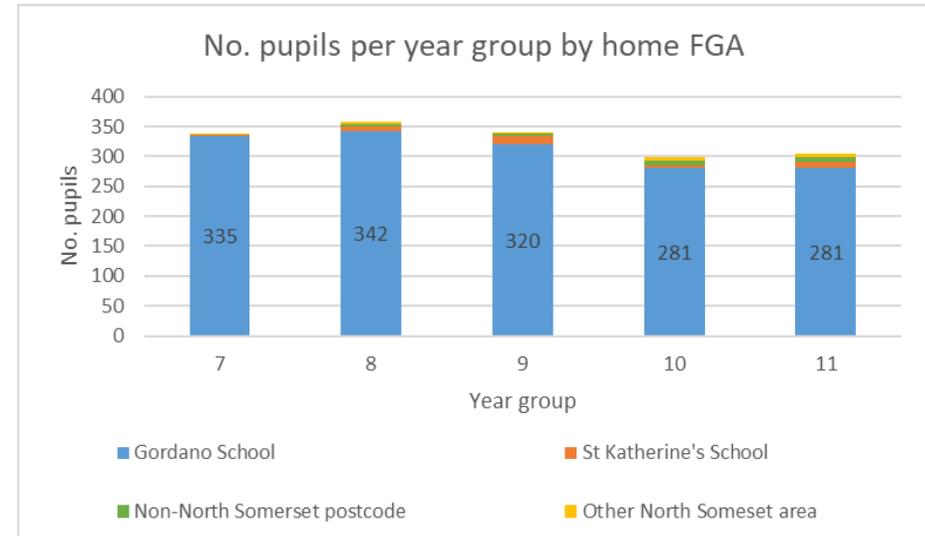
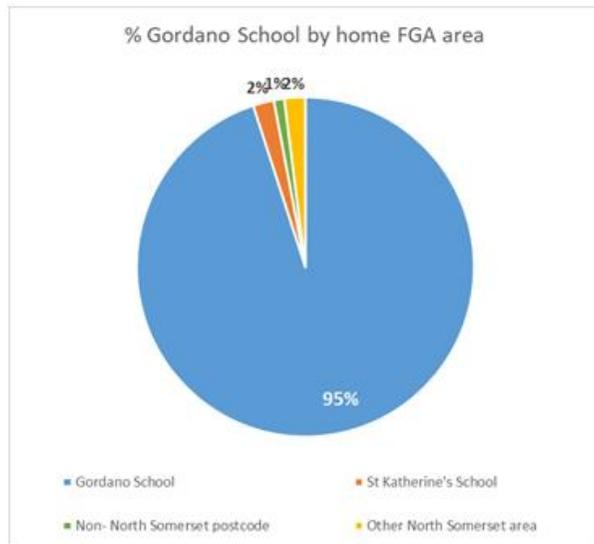
Map Ref	Portishead	Permission Date	Site	No. of dwell.	Properties occupied
A	16/P/2066/F	09/08/2017	Land at Harbour Crescent, Serbert Road, Portishead	94	0
B	17/P/1229/F	28/09/2018	Land off Wyndham Way, Portishead	33	0
C	18/P/4438/COA	04/12/2018	Dynamic House, Gordano Gate, Serbet Way, Portishead	22	19
D	18/P/3512/FUL	08/11/2019	Proposed New Building Martingale Way Portishead	29	0
				Total	178
					19

Portishead Secondary Cluster – current picture

1 secondary-age school, 2009 pupils, school is 122% full, 336 Year 7 places



Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y11-7	Annual transport costs	Expansion feasible?
23	Gordano School	Lighthouse Schools Partnership	Outstanding 25/04/2012	11-18	336	1652 122% full Increasing ↑	£33,808	Gordano was expanded from a 308 to 336 intake from September 2018. A feasibility study would be required to determine if further expansion would be possible.

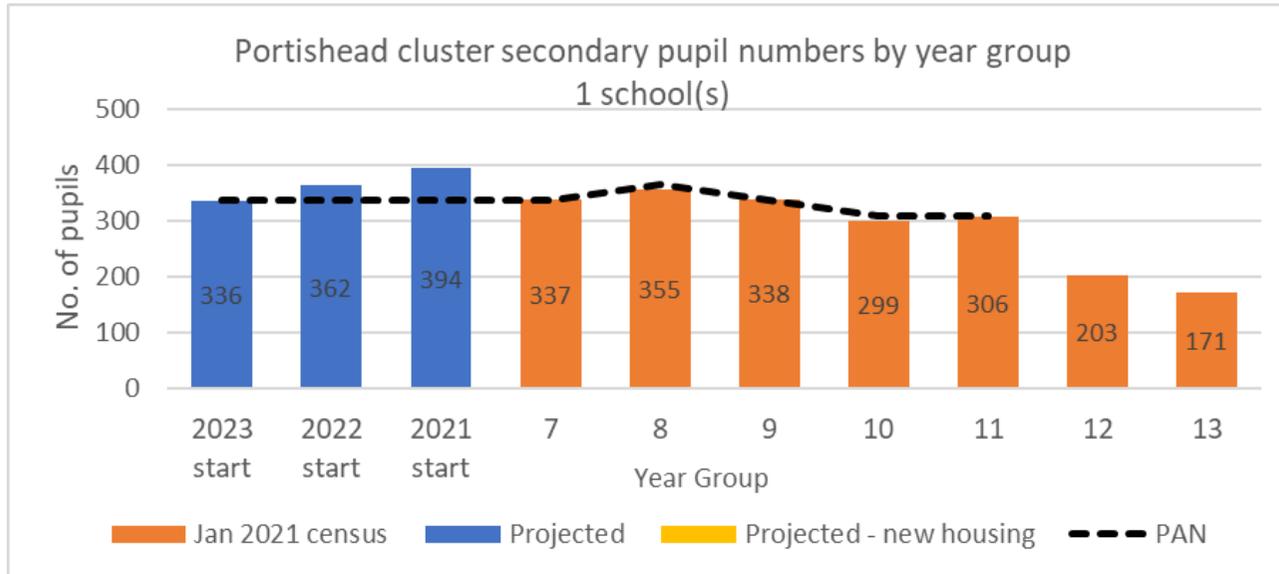


Portishead Secondary Cluster – future projections

		Predicted demand (number of pupils)							Predicted empty places (negative values = shortfall)						
Pupil Projections	No. places	2020	2021	2022	2023	2024	2025	2026	2020	2021	2022	2023	2024	2025	2026
Gordano School	Growing from 1940 to 2080	2002	2110	2169	2189	2201	2176	2139	50	-30	-61	-109	-121	-96	-59
New housing pupil estimates		0	1	1	1	1	1	1							
Total		2,002	2,111	2,170	2,190	2,202	2,177	2,140	50	-31	-62	-110	-122	-97	-60
% space									2%	-2%	-3%	-5%	-6%	-5%	-3%

Portishead Secondary - future projections

Gordano numbers are fluctuating as breach classes in the primary schools move through to the secondary sector.

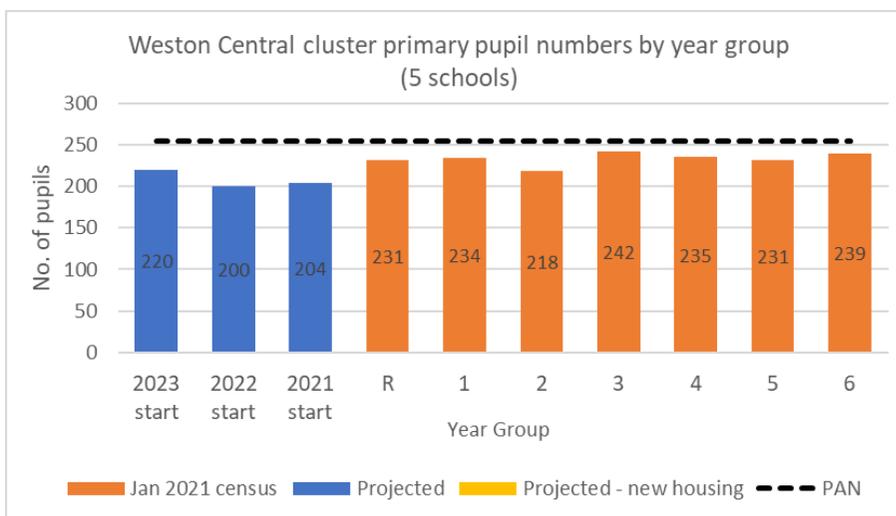


Weston Central Primary Cluster - current picture

5 primary-age schools, 1630 pupils, schools are 91% full, 255 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y6-R	Annual transport costs	Expansion feasible?
2	Ashcombe Primary School	Kaleidoscope MAT	Good 16/01/2013	4-11	90	630 97% full Stable--	£0	School has been expanded to 630 places. The site is appropriate to this capacity.
13	Christ Church Church of England Primary School	Kaleidoscope MAT	Good 09/05/2017	4-11	30	210 98% full Stable--	£0	No as the site is too constrained to enable expansion

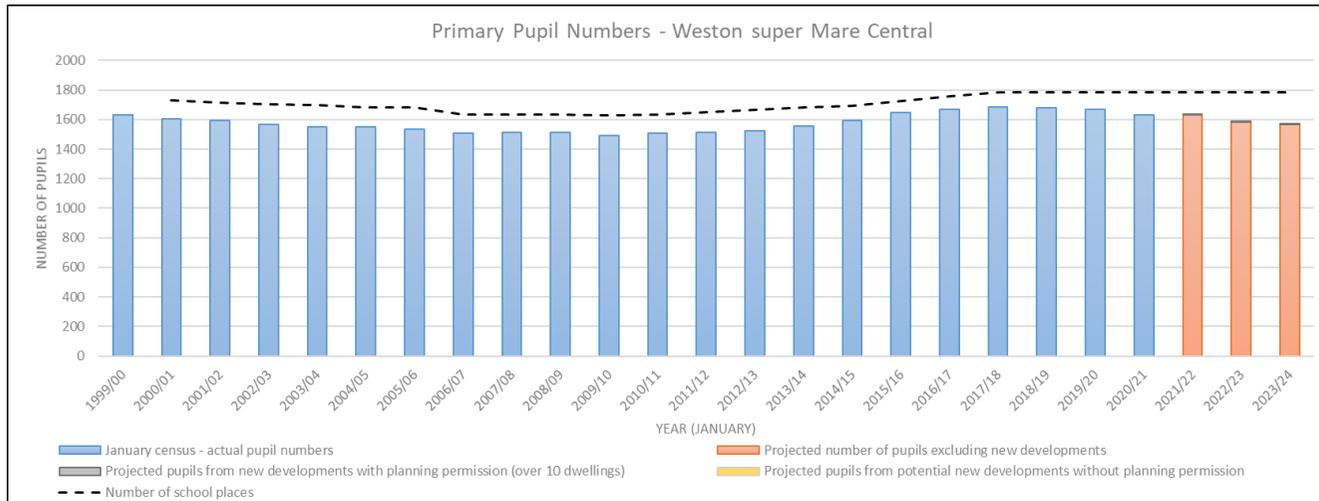
17	Corpus Christi Catholic Primary School	Maintained	Requires improvement 22/11/2017	4-11	30	210 91% full Fluctuating ~	£0	A feasibility study would be required
38	Milton Park Primary School	Extended Learning Academies Network	Good 08/03/2017	4-11	60	420 83% full Fluctuating ~	£0	No as the site is too constrained to enable expansion
62	Walliscote Primary School	Extended Learning Academies Network	Good 25/04/2014	4-11	45	315 88% full Fluctuating ~	£0	No as the site is too constrained to enable expansion

Pupil Projections	Predicted demand (number of pupils)	Predicted empty places (negative values = shortfall)
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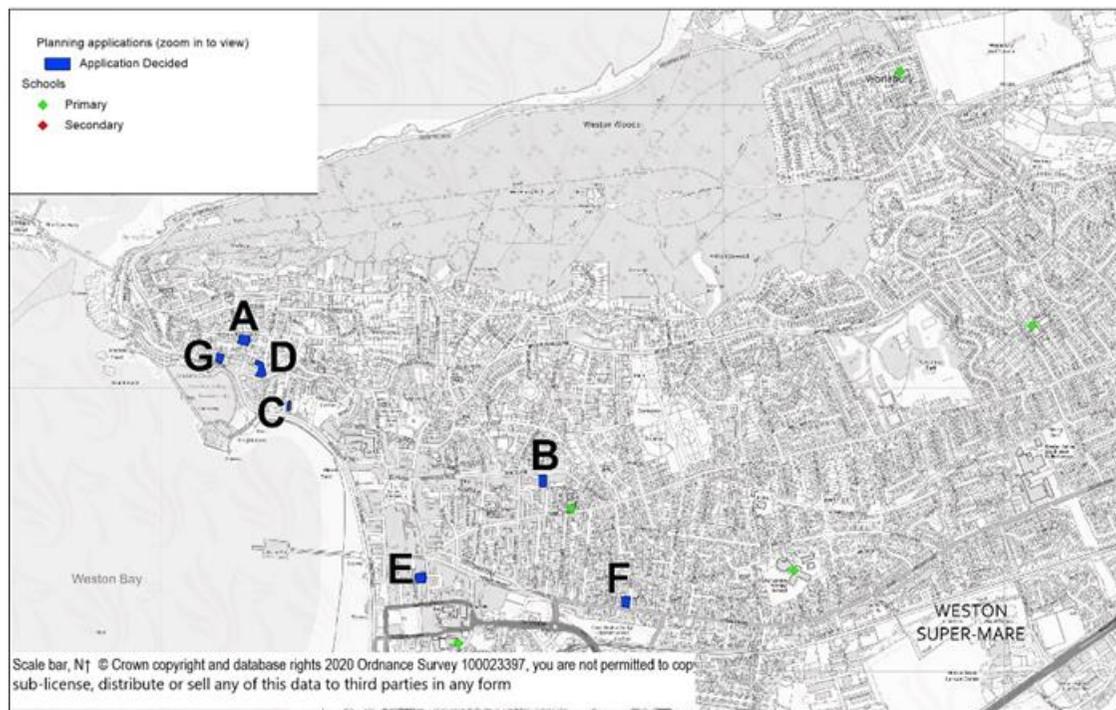
School	No. places	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Ashcombe Primary	630	627	610	594	584	572	3	20	36	46	58
Christ Church CE VA Primary School	210	206	203	202	202	199	4	7	8	8	11
Milton Park Primary	420	361	342	326	318	306	59	78	94	102	114
Walliscote Primary	315	288	283	273	273	255	27	32	42	42	60
New housing pupil estimates		0	0	1	1	1					
Total	1575	1482	1438	1396	1378	1333	93	137	179	197	242
% space across the cluster							6%	9%	11%	13%	15%

Weston Central Primary Cluster future projections

Primary schools in the cluster are projected to have decreasing pupil numbers over the next five years.



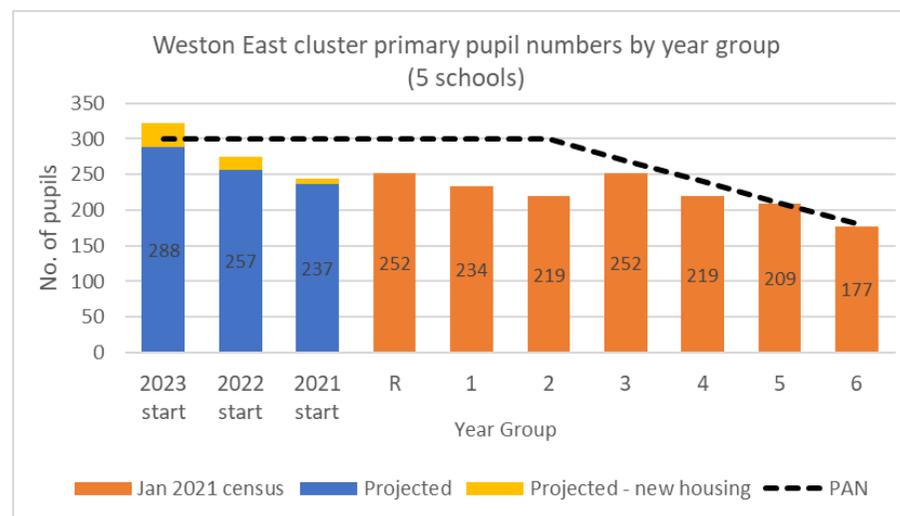
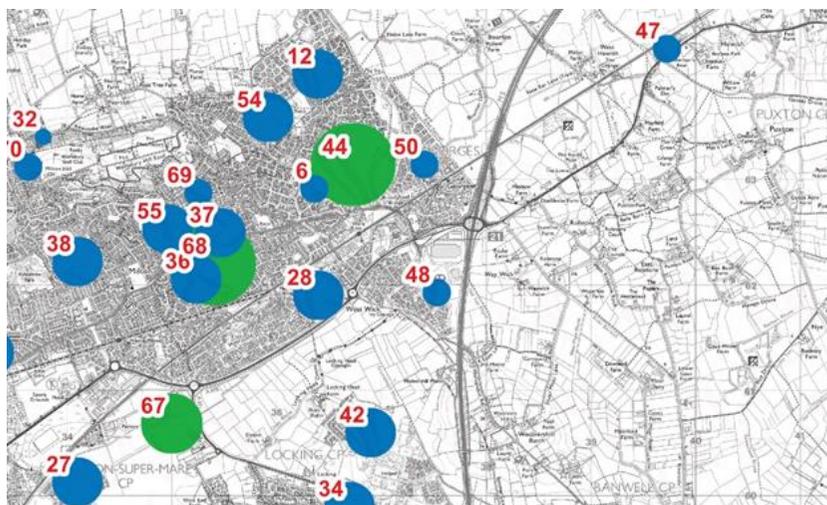
Weston-super-Mare Central Cluster – new housing



Map Ref	Weston Central	Permission Date	Site	No. of dwell.	Properties occupied
A	14/P/1210/LDE	24/07/2014	Land between Maywood & Pinewood and 12 Atlantic Road South Weston-s-Mare	23	0
B	16/P/0507/F	22/02/2017	Weston-s-Mare Library, Boulevard, Weston-s-Mare	23	15
C	17/P/1628/F	17/10/2017	The Welbeck Hotel, 1 Greenfield Place, Weston-s-Mare	10	0
D	17/P/0527/F	03/11/2017	Bayside Hotel, Weston-s-Mare	27	7
E	17/P/1832/F	29/06/2018	Fairfax House, 17 High Street, Weston-s-Mare	19	0
F	18/P/4822/FUL	05/04/2019	69/71 Locking Road, Weston-s-Mare	11	0
G	18/P/3335/FUL	03/12/2019	Madeira Cove Hotel 32-34 Birnbeck Road Weston-s-Mare	10	0
			Total	123	22

Weston East Primary Cluster - current picture

5 primary-age schools, 1562 pupils, schools are 87% full, 300 Reception places



Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y6-R	Annual transport costs	Expansion feasible?
27	Haywood Village Academy	Cabot Learning Federation	Outstanding 19/06/2019	3-11	60	330 99% full Stable --	£0	No as this new school was build and opened in 2016 on a site appropriate to its size
28	Herons' Moor Academy	Cabot Learning Federation	Good 05/03/2020	3-11	60	420 98% full Stable --	£0	No as this multi-purpose site is constrained.
34	Locking Primary School	Extended Learning Academies Network	Good 19/03/2014	4-11	60	420 77% full Decreasing ↓	£0	The school has been previously expanded from a 315 to 420 place school. The site is appropriate to the size of the larger intake.

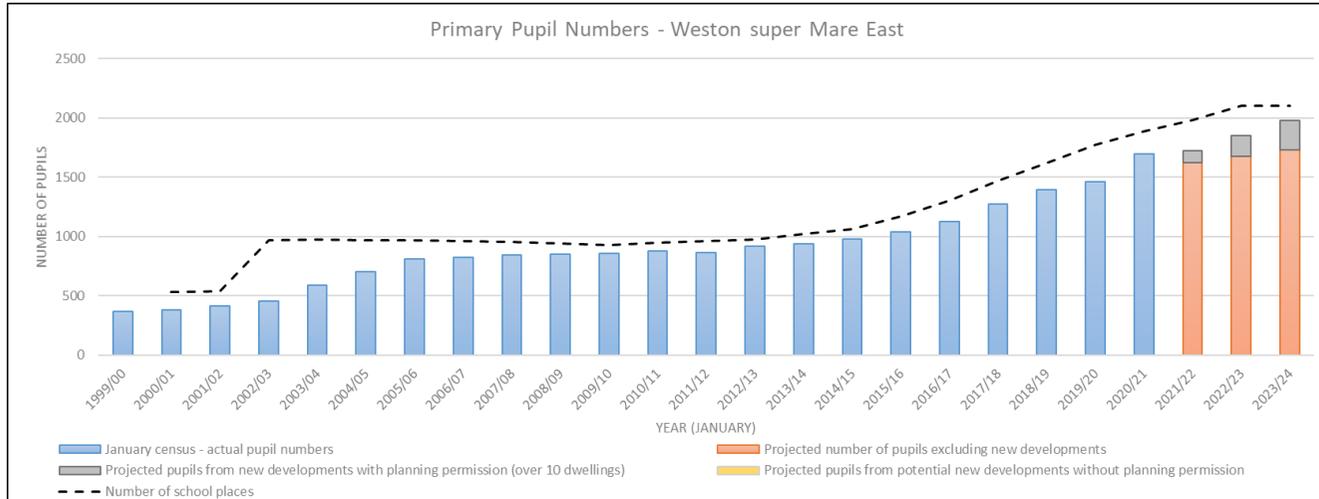
42	Parklands Educate Together Primary	Educate Together		3-11	60	210 53% full Increasing ↑	£0	The site and school buildings have been developed with the core infrastructure for a 630-place school. The school has opened as a 420-place school and will require new classrooms to enable it to expand to meet a higher intake.
47/48	St Anne's Church Academy	The Priory Learning Trust	Good 11/10/2017	2-11	60	420 93% full Fluctuating ~	£41,042	The West Wick school site, that opened in 2014, has been designed with the core infrastructure of a 315-place school site and could accommodate an extra 105 pupils once extra classrooms are delivered.

Pupil Projections	Predicted demand (number of pupils)	Predicted empty places (negative values = shortfall)
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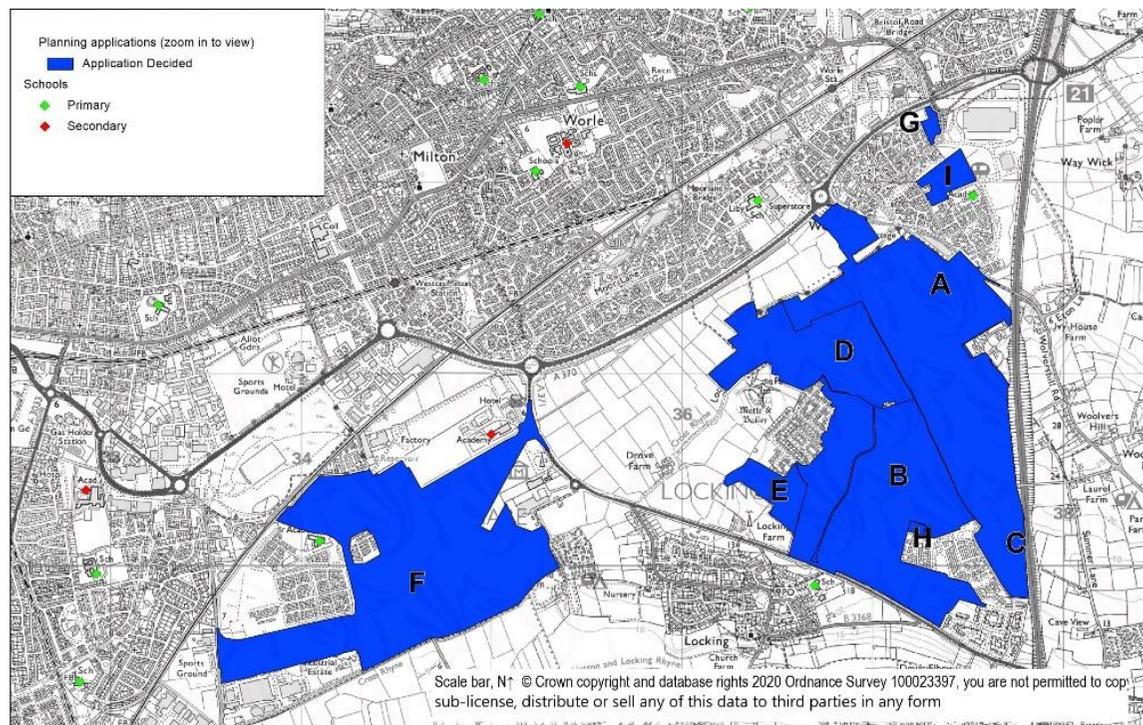
School	No. places	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Haywood Village Academy	270	320	369	396	401	400	-50	-39	-6	19	20
Heron's Moor Academy	420	419	408	399	397	395	1	12	21	23	25
Locking Primary School	420	350	322	297	277	256	70	98	123	143	164
St Anne's Church Academy	390	399	401	401	412	407	-9	19	19	8	13
Parklands Educate Together Primary	90	80	125	180	240	290	10	25	30	30	40
New housing pupil estimates		0	36	99	176	252					
Total	1590	1568	1661	1772	1903	2000	22	79	88	47	10
% space across the cluster							1%	5%	6%	3%	1%

Weston East Primary Cluster future projections

This cluster has new primary schools, serving new developments, that will increase in pupil numbers over the next five years. The remaining primary schools in the cluster are projected to have decreasing pupil numbers over the next five years.



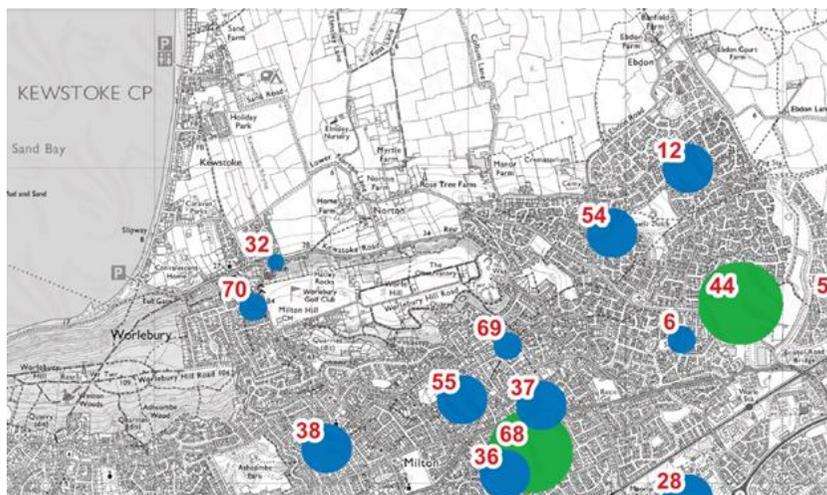
Weston-super-Mare East Cluster – new housing



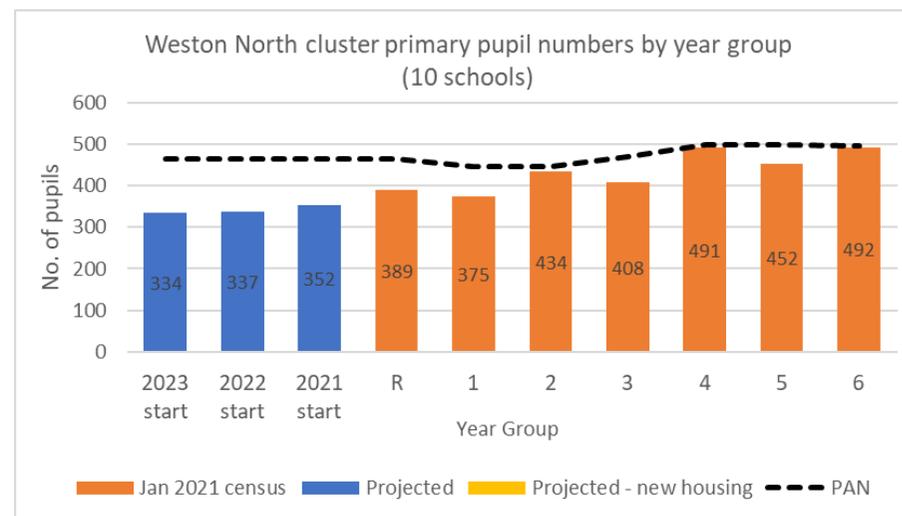
Map Ref	Weston East	Permission Date	Site	No. of dwell.	Properties occupied
A	12/P/1266/OT2	08/04/2015	Land South of Churchland Way, Wolvershill Road Banwell	1150	26
B	13/P/0997/OT2	17/07/2015	Locking Parklands, Locking Moor Road, Locking	1200	199
C	16/P/2744/OT2	27/10/2017	Land off Wolvershill Road/Churchlands Way (Parklands Village)	250	0
D	16/P/2758/RG4	12/01/2018	Land to the South of Locking Head Drove Locking	700	0
E	16/P/1881/OT2	17/01/2018	Land West of Locking Parklands Parklands Village Locking	300	0
F	12/P/1510/OT2	17/01/2018	Former Weston Airfield Winterstoke Road WsM (Phase 2)	1650	58
G	17/P/0752/F	08/02/2019	Land North Of Wilson Gardens / Scot Elm Drive West Wick	49	0
H	18/P/3175/FUL	01/04/2019	Phase 3A, Locking Parklands Cranwell Road Locking	36	28
I	19/P/0413/FUL	31/10/2019	West Acre Caravan Park West Acres Farm Wolvershill Road	125	0
				Total	311

Weston North Primary Cluster - current picture

10 primary-age schools, 3041 pupils, schools are 92% full, 465 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y6-R	Annual transport costs	Expansion feasible?
6	Becket Primary School	Kaleidoscope MAT	Good 16/10/2013	2-11	30	210 89% full Fluctuating ~	£0	A feasibility study would be required
12	Castle Batch Primary School	The Priory Learning Trust	Good 08/11/2017	4-11	60	420 100% full Stable --	£0	A feasibility study would be required

32	Kewstoke Primary School	Maintained	Good 07/06/2018	3-11	15	105 78% full Fluctuating ~	£10,240	No as the site is constrained
36	Mead Vale Primary School	Extended Learning Academies Network	Requires improvement 07/12/2016	4-11	60	378 83% full Fluctuating ~	£0	The Local Authority has supported plans by ELAN to reduce the PAN at Mead Vale from 60 to 30 effective from September 2022. The LA notes that the school site has the capacity to increase its pupil intake back to 60 places per cohort should demand require this in the future A feasibility study would be required
37	Mendip Green Primary School	Extended Learning Academies Network	Good 05/04/2017	5-11	90	630 100% full Stable --	£0	The school was expanded in 2012 to a 630-place school. The site size is appropriate to this intake.
50	St Georges Church School	Bath & Wells MAT	Good 03/04/2019	3-11	30	210 97% full Fluctuating ~	£0	This school site is appropriate to its 210-place intake.
54	St Mark's Ecumenical Anglican/Methodist Primary School	Bath & Wells MAT	Good 24/04/2019	4-11	60	436 97% full Stable --	£0	The school site is appropriate to its 420-place intake
55	St Martin's Church of England Primary School	Kaleidoscope MAT	Good 11/02/2015	4-11	60	510 81% full Fluctuating ~	£11,033	The school was expanded in 2012 to a 630-place school. Whilst the school is now a 420-place setting, its site is capable of taking this higher intake.
69	Worle Village Primary School	Kaleidoscope MAT	Good 26/02/2015	5-11	30	210 87% full Decreasing ↓	£0	No, as the school is on a constrained site

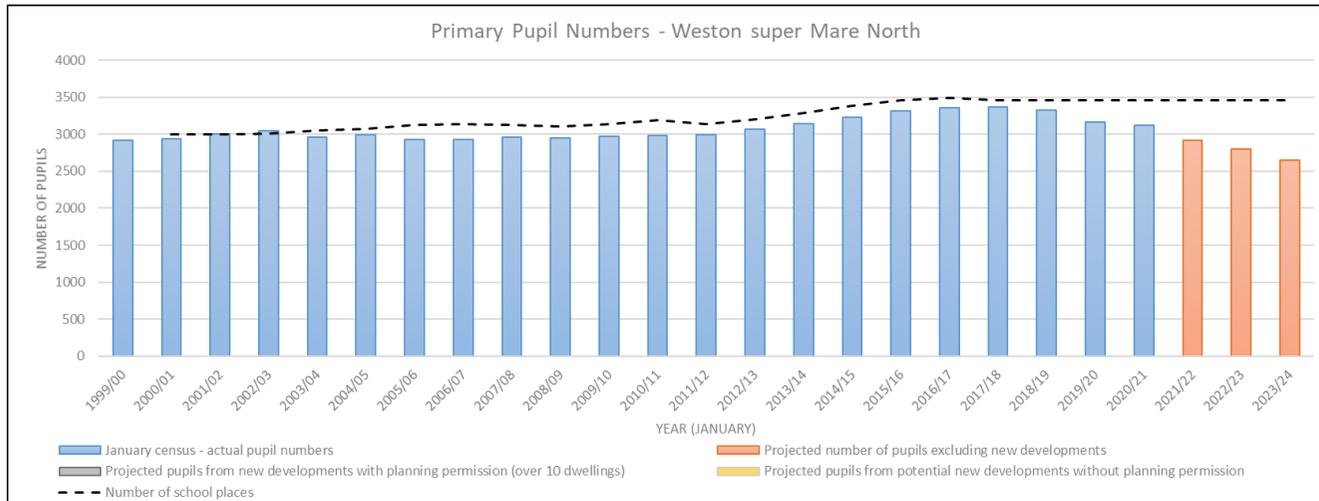
70	Worlebury St Pauls Church of England Primary School	Maintained	Good 19/06/2019	4-11	30	210 88% full Fluctuating ~	£0	This school was expanded in 2011 from a 120 to a 210-place school.
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Pupil Projections	Predicted demand (number of pupils)	Predicted empty places (negative values = shortfall)
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School	No. places	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Becket Primary	210	190	186	176	169	160	20	24	34	41	50
Castle Batch Primary	439	417	408	397	379	377	22	31	42	60	62
Kewstoke Primary School	105	89	85	82	78	81	16	20	23	27	24
Mead Vale Community Primary School	420	316	288	272	251	240	104	132	148	169	180
Mendip Green Primary	630	628	614	597	585	574	2	16	33	45	56
St Mark's Primary School	420	420	407	392	376	364	0	13	28	44	56
St Martin's CE Primary School	630 reducing to 420 places	426	375	334	286	277	204	225	236	254	233
St Georges Church School	210	206	200	199	188	185	4	10	11	22	25
Worle Village Primary School	210	176	170	162	153	146	34	40	48	57	64
Worlebury St Pauls CEVA Primary School	210	193	190	187	182	170	17	20	23	28	40
New housing pupil estimates		0	0	0	0	0					
Total	2854	3061	2923	2798	2647	2574	423	531	626	747	790
% space across the cluster							15%	19%	22%	26%	28%

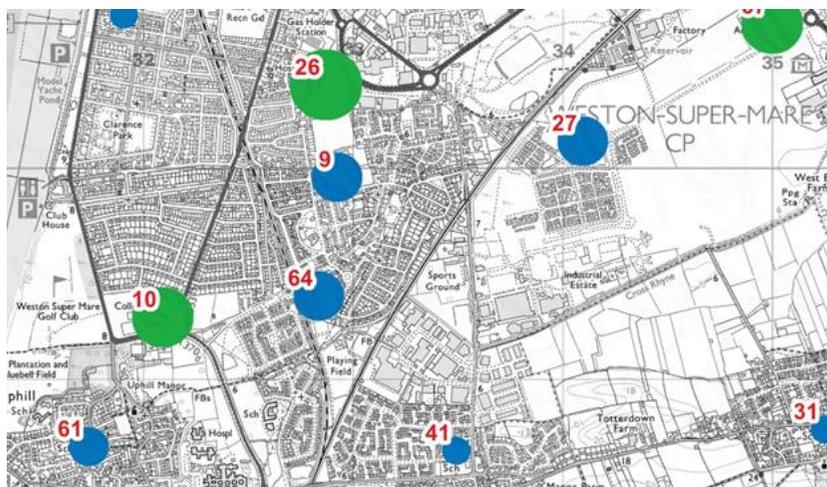
Weston North Primary Cluster future projections

All primary schools in the cluster are projected to have decreasing pupil numbers over the next five years.

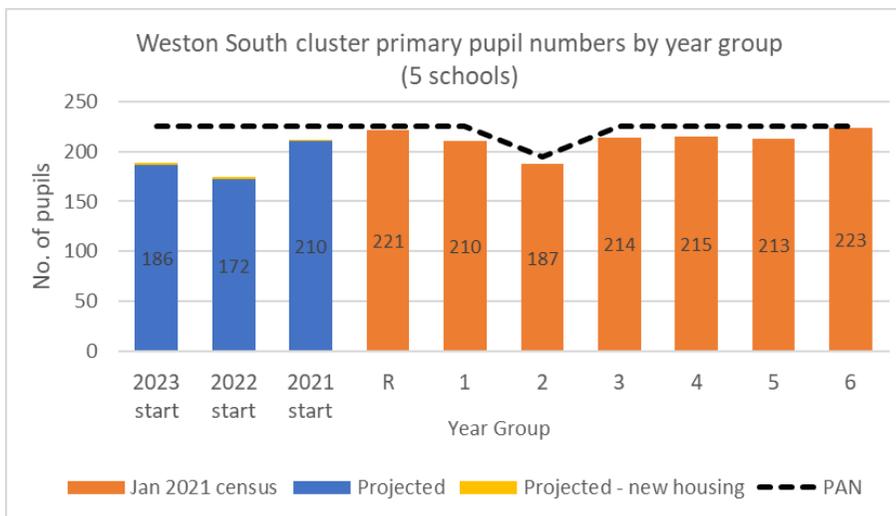


Weston South Primary Cluster - current picture

5 primary-age schools, 1483 pupils, schools are 96% full, 225 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y6-R	Annual transport costs	Expansion feasible?
9	Bournville Primary School	Extended Learning Academies Network	Outstanding 21/05/2015	2-11	60	420 99% full Stable --	£0	School was replaced with a new build in 2008 on a site appropriate to its size
31	Hutton Church of England Primary School	Kaleidoscope MAT	Good 02/07/2014	4-11	30	210 100% full Stable --	£0	The recent partial replacement of this site incorporated the potential for it to expand by another 105 places, although parking and other local constraints may prove problematic

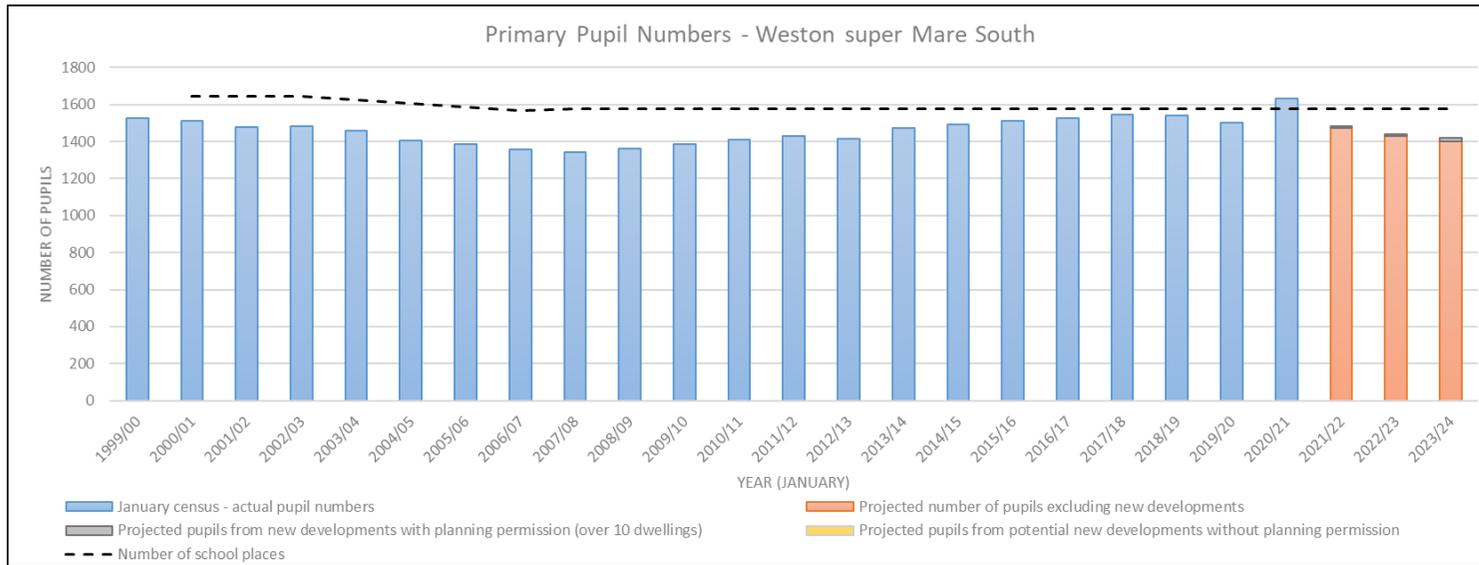
41	Oldmixon Primary School	Extended Learning Academies Network	Good 16/10/2013	2-11	30	210 98% full Stable --	£0	Potential to expand from a 210 to a 420-place school subject to planning permission and other approvals
61	Uphill Primary School	Maintained	Good 26/04/2018	4-11	45	315 97% full Stable --	£0	This site is constrained and suitable for its 315-place intake
64	Windwhistle Primary School	Extended Learning Academies Network	Good 19/03/2014	3-11	60	390 89% full Fluctuating ~	£0	The size of this site is appropriate to its 420-place intake

Pupil Projections	Predicted demand (number of pupils)	Predicted empty places (negative values = shortfall)
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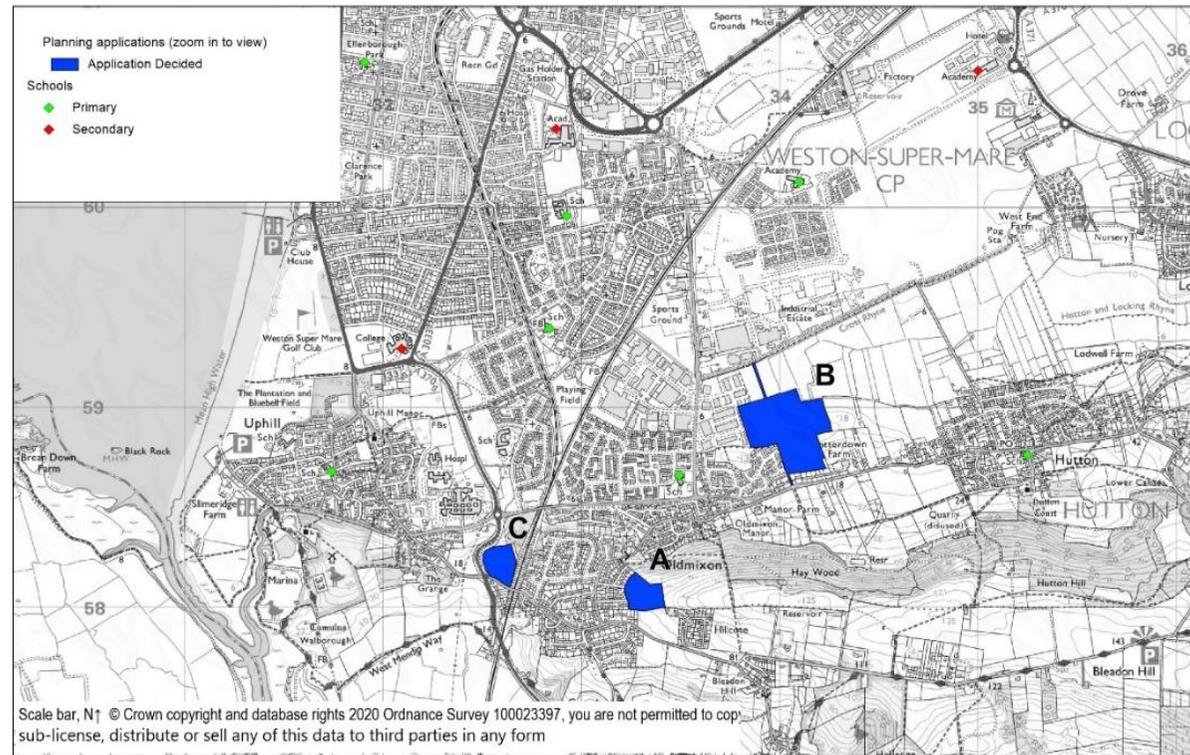
School	No. places	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Bournville Primary	420	418	410	400	390	382	2	10	20	30	38
Hutton C/E Primary	210	204	198	190	186	185	6	12	20	24	25
Oldmixon Primary School	210	198	198	191	185	185	12	12	19	25	25
Uphill Primary School	315	310	310	304	301	293	5	5	11	14	22
Windwhistle Primary School	420	368	357	342	336	331	52	63	78	84	89
New housing pupil estimates		0	6	9	14	19					
Total	1575	1498	1479	1436	1412	1395	77	96	139	163	180
% space across the cluster							5%	6%	9%	10%	11%

Weston South Primary Cluster future projections

All primary schools in the cluster are projected to have decreasing pupil numbers over the next five years.



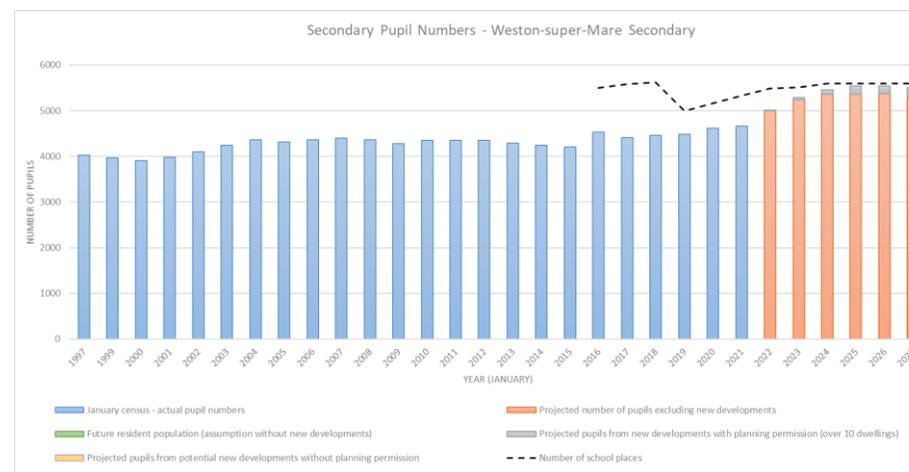
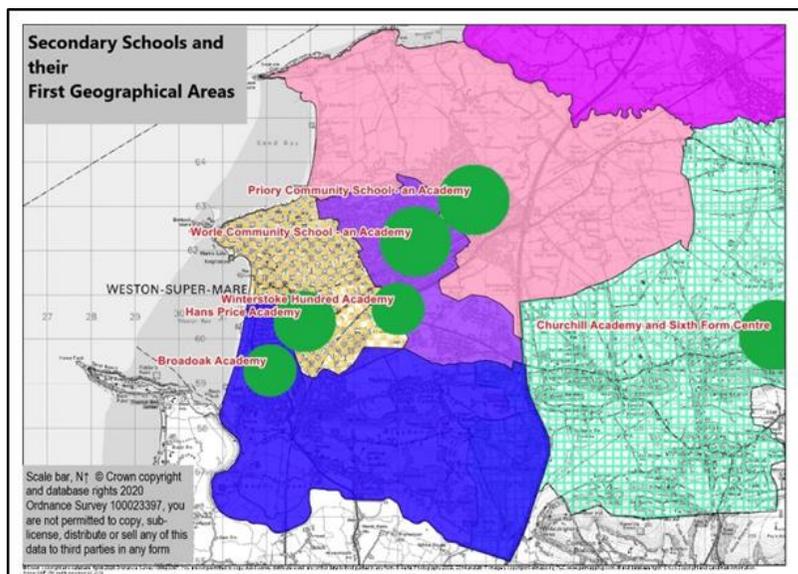
Weston-super-Mare South Cluster – new housing



Map Ref	Nailsea	Permission Date	Site	No. of dwell.	Properties occupied
A	15/P/0983/O	01/06/2016	Land at Wentwood Drive Weston-super-Mare	50	21
B	16/P/0150/O	10/04/2017	Land North of Oldmixon Road Hutton Weston-super-Mare	130	0
C	17/P/1138/O	22/07/2019	Land adjacent to Bridgwater Road Weston-super-Mare	60	0
			Total	240	21

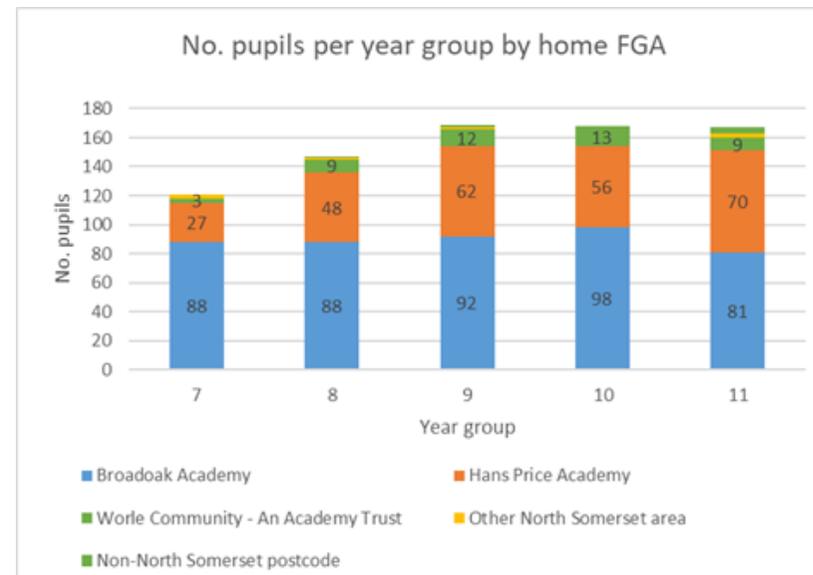
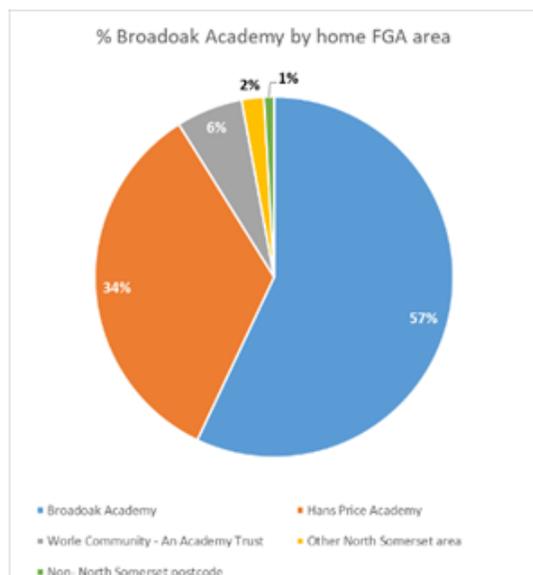
Weston-super-Mare Secondary Cluster – current picture

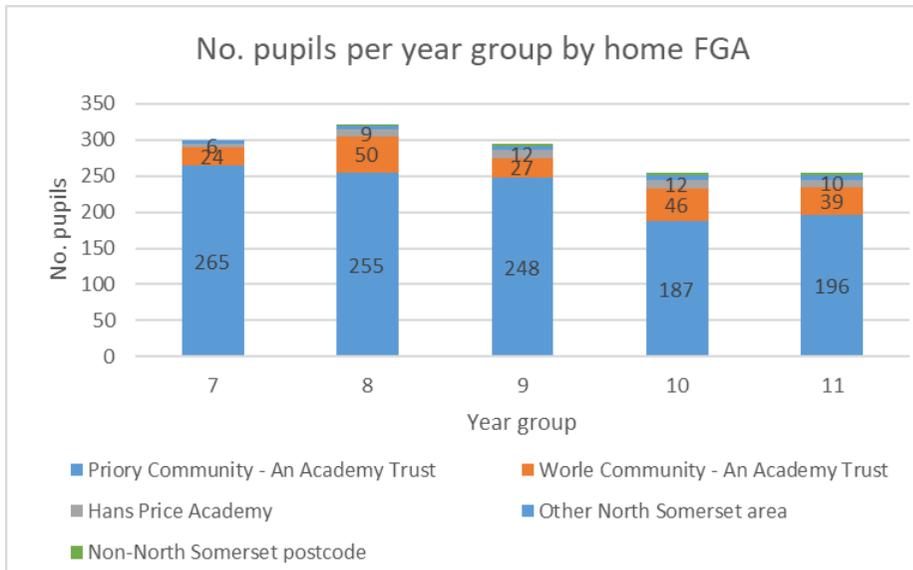
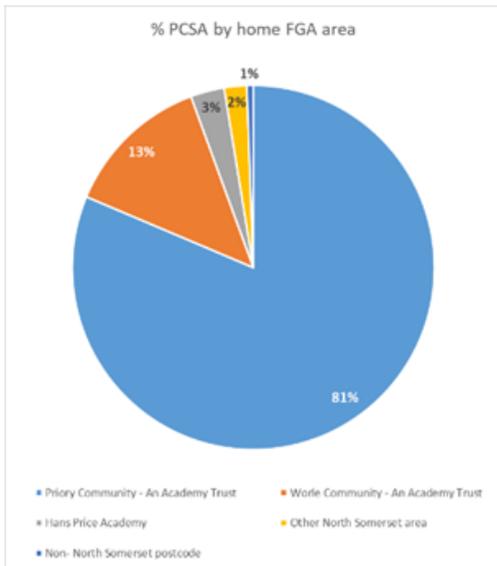
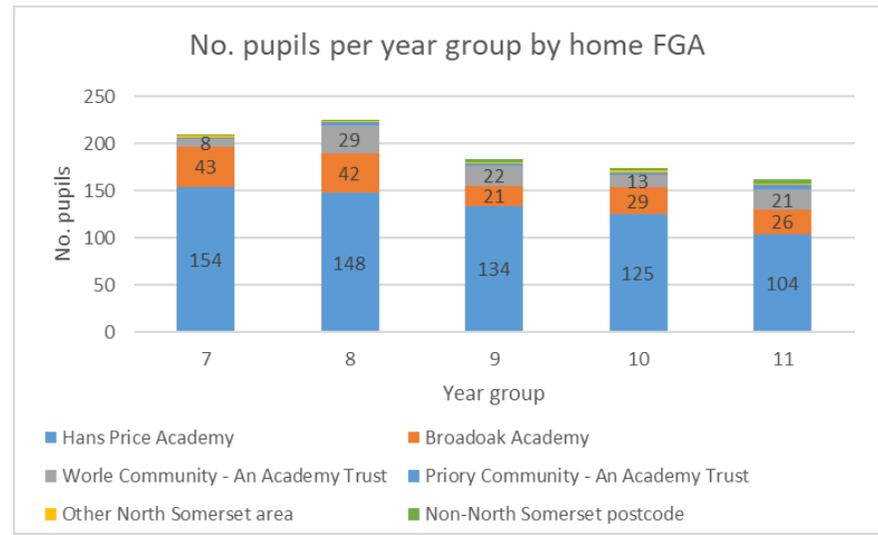
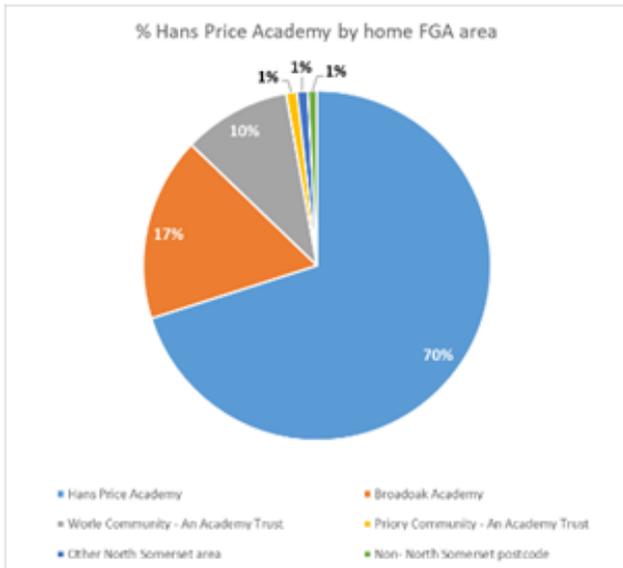
5 secondary-age schools, 4661 pupils, schools are 96% full, 990 Year 7 places

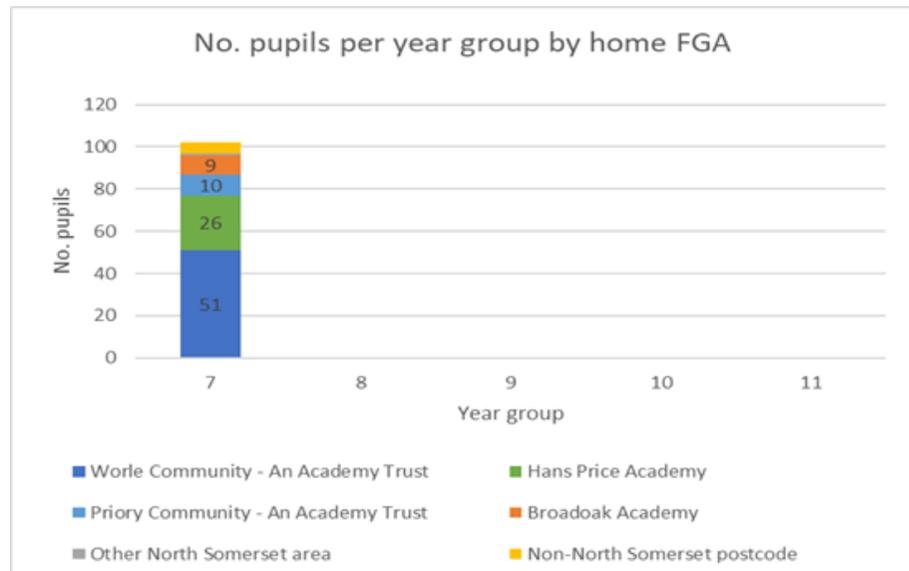
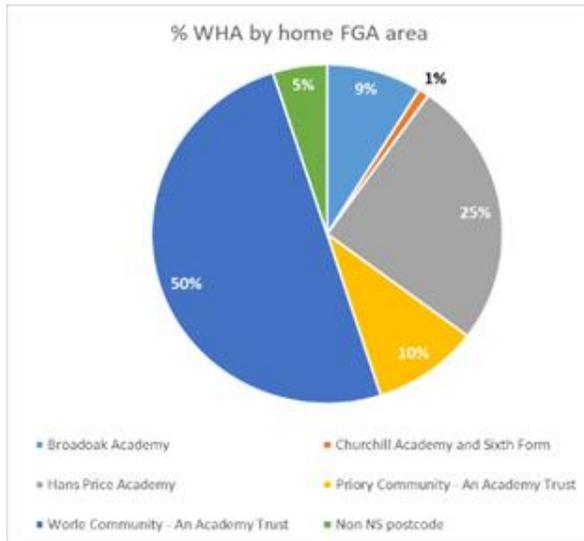
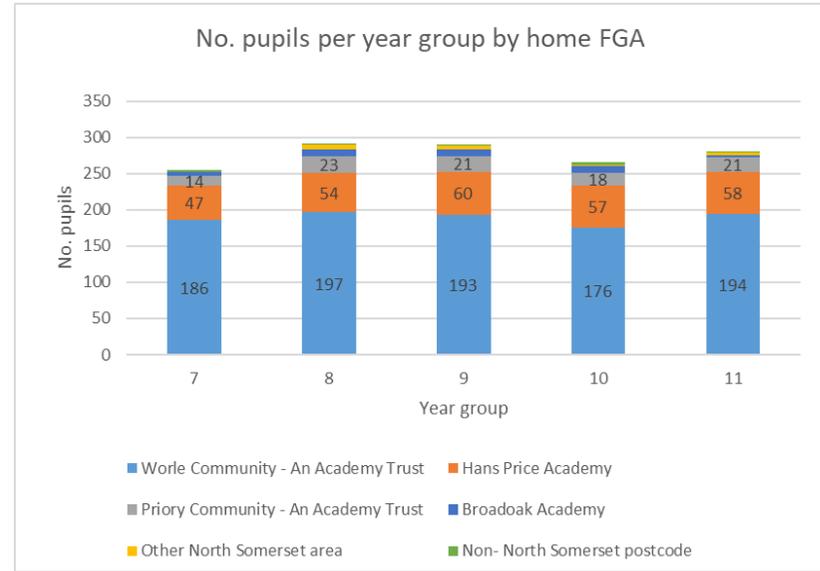
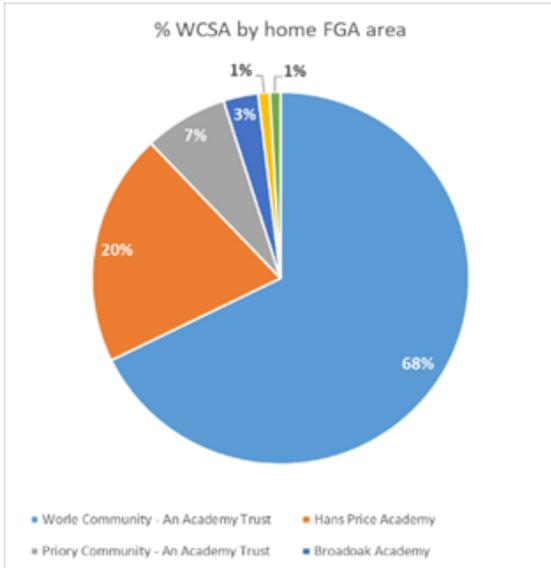


Map Ref	School	MAT	Latest Ofsted inspection	Age Range	PAN	No. places % full Trend Y11-7	Annual transport costs	Expansion feasible?
10	Broadoak Academy	Cabot Learning Federation	Requires improvement 16/11/2017	11-16	180	900 86% full Decreasing ↓	£3,971	No, as the site is suitable for a 900-place school
26	Hans Price Academy	Cabot Learning Federation	Good 06/02/2018	11-16	210	1020 94% full Increasing ↑	£0	No, as the site is suited to a 1,050-place school
44	Priory Community School Academy	The Priory Learning Trust	Outstanding 07/11/2014	11-16	300	1442 99% full Increasing ↑	£58,108	This school was expanded from a 256 to 300 intake from September 2018. A feasibility study would be required to

								determine if further expansion would be possible.
67	Winterstoke Hundred Academy	Cabot Learning Federation	Not inspected	11-18	150	0 N/A	£0	A second WHA site at Parklands is currently being progressed, to provide 900 <u>of the school's</u> places and open by September 2023.
68	Worle Community School Academy	The Priory Learning Trust	Requires improvement 05/02/2020	11-16	300	1500 92% full Fluctuating ~	£68,586	A feasibility study would be required







Weston-super-Mare Secondary Cluster – future projections

		Predicted demand (number of pupils)							Predicted empty places (negative values = shortfall)						
Pupil Projections	No. places	2020	2021	2022	2023	2024	2025	2026	2020	2021	2022	2023	2024	2025	2026
Broadoak Academy	900	787	764	740	714	733	754	777	113	136	160	186	167	146	123
New housing pupil estimates		0	3	5	7	10	12	13							
Total		787	767	745	721	743	766	790	113	133	155	179	157	134	110
% space									13%	15%	17%	20%	17%	15%	12%

Pupil Projections	No. places	2020	2021	2022	2023	2024	2025	2026	2020	2021	2022	2023	2024	2025	2026
Hans Price Academy	1,050	983	1027	1059	1075	1050	1033	1033	67	23	-9	-25	0	17	17
New housing pupil estimates		0	10	18	17	6	16	39							
Total		983	1,037	1,077	1,092	1,056	1,049	1,072	67	13	-27	-42	-6	1	-22
% space									6%	1%	-3%	-4%	-1%	0%	-2%

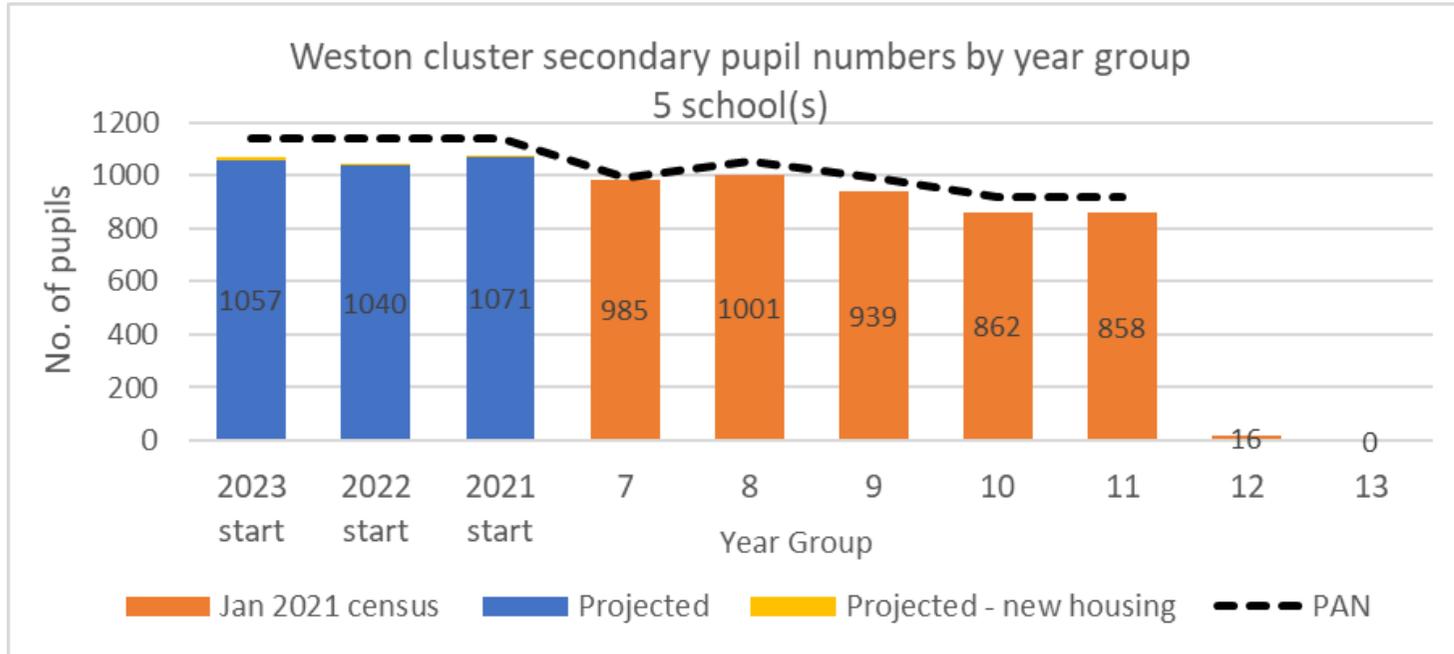
Pupil Projections	No. places	2020	2021	2022	2023	2024	2025	2026	2020	2021	2022	2023	2024	2025	2026
PCSA	Growing from 1,280 to 1,500	1444	1487	1530	1529	1501	1500	1478	-2	-1	0	1	-1	0	22
New housing pupil estimates		0	0	0	0	0	0	0							
Total		1,444	1,487	1,530	1,529	1,501	1,500	1,478	-2	-1	0	1	-1	0	22
% space									0%	0%	0%	0%	0%	0%	1%

		Predicted demand (number of pupils)							Predicted empty places (negative values = shortfall)						
Pupil Projections	No. places	2020	2021	2022	2023	2024	2025	2026	2020	2021	2022	2023	2024	2025	2026
WCSA	1,500	1393	1404	1413	1401	1348	1300	1218	107	96	87	99	152	200	282
New housing pupil estimates		0	0	0	0	0	0	3							
Total		1,393	1,404	1,413	1,401	1,348	1,300	1,221	107	96	87	99	152	200	279
% space									7%	6%	6%	7%	10%	13%	19%

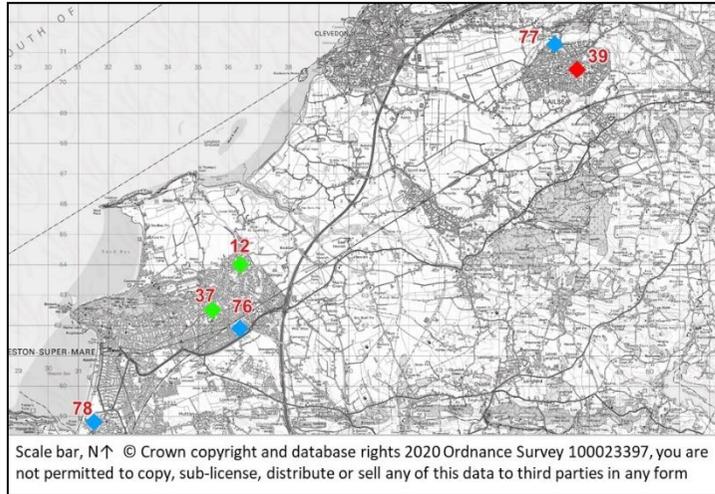
Pupil Projections	No. places	2020	2021	2022	2023	2024	2025	2026	2020	2021	2022	2023	2024	2025	2026
Winterstoke Hundred Academy	Growing to 950 over 5 years (excluding second site)	129	316	495	644	725	782	781	121	184	155	156	225	168	169
New housing pupil estimates		0	6	28	68	168	149	165							
Total		129	322	523	712	893	931	946	121	178	127	88	57	19	4
% space									48%	36%	20%	11%	6%	2%	0%

Weston-super-Mare Secondary - future projections

Secondary pupil numbers across Weston-super-Mare are forecast to grow.



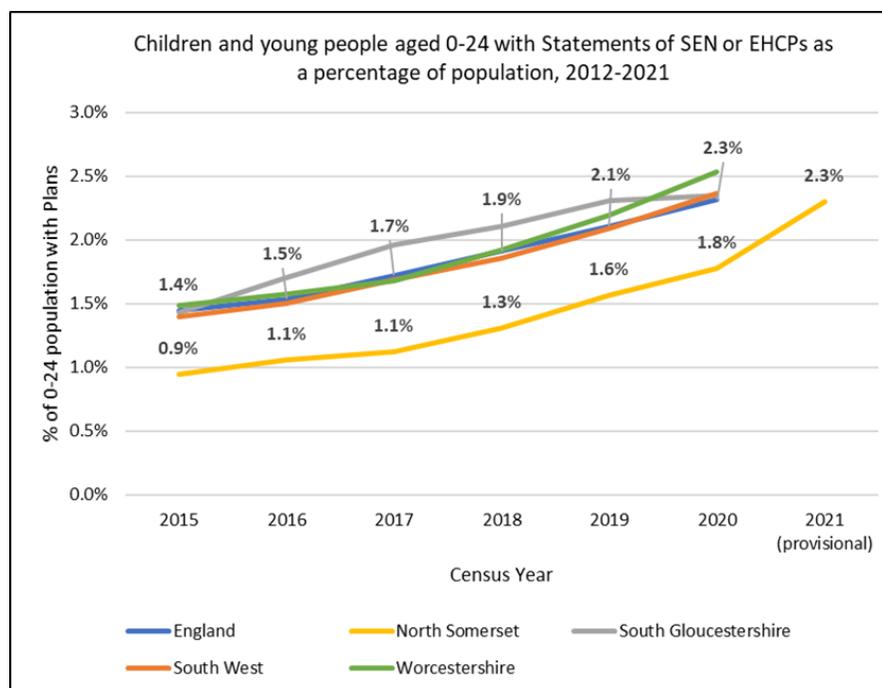
SEND schools cluster – current picture



Map Ref	School	MAT	Type of Establishment (name)	Latest Ofsted inspection	Age Range	School Capacity	% full Trend	Annual transport costs	Expansion feasible?
76	Baytree Special	Maintained	Community special school	Good 16/03/2017	3-19	72	100% Increasing ↑	£293,638	There have been 4 recent remodelling projects to provide extra capacity. No further increases are possible on this site. Plans to create a 2nd site are awaiting planning approval following a decision by the Secretary of State to allow a local determination.

77	Ravenswood Special	Maintained	Community special school	Good 28/09/2017	3-19	112 - 119	100% Demand is increasing ↑	£408,594	A small expansion to the school has recently been approved. A review of the vacant VLC site adjacent to Ravenswood may or may not offer options for further expansion
78	Westhaven Special	Maintained	Foundation special school	Good 11/07/2018	4-19	156	100% Demand is increasing ↑	£342,000 + Pathways @ Westhaven £18,405	The school has recently been expanded and remodelled to enable it to accommodate infant and post-16 pupils from 2019 and 2020 respectively. The site is suitable in size for its current provision.
79	New SEMH School (to open in 2023)			n/a		65	Demand exceeds these new places ↑		
39	Nailsea School ASD Resource Base	Wessex Learning Trust	Secondary	Requires improvement 12/03/2020	11-18	10	80%	£22,402	The building has been future proofed to enable further placements
12	Castle Batch Primary School Academy Speech and Language Resource Base	Priory Learning Trust	Primary	Good 08/11/2017	4-11	20	Average pupil numbers (2016-17 to 2020-21) = 16 Currently 75% full.	£34,394	The site is constrained

SEND Cluster – future projections



Sources: Department for Education, Education, Health and Care Plans: England 2020 (published 7 May 2020) (underlying data), North Somerset SEN2 census data obtained from BIS (provisional data for 2021), and ONS 2018-based population estimates. Actual percentages are shown for England and North Somerset.

Special school places are available only to students with Education, Health and Care Plans (EHCPs). School places are granted based on the student's individual needs, rather than geographic location. Because placement of students with special educational needs is a highly individualised decision, for projecting future demand requires a different approach than is used for mainstream schools.

Estimating demand for future special school places requires analysis of the incidence of EHCPs in the population and of past trends and applying assumptions about future directions of those trends in North Somerset.

Historically, North Somerset has been well below national and regional averages in the incidence of EHCPs (see Figure 1).

The consensus is that North Somerset is experiencing upward pressure in the number of requests for EHCPs and will start approaching the national average over the next few years. Therefore, the size of the cohort of EHCP students in North Somerset was projected by applying a projected national average incidence of EHCPs in the population (ONS estimates) and assuming growth of 0.1% per year (see Figure 2).

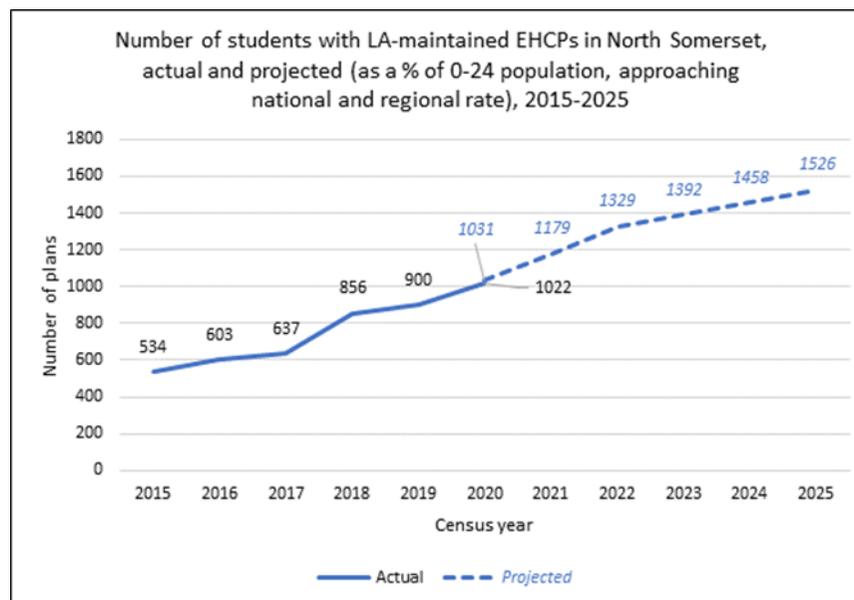


Figure 2. Source: Department for Education, Education, health and care plans: England 2020 (published 7 May 2020) (underlying data) and North Somerset projected numbers.

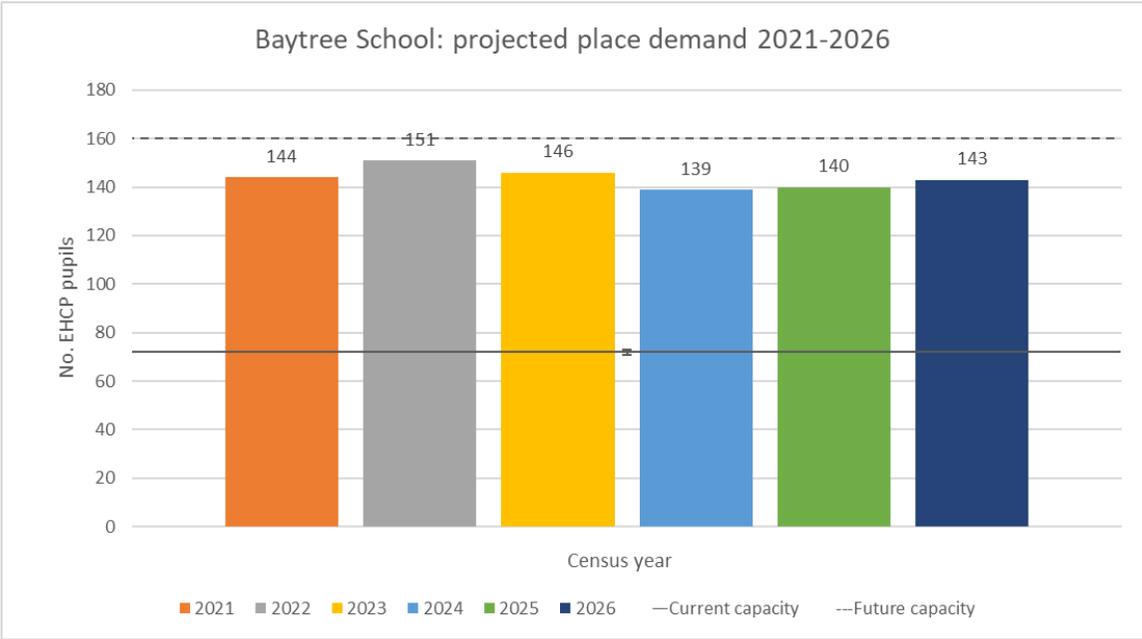
These projected numbers were then cross-checked against estimates independently made by the Education Funding Team and the SEND Team. Both predictions of the size of the EHCP cohort corresponded by 2022, the only difference being the annual rate of increase between 2020 and 2022.

To estimate the primary need makeup of the future cohorts, 2015-2019 SEN2 census data was used to calculate the average relative incidence of each primary need type in the EHCP cohort. These ratios were then adjusted to account for expected changes in the need makeup of future cohorts (i.e., ASD/SLCN and SEMH rising at faster rates than most other needs).

Provision type ratios were calculated for each primary need category using the same census data, with the caveat that these ratios are expected to change in the future as the availability of different provision types changes.

These ratios were then applied to the projected overall number of pupils in North Somerset to give a number of EHCPs and primary need type.

The final step was to allocate the types of need to type of provision, which was done in conjunction with the SEND Team, who have in-depth understanding of the individual children and expertise in special needs. This resulted in the below estimates of demand for North Somerset's special schools:

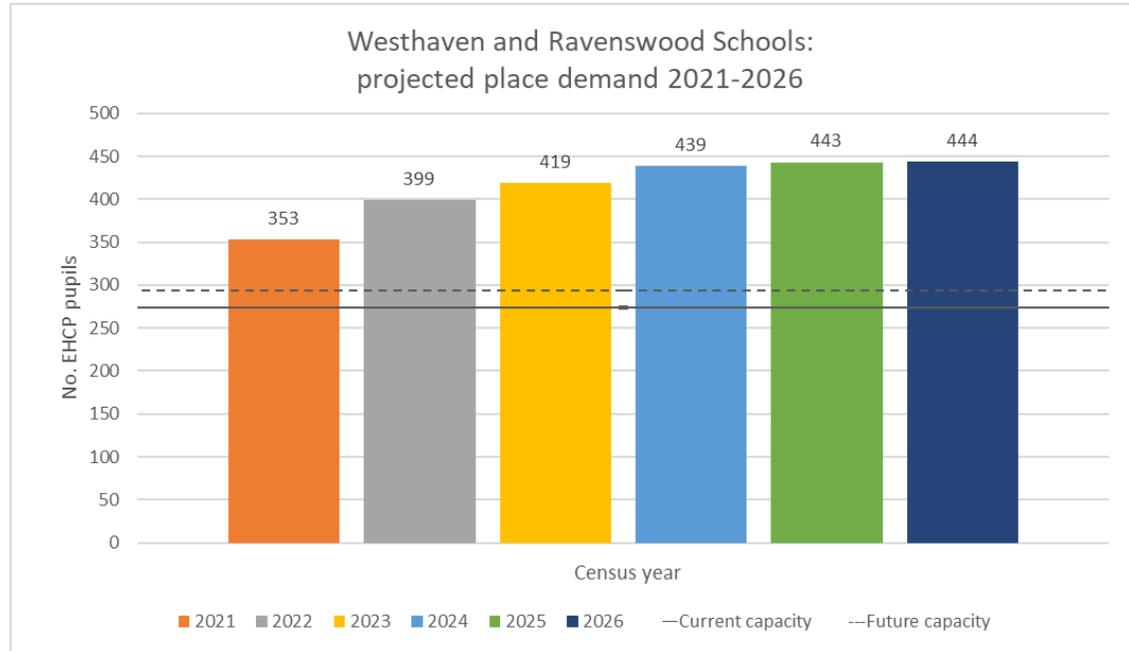


Baytree School

Current capacity: 72 students

Future capacity: 160 students

The school is currently full, and demand is already exceeding capacity. Demand in 2021 is expected to be twice the capacity of the current school and remain there (on average) over the next several years.



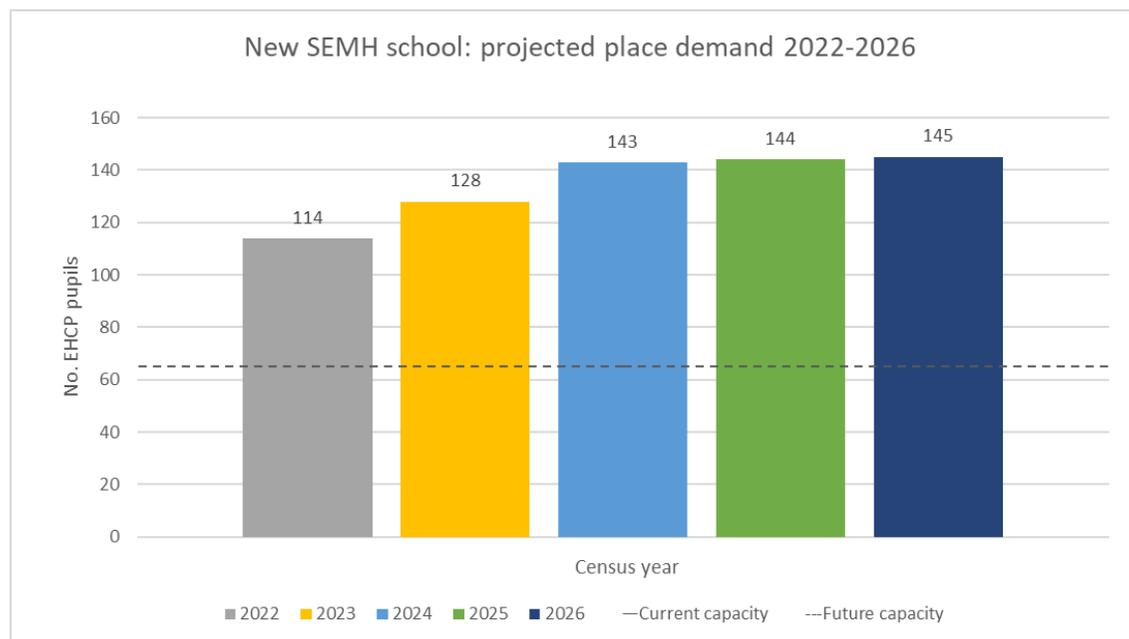
Westhaven and Ravenswood Schools

Current combined capacity: 268 - 275 students

Future combined capacity: 290 - 296 students

The projected demand for both schools is shown together, as there is currently no significant difference between the primary needs identified for the students attending each school.

Both schools are currently full, and demand already exceeds capacity. Demand in 2021 is expected to exceed capacity by 78 places and increase to approximately 89 places in excess of capacity by 2026.

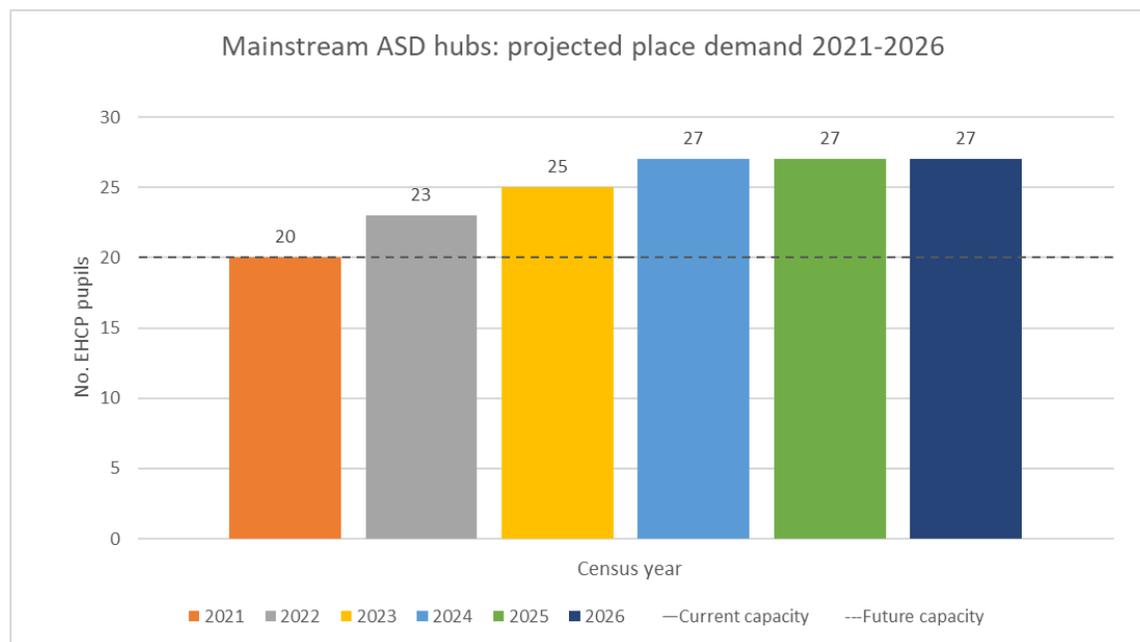


New SEMH school (to open in 2022)

Future capacity: 65 students

Demand for places at special schools for students with social, emotional and mental health needs (SEMH) has been high for the last few census years and is rising faster than any other need category. Much of the projected increase in the EHCP cohort through 2026 is expected to be due to students with this category of need.

Demand for places at North Somerset’s new SEMH school is expected to exceed capacity at opening by approximately 49 places and increase to approximately 80 places in excess of capacity by 2026.



Mainstream ASD hubs

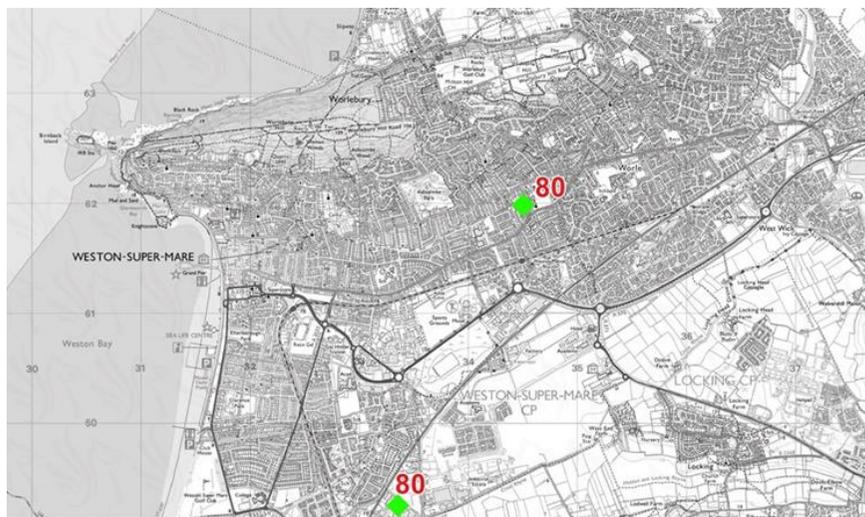
Current capacity: 10 secondary pupils at the Nailsea hub

Future capacity: 20 pupils (10 secondary at Nailsea and 10 primary at Mendip Green)

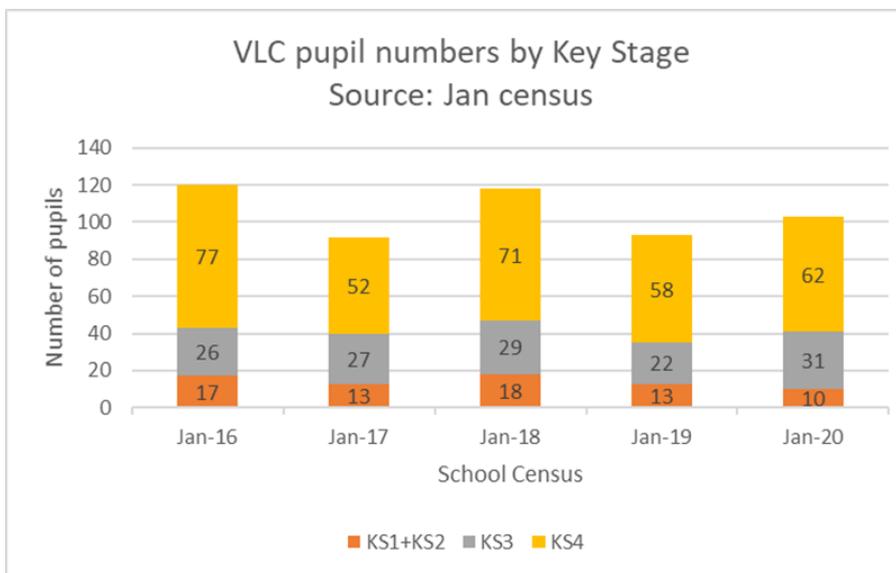
Castle Batch and Mendip Green Resource Bases

These Resource Bases provide 20 Speech and Language places at Castle Batch and 11 Hearing and Language places at Mendip Green. It is not anticipated that the need in these specialist areas will particularly grow over the next few years, so the provision is deemed to be sufficient.

Pupil Referral Unit



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Map Ref	School	MAT	Type of Establishment (name)	Latest Ofsted inspection	Age Range	School Capacity	% full Trend	Annual transport costs	Expansion feasible?
80	Voyage Learning Campus (AP)	Maintained	Pupil referral unit	10-01-2017 GOOD	4-16	80	126% Demand is above the capacity of the school	£146,594	The VLC is set across two sites. A new demountable building is being added to the VLCs site in Milton, Weston-super-Mare and will be available from July 2021 . The Oldmixon site in Weston-super-Mare is leased.

Action Plans Detailed By Cluster ~ 2018 – 2021 and 2021 - 2024

Backwell Clusters– 2018-2021 actions review

	Action	Outcome and RAG rating
1	Backwell (Long Ashton) - To complete the increase in provision at Flax Bourton C of E Primary from 105 to 210 places for the September 2019 intake	Completed to time and budget
2	Backwell (Yatton) To progress the creation of a new 210-place primary school at North End, Yatton. The school will be designed to enable its expansion to a 420-place establishment if/as demand dictates. The Presumption Route Expression of Interest (EOI) suggested an opening date of September 2020	New sponsor confirmed as Clevedon Learning Trust. School building project <u>is complete and, following the granting of in-progress and new school should open, subject to</u> a Funding Agreement, <u>the school will open</u> in September 2021 (a year later than originally planned due to a later start on site following the need to meet conditions as part of the planning approval).
3	To formally review the need for new secondary places across the cluster that may include an expansion of Backwell School or an option to open a new secondary school within another newly created secondary-school cluster area in in the centre of North Somerset if there is enough demand	Not needed in 2018 -21 period. To carry forward to the 2021-2024 Commissioning Strategy
4	To keep primary place provision under review considering the national decrease in new birth verses demand from new residential developments	Not needed in 2018-21 period. To carry forward to the 2021-2024 Commissioning Strategy
5	To work with Backwell School to formally review its FGA area considering new housing villages if developed and if required	Not needed in 2018-21 period. To keep under review as part of the Local Plan developments.

Backwell Clusters – 2021-2024 actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	Backwell (Yatton) - To open Chestnut Park Primary in Yatton.	1 September 2021	CLT appointed as the school sponsor School buildings <u>are due to</u>	School opens in September 2021 to Reception-aged pupils

			be <u>were</u> completed by <u>in</u> January 2021	
2	To work with the Lighthouse Schools Partnership and Yatton Infant and Junior Schools to review demand for places in this part of the village. This may include a reduction in each school's Planned Admissions Number (PAN) to reflect a decline in pupil numbers in this part of the village	September 2023	Awaiting approval of this plan	There are around 5% of surplus places, but each school retains its ability to increase/ decrease its PAN in response to an <u>increase</u> changes in local demand as required
3	To work with the Lighthouse Schools Partnership and West Leigh Infant and Backwell Junior Schools to review demand for places in the village. This may include a reduction on each school's Planned Admissions Number (PAN) to reflect a decline in pupil numbers in this part of the village if new developments are not forthcoming	September 2023	Awaiting approval of this plan	There are around 5% of surplus places, but each school retains its ability to increase/ decrease its PAN in response to an <u>increase</u> changes in local demand as required
4	To review the need for breach secondary places if local demand exceeds supply due to new housing as part of the Local Plan outcomes	Ongoing	Ongoing	All young people living in the Backwell FGA area can be offered a place at bulk Year 7 entry point each year.
5	To formally assess the need for a new secondary school in/close to Yatton and create a new secondary-school cluster in the centre of North Somerset. This may include the allocation in the next Local Plan of a site. Any competition for a sponsor for this new school and funding to progress a new school building would take place outside the life of this plan as demand dictates To formally review the need for new secondary places across the cluster that may or may not include an expansion of Backwell Secondary School if options to create a new secondary school within another newly created secondary- school cluster are not progressed.	Site to be identified by September 2022	Awaiting approval of this plan	A new site is identified in this physical cluster area in the new Local Plan. All young people living in new housing created within the existing Backwell and Churchill clusters can have local places offered at the Bulk Year 7 entry point each year.
6	To consider the implications of the new Local Plan (once agreed) on this cluster	Ongoing		To ensure that if new housing growth is agreed, the correct infrastructure for school and early years places is available

Churchill Clusters– 2018-2021 actions review

	Action	Outcome and RAG rating
1	Churchill (South) To look to progress an increase in provision at Sandford Primary School from a 140 to a 210-place school to meet new demand from developments in Sandford	Not required in 2018-21 period as a planning appeal for a developer was unsuccessful and excess demand from new housing has not materialised.
2	To keep the demand for schools in villages with significant surplus places in the cluster under review and work to remove these if appropriate	Revised PAN for St Andrew's C of E Primary published by 15 March 2019 and agreed in April 2019. In place from September 2019.
3	To review place demand for Churchill C of E Primary School and Winscombe Primary Schools considering new housing developments in these villages	Not needed in 2018-21 period. To carry forward to the 2021-2024 Commissioning Strategy
4	To formally review the need for new secondary places across the cluster that may include an expansion of Churchill Academy and Sixth Form or options to open a new secondary school within another newly created secondary- school cluster area in the centre of North Somerset if there is enough demand	Not needed in 2018-21 period. To carry forward to the 2021-2024 Commissioning Strategy
5	To incorporate the Mendip Springs and wider West of England plans into secondary place planning across the Churchill Cluster	The Joint Area Review Plans were rejected at appeal. Any new provision will form of the new Local Plan, currently under review.

Churchill Clusters – 2021-2024 actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	To keep the demand for schools in villages with significant surplus places in the cluster under review and work to remove these if appropriate	Ongoing		Financially and educationally viable schools in this cluster by 2024
2	To continue to keep under review place demand for Churchill C of E Primary School, Sandford Primary and Winscombe Primary Schools considering new housing developments in these villages	Ongoing		To undertake school expansions if and as required
3	To formally assess the need for a new secondary school in or close to Yatton and create a new secondary-school cluster in the centre of North Somerset. This may include the allocation in the			All young people living in new housing created within the existing Backwell and

	<p>next Local Plan of a site. Any competition for a sponsor for this new school and funding to progress a new school building would take place outside the life of this plan as demand dictates</p> <p>To formally review the need for new secondary places across the cluster that may or may not include an expansion of Churchill Academy and Sixth Form if options to create a new secondary school within another newly created secondary- school cluster are not progressed.</p>			Churchill clusters can have local places offered at the Bulk Year 7 entry point each year.
4	To consider the implications of the new Local Plan (once agreed) on this cluster	Ongoing		To ensure that if new housing areas are agreed, the correct infrastructure for school and early years places is available

Clevedon Cluster– 2018-2021 actions review

	Action	Outcome and RAG rating
1	Following the completion of building upgrades at All Saints East Clevedon C of E Primary School, to change the school's PAN from 17 to 20 as part of the 2019/20 school admissions consultations	Completed to time and budget
2	To look to progress the increase in provision at Yeo Moor School and St John the Evangelist Primary School if demand due to new housing in the area requires this.	Not required in 2018-21 period.
3	To review the PANs of primary schools in the town if the projections continue to show over-capacity and schools have a consistent surplus of places	Not needed in 2018-21 period. To carry forward to the 2021-2024 Commissioning Strategy
4	To review the need for breach secondary places if local demand exceeds supply	Not needed in 2018-21 period. To carry forward to the 2021-2024 Commissioning Strategy

Clevedon Cluster – 2021-2024 actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	To review the PANs of primary schools in the town if the projections continue to show over-capacity and schools have a consistent surplus of places	Ongoing		Financially and educationally viable schools in this cluster by 2024
2	To review the need for breach secondary places if local demand exceeds supply	Ongoing		All young people living in the Clevedon FGA area able to be offered a place at bulk Year 7 entry point each year.
3	To work with the Clevedon Learning Trust to review the net capacity of the Clevedon School site	September 2022	An NCA review has been initiated by the CLT	All young people living in the Clevedon FGA area able to be offered a place at bulk Year 7 entry point each year.
4	To consider the implications of the new Local Plan (once agreed) on this cluster	Ongoing		To ensure that if new housing growth is agreed, the correct infrastructure for school and early years places is available

Portishead Cluster– 2018-2021 actions review

	Action	Outcome and RAG rating
1	To review reception-aged demand, especially for the 2019 intake, where demand may or may not exceed place availability	Demand not sufficiently over capacity to support increase at this stage
2	Following significant Council investment, to support Gordano School to admit 336 pupils per cohort incrementally from September 2018 onwards	Building work complete and RSC approval gained for the increase in provision. Higher PAN is in place and operating, alongside a breach class for 2019
3	To work with Gordano and St Katherine's Schools to determine solutions for a possible deficit of secondary places in Portishead during and after the life of this plan if required	Breach classes were put in place for 2019 <u>and 2021</u> . There are ongoing discussions in relation to the 2021 intake. Any excess allocations if a breach is needed and cannot be secured will need to be at a range of other local schools
4	New action – to support St Joseph's RC Primary in the creation of a governor-led early Years nursery on their school site	Planning permission has been granted and building works <u>are complete</u> commenced . The

nursery should open to children in September 2021

Portishead Cluster – 2021-2024 actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	To work with the Gordano School, the Lighthouse Schools Partnership and, if necessary, other local schools to review a potential deficit of Y7 places in 2021 and 2022 as the peak of pupils from the new housing developments in Portishead works through the local school population	September 2021 and September 2022	Conversations with the school and LSP are ongoing	All young people living in the Portishead FGA area able to be offered a place at bulk Year 7 entry point each year and this or another local school
2	To consider the implications of the new Local Plan (once agreed) on this cluster	Ongoing		To ensure that if new housing growth is agreed, the correct infrastructure for school and early years places is available

Pill Cluster– 2018-2021 actions review

	Action	Outcome and RAG rating
1	To work with Gordano and St Katherine’s Schools to determine solutions for the possible deficit of secondary places in Portishead during the life of this plan if required	Demand up to the 2020/21 school year has been met within Portishead. Offers of school places for September 2021 will beware made on 1 March 2021
2	To support St Katherine’s School in discussions to review the school’s FGA if relevant	St Katherine’s continues to serve pupils from Bristol and North Somerset. The projections for the school continue to be stable and strong

Pill Cluster – 2021-2024 actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
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1	To keep under review demand for YR places in this cluster for the 2021 intake	September 2021		There is a projected surplus of YR places in Portishead for this time. Pupils may need to attend these local schools if demand exceeds supply.
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Nailsea Cluster– 2018-2021 actions review

	Action	Outcome and RAG rating
1	To consider the expansions of some schools serving the primary population within this cluster if major developments within the town are progressed	Not needed in 2018-21 period. To carry forward to the 2021-2024 Commissioning Strategy
2	To consider new school competitions if new major developments within the town are progressed during the life of this plan	Not needed in 2018-21 period. To carry forward to the 2021-2024 Commissioning Strategy
3	To work with Nailsea School to expand its intake either temporarily or permanently to meet new demographic demands within the town if required	Not needed in 2018-21 period. To carry forward to the 2021-2024 Commissioning Strategy

Nailsea Cluster – 2021-2024 actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	To consider the implications of the new Local Plan (once agreed on this cluster	Ongoing		All young people living in Nailsea can be offered a place at bulk Year R and Year 7 entry point each year

Weston Clusters – 2018-2021 actions review

	Action	Outcome and RAG rating
1	WsM East - To work with Haywood Village Academy to support the growth of new places across the Haywood Village development area	Complete – the school is full in its open year groups of Years R to 5 and will complete its phased opening to become a 7-year primary school from September 2021
2	WsM East - To support Educate Together who opened a new school – Parklands Educate Together Primary – in temporary accommodation within Locking Parklands in September 2018	Complete – the school moved into its permanent buildings in August 2020

3	WsM East - To work with Educate Together to deliver their permanent school buildings by September 2019	Following a further year delay due to complexities on site with the local housing developer, the new school was handed over to Educate Together in August 2020
4	WsM East - To determine when to progress the creation of a new 630-place primary school (no.3) in the Weston East cluster	Not needed in 2018-21 period. To carry forward to the 2021-2024 Commissioning Strategy
5	WsM Central - To note the need for a new Weston Central Primary School, required after the life of this plan	Not needed in 2018-21 period. To carry forward to the 2021-2024 Commissioning Strategy
6	WsM East and WsM South - To review the need for extra provision at St Anne's Church Academy (West Wick – East), Oldmixon and Uphill Primary Schools (South) to meet demand if required	Not needed in 2018-21 period. To carry forward to the 2021-2024 Commissioning Strategy
7	To review the demand for school places in the Weston Central and Weston North clusters to ensure these clusters reflect the needs of their local pupil populations	A reduction of PAN for St Martin's C of E Primary School from September 2020 onwards formed part of this academy's admissions consultation
8a	To determine and commence (funding permitting) delivery options for increased secondary provision in Weston super Mare from 2021 onwards should the Homes Infrastructure Bid (HIF) bid be successful; or 8b below	The HIF bid was successful. Working with the Cabot Learning Federation (CLF), the RSC supported an expansion of Winterstoke Hundred Academy to operate over 2 sites and secure c 900 <u>of these new</u> places on the <u>new</u> Parklands site. The Council is working on the delivery of this project by September 2023/ <u>March 2024</u>
8b	To determine and commence (funding permitting) delivery options for increased secondary provision in Weston super Mare from 2021 onwards, dependent on securing enough basic need and s106 contributions	See 8a above
9	To complete a 300 - place expansion with Priory Community School Academy Trust by late autumn 2018	Complete. The Priory Learning Trust (PLT) received RSC approval for the increase in provision and the higher PAN are in place formally from September 2019.
10	To work with good and outstanding secondary schools in the cluster to consider 'breach' school places if and as necessary	The PLT school also agreed to a breach class of an additional 30 pupils in 2019 into Y7 (330

		overall) at Priory Community School Academy to assist the LA in meeting demand following a decision to close the North Somerset Enterprise and Technology College and defer the opening of Winterstoke Hundred Academy (see 11 below) until September 2020
11	New entry – to work with the RSCs office to secure a new sponsor for the North Somerset Enterprise and Technology College that closed in July 2018 to new pupils and in 2019 to all students.	The CLF was awarded sponsorship for a new 11 – 19 school in 2019 that opened in September 2020. The school will grow incrementally starting with Years 7 and 12 intakes

Weston Clusters – 2021-2024 actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	WsM Central and North - To continue to review the demand for school places in the Weston Central and Weston North primary clusters to ensure these clusters reflect the needs of their local pupil populations	Ongoing	Ongoing	Reductions in PANs are progressed at those schools where demand continues to decline due a reduction in new births in these areas
2	WsM East - To determine when to progress the creation of a new 630-place primary school (no.3) in the Weston East cluster	By September 2024 at the latest	Discussions with the developer are ongoing	Pupils moving into new homes can attend a local primary school
3	WsM Central - To review the need and date of opening of a new Weston Central Primary School if housing developments in the town are progressed	Ongoing	Discussions with the developer are ongoing	Pupils moving into new homes can attend a local primary school
4	WsM East and WsM South - To review the need for extra provision at St Anne's Church Academy (West Wick – East), Oldmixon and Uphill Primary Schools (South) to meet demand if required	Ongoing		Pupils moving into new homes can attend a local primary school
5	To progress the delivery of the expansion of Winterstoke Hundred Academy so the new site can open to pupils from September 2022 or 2023	Ongoing	The school sponsor is engaged in the delivery of the new site and work to submit a	Pupils moving into new homes can attend a local secondary school

			planning application and procure a building contractor is progressing according to the overall timescales for delivery	
6	To encourage local MATs to review their 'catchment' areas for WsM secondary schools now that Winterstoke Hundred Academy has opened to students	By the September 2023 intake	School have been asked to undertake reviews	School FGAs reflect the recent demographic and new site changes
7	To consider the implications of the new Local Plan (once agreed) on this cluster	Ongoing		To ensure that if new housing growth is agreed, the correct infrastructure for school and early years places is available

Catholic Cluster– 2018-2021 actions review

	Action	Outcome and RAG rating
1	To work with Catholic school if they feel demand from the Catholic community exceeds the supply of places	<p>There are enough places for Catholic families seeking a church primary school in North Somerset</p> <p>Secondary aged pupils wanting to attend a Catholic faith school will often attend St Bede's Secondary School in Bristol</p>

Catholic Cluster – 2021-2024 actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	To work with Catholic school if they feel demand from the Catholic community exceeds the supply of places			That Catholic Schools are successful in applying for external funding or can open new schools in line with national opportunities

SEND Cluster– 2018-2021 actions review

	Action	Outcome and RAG rating
1	To submit the Council's LJAR Action Plan to Ofsted	Complete
2	To complete the Council's review of SEND/AP provision across North Somerset to inform future delivery options	Initial phase complete. This work is ongoing.
3	The relocation and expansion of Baytree Special School to a new site by September 2021 to meet the current and future demand for pupils with Severe and Profound Learning Difficulties (funding and planning permissions permitting)	Planning permission has been granted, subject to SoS review and planning conditions being met. The latter outstanding actions are in progress. <u>The SoS has agreed that planning can be determined locally.</u> A recent TVG application was unsuccessful. Council will consider a granted an award of contract and allocation of budget proposals in February 2021 if external decisions allow
4	The endorsement or progression of plans for new provision to meet increased; Complex and/or Complex and Severe Learning Difficulties/Mental Health Support. A new SEMH school will be the focus of the Council's Wave 13 Specialist and AP Free School submission	Wave 13 Free School Bid made and successful DfE/LA sponsor interviews took place in January 2020 and Learn@MAT were appointed sponsor in July 2020. Working with the DfE to deliver their project with the new school to open in September 2023
5a	To endorse a Free School bid for the delivery of Alternative Provision support and/or a new special school; or to progress future Alternative Provision delivery options at existing schools as determined following the conclusions of the Council's review of SEND/AP provision across North Somerset	A 10-place secondary-aged Resource Base for High-Functioning pupils with autism at Nailsea School was approved, following consultation, by RSC and opened to pupils in September 2020. Building changes were also in place by this date.
5b	To endorse a Free School bid for the delivery of Alternative Provision support and/or a new special school; or to progress future Alternative Provision delivery options at existing schools as determined following the conclusions of the Council's review of SEND/AP provision across North Somerset	Consultations for a 10-place primary-aged Resource Base for High-Functioning pupils with autism at Mendip Green Primary commenced in October 2020 and was approved by the

		RSCs office in January 2021. The base should open in September 2021
6	<p>To support the provision of foundation-stage education on the Westhaven Special School site.</p> <p>NEW ACTION:</p> <p>To support the school's proposal for the provision of 6th-form education on the Westhaven Special School site.</p> <p>To adjust the schools Place Value numbers to reflect the inclusion of accommodation previously used by the VLC</p>	<p>Consultations were successful and the first Infant-aged pupils were admitted to Westhaven in September 2019. Planning permission for new buildings were agreed, and these opened in September 2020. The Executive also approved the school's expansion to cover the education of students aged 16 – 19. From September 2020 the school is now a 4 – 19 special school with a Place Value of 156.</p>
7	To support the creation of a short-stay residential unit/unit for independent training on Special School sites as appropriate/funding permits	Not progressed due to a lack of funding. To carry forward to the 2021-2024 Commissioning Strategy
8	To oversee the addition of specialist provision in new/existing mainstream schools as funds permit to meet the defined needs of SEND pupils attending mainstream provision	Not progressed due to a lack of funding. To carry forward to the 2021-2024 Commissioning Strategy
9	To strengthen the remit and decision-making authority of the Out of School Panel	A new methodology and allocation matrix is being used and is making good progress
10	To review top-up funding (TUF) and measure the effectiveness of its use by schools	<p>Ongoing. New criteria have been produced for the 2020/21 and 2021/22 academic years.</p> <p>Guidance has been shared with schools.</p> <p>Funding changes were implemented in the 2019/20 and 2020/21 school budget arrangements.</p> <p>TUF was also under further review for the 2020/21 school year.</p>

11	To develop and implement and Alternative Provision Charter and Protocol to be followed by all schools and partners in North Somerset (Fair Access Protocol)	Protocol in place
12	To provide clarity around the role and remit of the Tuition Service	This is ongoing
13a	To refocus the role of the Voyage Learning Campus and secure agreements to reintegrate pupils from the VLC back into mainstream settings as soon as possible and as appropriate	Progress is being made. More mainstream schools, however, need to be prepared to accept students. A review of the 3 VLC sites was undertaken and the schools, from February 2020, now operates across 2 sites
13b	New entry – to deliver a double-demountable building onto the VLC site in Milton to help meet extra demand for pupil referral places	Planning permission was granted in August 2020 and the new building <u>was on site is expected to be on site and operational by Easter 2024</u> <u>in May 2021 to be operational by July 2021.</u>
14	To consider the creation of a short-term provision to meet the needs of those pupils unable to attend mainstream school, either full or part-time	Not progressed due to a lack of funding. To carry forward to the 2021-2024 Commissioning Strategy
15	To develop a Commissioning Plan for Alternative Provision	Not progressed due to a lack of funding. To carry forward to the 2021-2024 Commissioning Strategy
16	To develop support for providers and resources to enable schools to work together to meet the needs of pupils in relation to behavioural needs and trauma attachment support	SSF supported a transfer of funding from the Schools to the High Needs Block. Regrettably this was not validated by the DfE. Continued work is being done to try and Progress a solution for this
17	Work with all establishments offering or capable of offering post – 16 provisions across North Somerset to ensure the most effective outcomes for young people aged 16 - 25	Not progressed due to a lack of funding. To carry forward to the 2021-2024 Commissioning Strategy
18	To support the Integrated Transport Unit (ITU) in their review and implementation of any changes to Home to School Transport arrangements, especially for pupils with SEND	The ITU continue to work with parents and schools to deliver sustainable and affordable home to school transport options. To-date the demand for HTST exceeds the available budget
19	To deliver extra accommodation at Baytree Special School to facilitate extra admissions in September 2018	Complete – permanent extra facilities were delivered

20	New entry – to deliver an expansion of Ravenswood Special School from c 112-119 places c 134 - 140 places by September 2021	A consultation to expand the school commenced in November 2020 and <u>was approved by the Executive on 28</u> a decision is expected by April 2021

SEND Cluster – 2021-2024 actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	To deliver the expanded Baytree School in Clevedon for 65 pupils. The site has a built-in capacity to expand to 85 places when required	September 2023	Planning approval has been granted, subject to SoS approval, certain planning conditions being met. To-date there are no JR inquiries	All possible procedures have been correctly followed. External influences will dictate next steps
2	Subject to 1 above, to review the capacity of the current Baytree site to secure extra places. The site could accommodate around 75 extra ambulant pupils with PSLD	September 2024		The site could accommodate around 75 extra ambulant pupils with PSLD
3	To deliver c 28 extra places at Ravenswood, subject to consultation, by expanding the school permanently into parts of the now-redundant VLC site in Nailsea	September 2021	Consultations to commence in November 2020	The school expansion will be approved by the Executive in April 2021 and extra pupils admitted from September 2021
4	To review the uses of the now vacant VLC site in Nailsea. In the future it could have other uses (see Action 10 below)	September 2022	Discussions with the DfE are ongoing	Some SEMH provision in North Somerset on a temporary site from September 2022
5	To work with the DfE who plan to deliver the SEMH Learn@MAT school for 65 learners at Churchill to open in September 2023	September 2023	Work with the DfE and Learn@MAT is progressing	Learn@MAT can open their permanent site for SEMH provision in North Somerset in September 2023

			according to the DfEs timetable	
6	<p>Review the need for more places for pupils with MLD. This could include the following options:</p> <ul style="list-style-type: none"> • A new site and 65-place school – location to be agreed • A land swap with an existing school if primary demand were to continue to reduce and the creation of new schools in areas of residential growth could be progressed (caveats permitting). • A further expansion of Ravenswood School onto the VLC's vacant land in Nailsea 	September 2024, subject to funding		More pupils can be offered MLD school places locally and the reliance on out-of-district placements is reduced
7	To deliver the ASD primary-aged hub at Mendip Green Primary, to open in September 2021	September 2021	A consultation to create the hub commenced in October 2020 and was approved by the local RSC's office in January 2021. Site alterations are progressing to be in place by September 2021.	The Resource Base opens to primary-aged pupils in September 2021
8	To review the success of the ASD hubs at Nailsea School and Mendip Green with an option to create an ASD hub for primary and secondary provision in vacant classrooms across every cluster over the next 10 years	Ongoing, subject to funding and by 2030	One of the two new hubs is operational	Schools offer their vacant accommodation and there are ASD Resources Bases in every cluster
9	To look at the provision of facilities at the VLC with an option to seek out funding for the co-location of facilities onto a new single site in or close to Weston super Mare, funding permitting	September 2024	None to date	The school can move to a new single site from September 2024
10	The creation of Behavioral Hubs in vacant classrooms across every cluster over the next 10 years	Subject to funding	Funding permitting	There are Behavioural Resources Bases in every cluster

11	<p>To review the use of the vacant VLC site at Nailsea. This could include options such as shown below:</p> <ul style="list-style-type: none"> • all or parts of the site could be transferred to the ownership of Ravenswood to enable the school to expand to accommodate extra pupils – up to 200+. There is excess demand for more MLD places across North Somerset. • the site could be developed to create options for the potential development of residential units/assisted living for young adults aged 19 – 25 as part of their transition from teenage years into adulthood. This could include a transition unit attached to Ravenswood School so that students could be supported whilst at school. • the site could be used to support the creation of an on-site Children’s Home for TBA pupils aged 8? – 19. Traditionally the view has been that the incidence of needs has been too low to efficiently provide for residential provision locally, but the current spends, and placement figures suggest that this position may be changing. • <u>the land could be used to create a new small Residential School and an expansion of Ravenswood. A new entrance for Ravenswood could utilize 50% of the site, with opportunities for the remaining 50% to be agreed.</u> • <u>The land could be developed to support a new provision for young people with anxiety as a transition from mainstream to specialist placements or as a short-term offer before returning to mainstream settings</u> • The land could be made available to a local partner provider and NSC commission places as required 	Subject to funding	Funding permitting	More pupils can be offered local SEND places and the reliance on out-of-district placements is reduced
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Appendix 2

Draft Education Provision in North Somerset ~ A Commissioning Strategy 2021 – 2024

SEND Priorities

1. Background

1.1 The Education Provision in North Somerset ~ A Commissioning Strategy provides a summary of the relevant legislation and the roles and responsibilities of the Council, together with links to the Council's Corporate Plan and the People & Communities Directorate Plan. The Council's vision is to provide places for learning that provide opportunities appropriate to the needs of all members of the school and early years community.

1.2 North Somerset works to the principles that children are best supported when they live with their families and that all should expect a good/outstanding quality of education. Education should be based around the needs of the child, and where this can and should be supported within mainstream education, this ought to be the case. Many children and young people with Special Educational Needs or Disabilities are educated in mainstream settings. Others require specialist facilities only available in Special Schools or other forms of alternative provision. All pupils' needs are different. Some may require specialist support due to their different needs such as:

- Communication and Interaction - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Disorder (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- Cognition and Learning - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties

(PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SPLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

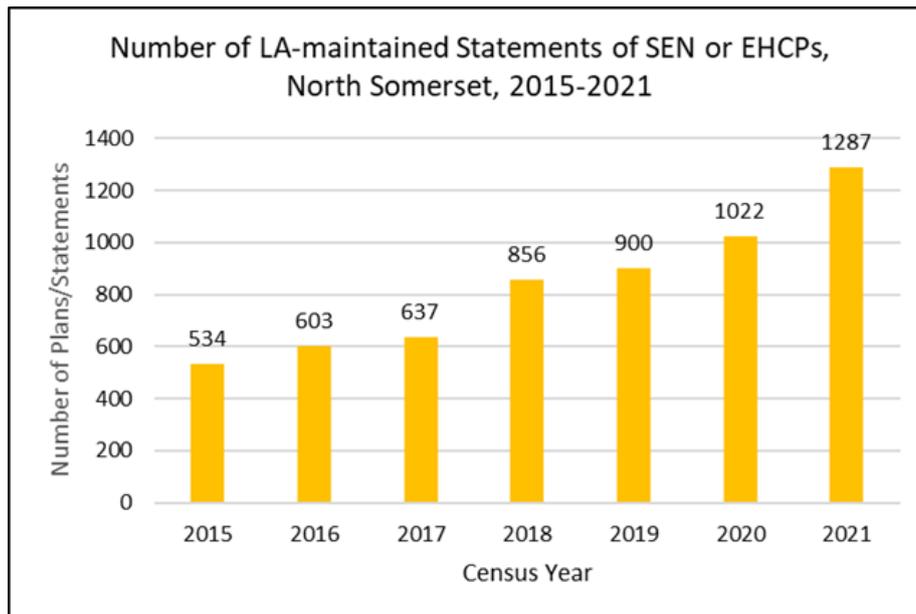
- Social Emotional and Mental Health Difficulties (SEMH) - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Sensory and/or physical needs - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties

1.3 The Education Provision in North Somerset - A Commissioning Strategy~ 2018 – 2021 set out the delivery plans for SEND between 2018 – 2021 as below:

- To secure a 2nd site for Baytree Special School, increasing places for pupils with Profound and Severe Learning Difficulties from 72 to 120 places by the 2021/22 school year -
 - *The school will now cost in the region of £14.6m (£1m approved plus £13.6 provisionally added to the P&C 2021/22 Capital Programme ~~to be considered~~ by Council in February 2021), to be open by September 2023. The school will have the capacity to grow to c150 - 160 places as required over its 2 sites.*
 - *The planning application ~~was has been~~ referred to the SoS for Homes, Communities and Local Government (HCLG) as the planning rules require Council's to do so if they propose to allow major development in the Green Belt or when there is an objection from the Environment Agency (EA) and the site is in a flood risk area. The SoS ~~can either~~ decided d not to intervene and leave it to the Council to decide the application ~~or alternatively he can call a public inquiry. If he does that the application will not be decided until after the public inquiry. The latter takes around a year.~~*

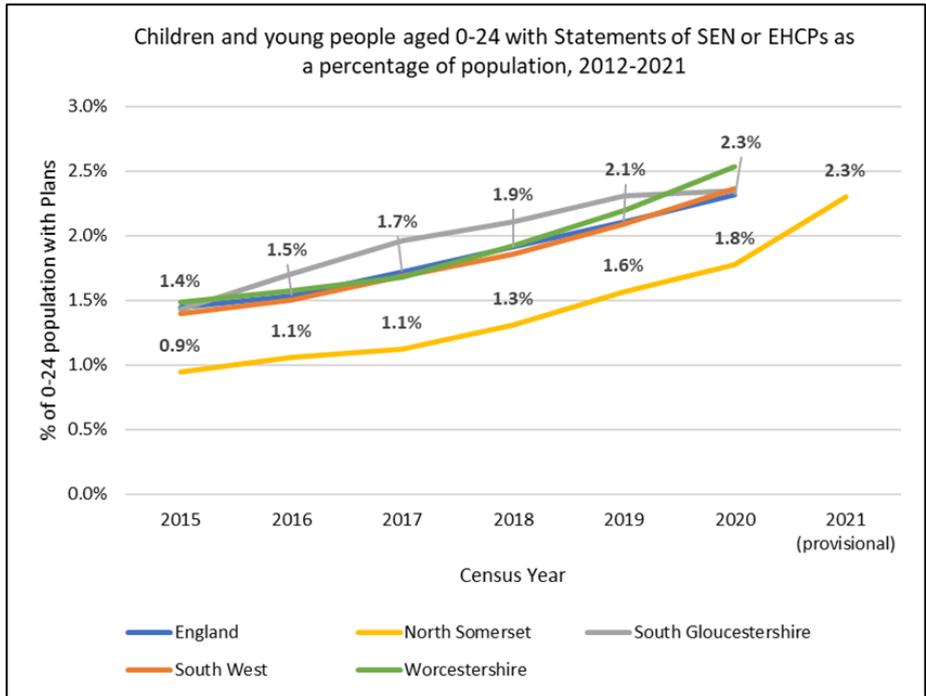
- To expand Westhaven Special School to accommodate 18 infant-aged and 10 post-16 pupils by September 2020 ~ *complete*. *This statutory change also facilitated the increase of an additional places following a site review that incorporated buildings previously used by another setting. The school now has a Place Value of 156.*
- To create a 10-place primary phase High-Functioning Autism Resource Base at Mendip Green Primary School to open in September 2021 ~ *following a supportive consultation, a request for approval was approved by the South West Headteachers Board in January 2021 as part of the approval process within the Regional Schools' Commissioner's office (RSC)*
- To create a 10-place secondary phase High-Functioning Autism Resource Base at Nailsea Secondary school to open in September 2020 ~ *complete*
- To deliver breach admissions to the maximum levels allowed by legislation/can be accommodated on site without going against health and safety advice ~ *ongoing with breach admissions at Westhaven, Baytree and Ravenswood schools in 2020 and 2021*
- Work with the DfE to deliver a 65-place SEMH School in Churchill by September 2021 (funding and timescales with the DfE/ESFA) ~ *Learn@MAT was announced as the sponsor in July 2020 and the DfE are progressing the design stage of the build, to be available from September 2023*
- To deliver extra accommodation at the VLC site in Milton to meet the needs of pupils requiring specialist intervention support – *a planning application has been approved and it is hoped the building ~~will be~~ was on site by ~~Easter 202~~ May 2021 and should be available for pupils from July 2021*
- New addition – to expand Ravenswood Special School to accommodate an additional c 28 – 38 pupils by September 2021 ~ *a consultation took place in term 2 (2020) and a Public Notice was published in February 2021. ~~A decision to this supported request will be submitted to the~~ The Council's Executive approved the change on 28 in April 2021*

1.4 North Somerset is experiencing an historically high demand for specialist educational provision in its schools. The number of North Somerset children with an Education, Health and Care Plan (EHCP) has risen from 534 in January 2015 to 1,287~~022~~ in January 2021¹⁹. This represents an increase of ~~149~~149% over the last five years.



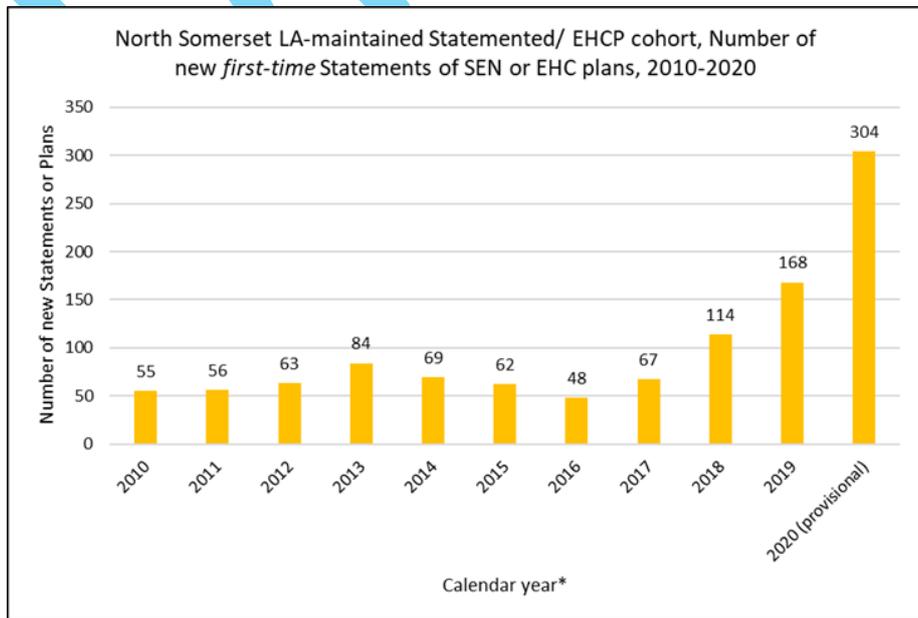
Sources: Department for Education, Education, Health and Care Plans: England 2020 (published 7 May 2020) (underlying data); North Somerset SEN2 census Data obtained from North Somerset Business Intelligence Service (BIS) (provisional data for 2021). Source: Department for Education, Education, Health and Care Plans: England 2020 (published 7 May 2020) (underlying data).

- 1.5 Historically, North Somerset has been well below national and regional averages in the incidence of EHCPs in the 0-25 population. However, there is a consensus that the authority will start approaching the national average as the volume of EHCP assessments and issued Plans continues to increase.
- 1.6 The graph below shows the rate of EHCPs in the 0-24 population for national, regional and North Somerset in each census between 2015 and ~~2020~~2021. It is evident that although the incidence of EHCPs in North Somerset has risen at a similar rate to national and regional (+0.2% per year, every year since 2016), it has not yet increased enough to reach the national level. Regardless of whether the national incidence rate continues to climb or begins to level off, absent of a major policy change from Government, North Somerset is extremely likely to continue to face a similar level of increased demand over the next few years.



Sources: Department for Education, Education, Health and Care Plans: England 2020 (published 7 May 2020) (underlying data), North Somerset SEN2 census data obtained from BIS (provisional data for 2021), and ONS 2018-based population estimates. Actual percentages are shown for England and North Somerset. **Sources:** Analysis of DfE statistics (Education, Health and Care Plans: England 2020) and ONS population estimates. Actual percentages are shown for England and North Somerset.

- 1.7 Additionally, the number of children and young people in North Somerset obtaining new first-time EHCPs each year has more than doubled trebled over the last decade. In 2020, with the number poised to ~~hitting~~ hitting an all-time high by the end of 2020, currently at 221 ~~304~~ as at November 2020 May 2021. In 2019, North Somerset issued 168 for new first-time plans (compared to an average of 63 per year between 2010 and 2017).



Source: Department for Education, Education, Health and Care Plans: England 2020 (published 7 May 2020) (underlying data); North Somerset SEN2 census data obtained from BIS (provisional data for 2021).

* Data for each calendar year is reported in the following year's SEN2 census (e.g., 2020 data was reported in the January 2021 SEN2 census). Source: ~~ibid~~.

- 1.8 EHCP assessment activity (the total number of assessment cases handled during the calendar year, including refusals and cases pending at year end) has also substantially increased and is not expected to decrease in the near future. In 2015, the SEND Team handled ~~re were~~ a total of 1429 assessment cases processed for EHCPs; by ~~2019~~2020, ~~there were a total of this number~~ had risen to 468-45549 – over three times the 2015 level. The assessment request refusal rate is also falling: from 40.8% in 2017 to ~~26.298.05~~26.298.05% in ~~2019~~2020. Consensus among local area officers is that the refusal rate is likely to remain low as North Somerset approaches the national incidence of Plans in the population.
- 1.9 Conservatively assuming a 0.1% pa increase in the national rate of EHCPs, and assuming that the increase in demand that North Somerset is experiencing is likely to result in it reaching the national rate over the next few years, it is estimated that the number of North Somerset pupils with ECHPs is likely to reach over 1,500 by 2025.
- 1.10 As of Census Day 2020, ~~1~~ only 727% of the ~~1,022-287~~ pupils with EHCPs were educated within North Somerset, with the remaining 355239 young people educated outside the area, receiving alternative provision, or without a school place. It is North Somerset's aspiration to provide 'local schools for local children' by securing appropriate provision for pupils with EHCPs in mainstream and special schools as close to home as possible where practicable.
- 1.11 The table below shows the estimated number of the projected EHCP cohort that are likely to need places in North Somerset schools and out-of-area settings from 2021~~0~~-2026 (based on placement trends observed in ~~the~~ previous ~~five~~ years' SEN2 census data):

Projected NS EHCP pupil demand by provision

	2022	2023	2024	2025	2026	Current capacity	Potential capacity
Baytree	151	146	139	140	143	72	160
Ravenswood/Westhaven	399	419	439	443	444	268 - 275	290 - 296
New SEMH School	114	128	143	144	145	0	65
NS mainstream hubs – Mendip Green x2/ Castle Batch/Nailsea	23	25	27	27	27	41	51

Secondary							
NS mainstream	233	244	255	256	258		
NS other (AP, EHE)	22	24	24	25	25		
OOO specialist	72	77	80	80	81		
OOO non-specialist	43	47	49	49	49		
NS Post-16 mainstream	224	233	245	246	249		
OOO Post-16 special	47	51	56	56	56		
Total projected EHCP students	1328	1394	1457	1466	1477		

1.12 Against this backdrop of increasing demand, ~~there were numbers of available local places were set at 296 available places~~ across the ~~three~~3 North Somerset Special Schools (excluding our Pupil Referral Unit) as at September 2018. With the changes currently implemented as at September 2020, our three special schools will be admitting c364 pupils (with schools breaching their admissions up to the maximum amount permitted). Nailsea School ~~also~~ opened its ~~R~~resource Base for an additional 10 pupils in September 2020 ~~too~~.

If the SEMH school is able to open in September 2023, 65 new places will be created. The delivery of a 2nd site for Baytree Special School, subject to approval, will provide an additional 48 places overall, although the sites could grow to a maximum capacity of 85 places in Clevedon and 72 in Weston (157 overall), subject to consultations. It may be possible to expand Ravenswood Special School, subject to a review of the site, sufficient capital resources and a successful consultation. A first phase expansion consultation for Ravenswood has just completed and received excellent support.

Delays or refusals to the expansions of Baytree Special School and the new SEMH school would reduce the numbers of new places available locally for pupils with profound or behavioral needs by between 130- 150 learners (when both sites are at full capacity). Demand for placements outside the district will continue to rise if further placements are not be found locally.

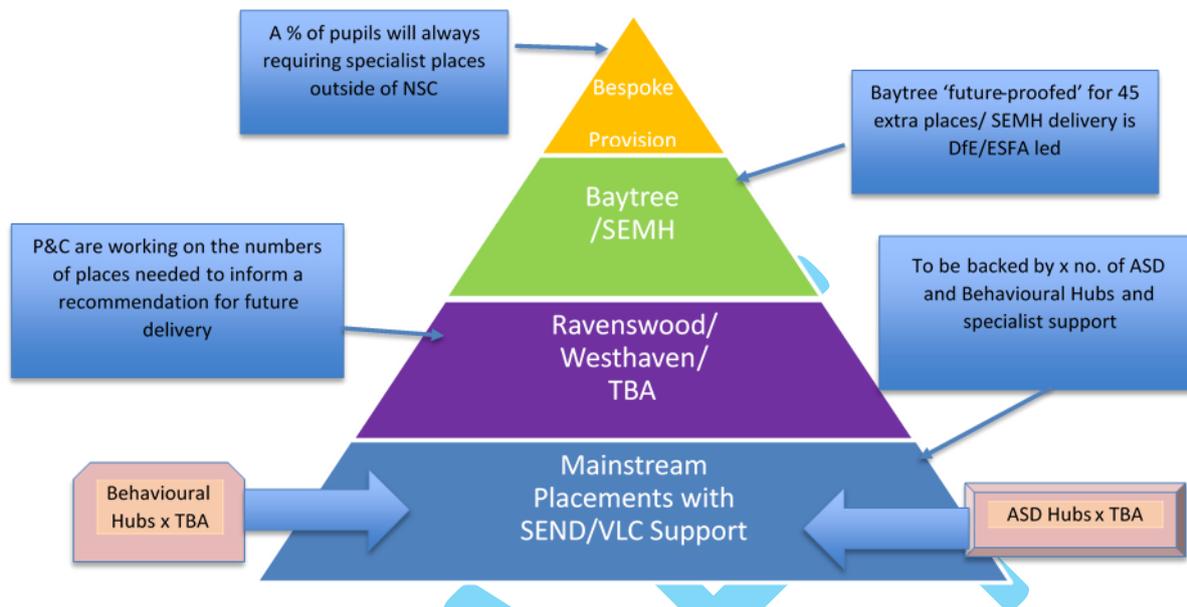
1.13 There has been a significant increase in the numbers of pupils with complex social, emotional and mental health (SEMH) needs. Schools are increasing becoming unable to continue to accommodate many of these children within mainstream settings. As a result, and following a successful Free School bid in 2018, the Council is working with the DfE to deliver a new 65-place SEMH school by, we hope, 2023.

Alongside this new provision there is a need for 'move in, move out' support to assist pupils who require short-term interventions either before being fully integrated back into their mainstream provision, or in preparation for fully specialist support at the SEMH or other settings. The Council will work with the SEMH Sponsor, colleagues at the VLC and with local MATs to ascertain how best to provide for this need locally. One aim could be to have SEMH hubs attached to primary and secondary schools in every school cluster.

- 1.14 Covid -19 requirements and the end of a current lease agreement means that a review of the two buildings used by the VLC may now be required. The co-location of buildings to serve the range of support provided by the VLC, which could be expanded to include short term placements for students remaining on roll in mainstream settings, proactive Thrive or SEMH interventions, placements for PEX students, as well as medical tuition across the primary and secondary age-range, would be best provided together in a part of the district where the majority of the students reside. The review should look into the option of a new site with significant co-located indoor and outdoor facilities, noting that this could only be progressed if significant capital funding were to be made available.
- 1.15 Funding for maintained special schools comes from the High Needs Block of the Dedicated Schools Grant (DSG). This funding stream is experiencing unprecedented levels of increasing demand, driven by significant increases in the number of children with Education Health and Care Plans (EHCPs) who require specialist provision. In the previous school year 2019/20, this manifested itself, for example, in a 30%+ increase in estimated spending on placements in independent non-maintained special schools. At this stage, the DSG deficit is expected to reach at least -£6.25m by the end of the 2020/21 financial year. Whilst some additional funding has been provided by the Department for Education, it is not expected this will be sufficient to offset increases in demand and the reduction in the amount of funding that will be transferred from the Schools Block of the DSG.

The need for additional local provision is proven, and financial modelling indicates that providing local places in maintained special schools is much more cost effective than provision in independent non-maintained special schools. In addition, it is likely that there will be some transport cost reductions, although the extent of these will be dependent on individual children.

- 1.16 There is no specific capital funding regularly paid to Local Authorities to create places for pupils with SEND.
- 1.17 A pyramid of provision is being developed and work to determine exact numbers and locations of all necessary extra facilities is a priority going forward, ready for the consultation and updating of the next Commissioning Strategy. Much of what's needed for SEND pupils will, however, be required before the current plan's expiry in 2021.



1.18 North Somerset held an Inclusion Summit on 30 November 2020 with a focus on provision for North Somerset's most vulnerable children and young people - those with Education, Health and Care Plans (EHCPs) and those who have been permanently excluded (PEX) from schools. The Summit brought together all the organisations and groups within North Somerset with the resources, power and influence necessary to bring about an improvement in systems and provision to meet the needs of these young people: education, health, police, probation, the Local Authority. It was recognised that these are our children and we all have a shared responsibility for them and that the interest of the child and the family should be placed at the centre of the provision. The Inclusion Summit's ideas will now be taken forward by the Children's Improvement Board and the Education Excellence Partnership Board, where work will continue to develop and strengthen the contributions from different services and groups to develop provision, which is designed to meet the needs of these young people and their families.

The SEND Summit Recommendations were as below:

- i. Develop a stronger approach to multi-agency and cross Multi-Academy Trust (MAT) working
- ii. Develop a stronger system-wide awareness of the implications of childhood trauma for the ration of provision and discussion and debate about the nature of best practice
- iii. Take collective responsibility for the development of new provision focused on data informed patterns of need
- iv. Further clarify and strengthen the Education Health and Care Plans (EHCP) process to include communications with parents and the

respective roles and responsibilities of all parties, the writing of realistic and clear plans with and alongside a deepening understanding of the relevant laws and guidance, and what constitutes a reasonable set of expectations

- v. Recognise and prioritise the importance of early intervention
- vi. Take steps to secure greater consistency of commitment to, and provision, for high quality practice in mainstream schools in relation to the needs of the target group
- vii. Secure a stronger formal commitment to the inclusion agenda from all stakeholders
- viii. Create a North Somerset cross—phase community of expert SEND practitioners tasked with the development of best practice, recognition and building on the considerable local expertise that currently exists
- ix. Co-ordinate the work of the Children's Improvement Board (CIB) and the Education Excellence Partnership Board (EPPB) to ensure this agenda is taken forward with a conscious focus on system leadership and system improvement

1.19 To enable a strategy for SEND for the next ~~10-?~~ years to be formed, the following Principles and Actions could be recommended for adoption – these are first thoughts only:

- Principle 1 – Our default position will be to support Inclusion in a mainstream setting where it meets the needs and best interests of the child, noting that this needs to come with the right level of support (financial and social). This will always be the first consideration in any pupil placement
- Principle 2 - The Council will work to a Community Base Model – supporting a 'Local (nearest) School for Local Children' where appropriate. Children are best served when they can live at home with their families. Where there is more than one school or base able to meet a pupil's assessed needs available locally, there is an expectation pupils' will attend their nearest school
- Principle 3 - We will work with schools and the RSC to ensure parity of provision across similar settings so that pupils can access a good/outstanding school in buildings and surroundings that enhance their learning opportunities
- Principle 4 - Equality of opportunity for all – schools will not be consistent in their -share separate messages for those seeking school places and will not treat applications from those with additional needs unfairly who may have different needs. No family should be encouraged to look to other institutions to meet mainstream placements where their local or preferred school should be able to accommodate their needs. All mainstream school should be able to provide inclusive education regardless of their size or location
- Principle 5 – we will ensure the sizes of our special schools allow for effective management, stress-free environments and maximum opportunities. For most schools this will mean a maximum size of

between 150 and 200 places. Pupils should be taught in classes of between 6 – 8 pupils per class when their needs are profound, or between 8 – 12 per class where needs are complex. Most mainstream settings should be able to include pupils with SEND within their existing class bases.

- Principle 6 – The LA is the Commissioner of school places. It will actively advise schools and other establishments of the provision that is needed, and will share plans for expected future needs with a wide range of potential providers
- Principle 7 – all partners (education, health, care) should make adequate and appropriate contributions to the costs of placements or of other support needed to secure children’s attendance in order to meet all needs identified in Education, Health and Care plans
- Principle 8 - Top-up funding is only used as an intervention where mainstream schools are supporting additional needs as part of a Graduated Response. Special schools and specialist hubs should receive appropriate place funding by default.
- Principle 9 - we should ensure that children and young people with SEND gain maximum life chance benefits from educational, health care and social care and have the opportunity to achieve their full potential
- Principle 10 – we will use quantitative and qualitative needs analysis to identify current and future needs and unmet needs of children and young with SEND and their families and to understand what is important to children, young people and their families
- Principle 11 – we will aspire to enable children, young people and their families to have a choice relating to the education they can access within the local area
- Principle 12 – Schools placements should be as close to a student’s home as possible and where home to school transport is offered, it should be sustainable. Students should be able to sustainab, i.e., taxi, mini-bus, public transport, etc. All ly-travel to a placement should comply with within the DfFE regulations and the adopted North Somerset Council Home to School Transport Guidance

1.20 To support these principles, the following actions may be needed – subject to consultation and approval:

- Action 1 - Support for the family is part of the solution for many pupils. It can remove barriers to learning and ensure the pupil is ready to learn at the start of the school day. Schools are a key part of the North Somerset Early Help offer and they work with families to prevent their needs escalating, referring to services at a higher level of need where this is necessary
- Action 2 - Training and Support – the Council will, funding permitting, work with Teaching Schools and Specialists (including our special schools) to provide training and support to help mainstream school staff understand

the develop the skills necessary to accommodate fully the needs of pupils with SEND within their settings and after school. This may include:

- Support to develop HLTA specialists to work with pupils with behavioural challenges
 - Short-term intervention and reintegration programmes within Hubs attached to mainstream schools, supported by the VLC, MATs who are specialists in Inclusion and our SEMH colleagues
 - Advice and guidance to teachers about how to integrate specialist techniques into their lesson deliveries that engage those who may be disenfranchised with more standard approaches
 - Assisted technology and telecare support, engaging with schools and parents, to prepare pupils in school for their transition to adult independence where possible
- Action 3 – the LA will promote the many opportunities available for employment working alongside pupils with SEND. This will include the promotion of higher-level qualifications to those working with SEND pupils so staff are fully equipped and experienced in what can make a difference to a pupil's outcomes. The LA will employ Advisory Teachers who will work alongside schools experiencing challenges so that strategies to meet the needs of the child can be deployed
 - Action 4 – Mainstream schools should be encouraged not to remove a pupil with SEND or behavioural difficulties from their roll. They should instead work with the LA to identify suitable Alternative Provision until a more suitable school is identified or is available unless they are able to evidence that, with appropriate help and support via the Graduated Response approach, the needs of the child can no longer be met. All pupils should have had the opportunity to attend a specialist hub and the school or MAT should be able to show that staff have received appropriate support and guidance before any 'off-rolling' is supported. Schools who are not Inclusive will be reported to the RSC.
 - Action 5 – The LA will review the use of Top-Up Funding and will consider how a link to the achievement of specific outcomes may better support meeting children's needs within school. This will help advise on the best practice with using high needs funding within schools.
 - Action 6 – the LA will specify its requirements and required outcomes when commissioning all new schools or pupil placements. This may require challenging conversations with education providers to ensure we have an appropriate mix of provision in North Somerset.
 - Action 7 – the LA will undertake a review of parent's preferences for specialist particular schools or setting types in order to inform our commissioning of local school places
 - Action 8 – The LA will consider any investment or 'Invest to Save' proposals where the outcome supports inclusion or the local delivery of SEND provision
 - Action 9 – the LA will review the outcomes of the existing Resource Base Hubs to inform future delivery options

- Action 10 – The LA will embed the impacts of transport in the EHCP process to ensure there are no detrimental impacts when commissioning or managing a placement
- 1.21 Capital schemes to support extra SEND provision during the life of this plan could be:
- Action 1 - To deliver the expanded Baytree School in Clevedon for 65 pupils. The site has a built-in capacity to expand to 85 places when required
 - Action 2 – to review the capacity of the current Baytree site to secure extra places. The site could accommodate around 75 extra ambulant pupils with PSLD
 - Action 3 – deliver c 28 – 38 extra places at Ravenswood, ~~subject to Council approval~~, by expanding the school permanently into parts of the now-redundant VLC site in Nailsea
 - Action 4 – continue to review the uses of the now vacant VLC site in Nailsea. Whilst initially this site may have some temporary usage, in the future it could facilitate new provision (see Action 10 below)
 - Action 5 – to look at the provision of facilities at the VLC with an option to seek out funding for the co-location of facilities onto a new single site in or close to Weston super Mare, funding permitting
 - Action 6 – review the need for more places for pupils with MLD. This could include the following options:
 - A new site and 65-place school – location to be agreed
 - A land swap with an existing school if primary demand were to continue to reduce and the creation of new schools in areas of residential growth could incorporate the move (and expansion) of an existing provision. This would be subject to developer approval, confirmation such a move would not compromise future developer contributions and sufficient and funding
 - A further expansion of Ravenswood School onto the VLC’s vacant land in Nailsea
 - Action 7 – to work with the DfE who plan to deliver the SEMH Learn@MAT school for 65 learners at Churchill to open in September 2023
 - Action 8 – to seek to deliver a temporary provision for SEMH pupils, either at the vacant VLC site at Nailsea or, with the support of other schools, at another site within the district by September 2021
 - Action 9 – review the success of the ASD hubs at Nailsea School and Mendip Green Primary with an option to create an ASD hub for primary and secondary provision in vacant classrooms across every cluster over the next 10 years
 - Action 10 – The creation of Hubs to support short-term placements for those with behavioural challenges in vacant classrooms across every cluster over the next 10 years
 - Action 11 - to review the use of the vacant VLC site at Nailsea. This could include options such as:

- all or parts of the site could be transferred to the ownership of Ravenswood to enable the school to expand to accommodate extra pupils – up to 200+. There is excess demand for more MLD places across North Somerset.
- The site could be developed to create options for the potential development of residential units/assisted living for young adults aged 19 – 25 as part of their transition from teenage years into adulthood. This could include a transition unit attached to Ravenswood School so that students could be supported whilst at school.
- Traditionally the view has been that the incidence of needs has been too low to efficiently provide for residential provision locally, but the current spend and placement figures suggest that this position may be changing. The site could be used to support the creation of an on-site Children's Home for TBA pupils aged 8? – 19.
- The land could be developed to support a new provision for young people with anxiety as a transition from mainstream to specialist placements or as a short-term offer before returning to mainstream settings
- The land could be used to create a new small Residential School and an expansion of Ravenswood. A new entrance for Ravenswood could utilize 50% of the site, with opportunities for the remaining 50% to be agreed.
- The land could be made available to a local partner provider and NSC commission places as required

Review:

~~Do you agree that finding additional SEND places will be a priority for the 2021 – 2024 strategy?~~

~~Do you agree that the principles and actions in 1.19 above are the right values and next steps?~~

~~Do you agree that the actions shown in 1.20 above are the right priorities for exploration and delivery, subject to funding?~~

~~Do you agree that the capital schemes identified in 1.20 will start to address some of the identified needs across North Somerset?~~

~~Is there anything you or your organisation could do to support these principles and aims?~~

Appendix 3

Draft Education Provision in North Somerset ~ A Commissioning Strategy 2021 – 2024**Developer Contributions and School Place Planning, including New School Competitions**

- 1.1 The Council's Regulation 123 List sets out that development contributions for education will be sourced through the following mechanisms:

Community Infrastructure Levy (CIL)	Section 106 planning obligations (s106)
<input type="checkbox"/> Early years' provision and children's centre services except at Strategic Development Areas. <input type="checkbox"/> Primary school provision, except at Strategic Development Areas. <input type="checkbox"/> Secondary school provision, except at the Weston Villages.	<input type="checkbox"/> Early years' provision at Strategic Development Areas. <input type="checkbox"/> Primary school provision at Strategic Development Areas. <input type="checkbox"/> Secondary school provision at the Weston Villages. <input type="checkbox"/> Special Educational Needs and Disabilities (SEND) provision.

"Strategic Development Areas" are defined as follows:

- The Weston Villages, as defined in the Weston Villages Supplementary Planning Document (SPD), available at <http://www.n-somerset.gov.uk/wp-content/uploads/2015/11/Weston-villages-supplementary-planning-document.pdf> or as amended through subsequent planning policies; and/or
- Individual development sites of 500 or more dwellings; and/or
- Any other strategic sites or Strategic Development Areas identified in an appropriate planning policy by North Somerset Council.

At the present, no further strategic sites have been identified as meeting the criteria of this final bullet point.

The Regulation 123 List is no longer a legal requirement; however, a decision has been taken by North Somerset Council's Investment and Infrastructure Board that it will continue to be used as the framework for development contributions and should only be breached when there is an exceptional reason for doing so.

The effect of the table above is that primary source of developer funding for education is the Community Infrastructure Levy (CIL), which is paid on a per sqm fixed tariff basis by almost all residential developments, where they are not self-build or affordable housing.

All contributions are paid to the Council and not to schools or academies. The use of the funding is also determined by the Council.

- 1.2 The Council implemented the CIL on 18 January 2018. Whereas with s106, specific education contributions are allocated to specific school projects, such as a new primary school in a significant housing development, CIL is not specifically tied to one site or location. Instead, the control of the use of the funding is within the Council and an internal business case must be agreed in order for funding to be allocated to a project.

The CIL tends to be a more regular form of income than S106 contributions, because almost all residential developments will contribute, however the income can take several years to accumulate. This means that the Council will operate a programme approach, looking ahead and programming funds to meet the emerging needs where specific locations may come under pressure either from a small number of large planning applications, or from a large number of smaller developments.

The Council will continue to seek S106 planning obligations from sites that meet the definition of Strategic Development Areas, or where there is otherwise an exceptional case. S106 obligations can be sought when:

- Necessary to make the development acceptable in planning terms
- Directly related to the development
- Fairly and reasonably related in scale and kind to the development

- 1.3 The government are, at the time of updating this strategy (~~February-May~~ 2021), proposing an overhaul of the current planning system in England. Whilst there have been many changes and additions to planning regulations over the years, the legislative basis of the current system dates from post war Britain and the enactment of the Town and Country Planning Act in 1947.

The intended outcome of the current review is to create a reformed system to 'streamline and modernise the planning process, improve outcomes on design and sustainability, reform developer contributions and ensure more land is available for development where it is needed'.

The Changes to the current planning system consultation, that ended in October 2020, cover four specific areas:

- The standard method for assessing housing numbers in strategic plans
- Delivering First Homes
- Supporting small and medium-sized developers
- Extension of the Permission in Principle consent regime

The White Paper: Planning for the future had a deadline of 29 October 2020 and received over 44,000 responses. Whilst the changes are mainly technical, from a planning policy perspective, there are implications which relate to or have implications for housing, transport, design, climate change, infrastructure delivery etc. The ability for Council's to secure sufficient

resources to deliver the infrastructure required to meet the needs resulting from the development alongside the regular requests from developers to review their contributions due to viability concerns is a conundrum the consultation is hoping to resolve with the introduction of a new Infrastructure Levy.

- 1.4 The Council can request land and infrastructure to support school and early years places where the parcel of land is proportionate to the level of need from that development and meets the other s106 tests set out above. Where there is a particular need for land, this may also be a justifiably exceptional need for a deviation from the Regulation 123 List guidance as to the division of CIL and s106. Whilst land for primary schools can often be assigned, land for secondary schools has to be negotiated across developments with different developers. As the numbers of pupils with SEND are significantly lower than those requiring mainstream places, a development would have to cover a significant area of the district to enable the Council to claim a sufficient area of land to be suitable for a new school whilst being proportionate to that development. For this reason, with the exception of the Parklands site, there are no secondary or SEND land allocations in the current Sites and Policies Plan although this, we hope, will be addressed in the new Local Plan. North Somerset Council does not currently accept land in lieu of CIL payments, however it is within the powers of the Council to introduce such an option, subject to the introduction of a formal policy to that effect.

The Children's Services Directorate are due to meet with our Place Directorate colleagues to ensure that site allocations can form part of the next Local Plan. Working with our Integrated Transport Colleagues (ITU), we will press for a plan that encourages sustainable communities where the local mainstream school is accessible to the majority of pupils without the need for home to school transport. Our aspiration is to plan the numbers and locations of new developments around new and existing infrastructure to reduce the carbon transport footprint and have local sustainable schools for pupils as far as possible.

- 1.5 All new schools must be academies. When considering new school place provision, North Somerset Council will either establish a new academy or free schools via the national Presumption Route or Free School guidelines or, where appropriate, work with its partners to expand consistently good or outstanding popular schools. This may include, if permitted and where appropriate and supported by developers, moving and/or expanding (size and age-range) these schools onto new nearby sites where this is possible within national guidelines. Alternatively, the Council may work with good/outstanding Multi-Academy Trusts (MATs) to support their Free School bids where they meet with the Council's strategic plans. Occasionally the DfE exceptionally opens Free School bids to Councils for targeted applications, such as the 2018 SEND bidding round.

It is possible that where a new school is needed, its provision within a new development may detrimentally impact on the numbers of places at other

nearby schools who may be seeing falling rolls due to demographic changes in their area.

- 1.5 A Decision to request an Expressions of Interest process for a new school is made by the Executive Member for Children’s Services and Lifelong Learning, having regard to the recommendations of the Children & Young People’s Services (CYPS) Policy and Scrutiny Panel or its Steering Group. The Council takes all necessary steps to ensure that the widest possible range of groups or organisations that might be interested in establishing the new school are aware of the opportunity to do so, and that they have enough time to develop proposals.

Whilst the Council will oversee the new school Expression of Interest process and is responsible for the delivery of a new school site and payment for its buildings and set-up costs, decisions as to whether the academy can open are made by the DfE/Secretary of State.

Review:

~~Do the arrangements for developer contributions work well for the Council and local schools?~~

~~Do you support the creation of new schools for new communities and the Council working towards carbon neutral home to school accessibility for students and families?~~

~~Are the Council's arrangements for securing new academies via national guidelines still fit for purpose?~~

2 School Place Planning

- 2.1 North Somerset Council has clear strategies for school place provision. Organisational and building changes will be progressed where they meet pupil demand, contribute to school standards, help to meet the Council’s carbon footprint reduction requirements and provide, where appropriate, community facilities to support national and local agendas.

Effective planning will:

- Provide schools and other education providers with the information necessary to enable them to make informed decisions about how they will provide sustainable, inclusive and improving education, achieve the highest possible standards and ensure the full participation of all learners, especially the most vulnerable and disadvantaged.
- Add diversity and choice. The Council will support plans to provide new and expand quality learning provisions, working to provide schools and other facilities that meet the needs of learners irrespective of the type of provision.

- Plan to provide new school places in areas of residential growth and, on occasions, suggest or support a decrease in the capacity of a current educational provider in an existing area to ensure the overall viability of both establishments. This may include a potential reduction in size of an existing provider in the short or longer term, or the relocation of schools into areas of growth where the Council has some freedoms over the use of funding allocations and the needs of the community can be better managed through this change. This is to ensure that new schools become central to a significant new development, whilst noting that some demand for the existing provider may remain as is or decline.
- Encourage all existing settings to provide the maximum number of places possible within the existing capacities of their sites. The Council will challenge schools and academies (academies via the SofS/RSC) to admit more pupils where it considers the establishment has the capacity to do so and the projections support a sustainable increase in class structures.
- Challenge schools in areas of residential growth who wish to reduce their PAN when either the projections or the Local Plan indicated future growth and these places will be needed in the future.
- Where financially possible, provide learning facilities fit for 21st century living, teaching and learning. This includes developing sites and buildings that promote active activities such as walking, cycling or scooting to school, having production kitchens on site, promoting school allotments and other measures to help tackle childhood obesity. The Council will use its capital resources wisely to meet the needs of learners. (This may necessitate making difficult decisions about the viability of some sites where other local facilities can meet the demand for places. It will look to secure resources generated from closing a facility or site to be used to update other provisions for a greater number of learners where it is able to do so).

2.2 The following principles are applied by the Council when reviewing the type of mainstream and specialist provision in North Somerset:

- a) Expansion of schools –When reviewing demand for school places, it will consider the numbers of pupils in and around the locality of the school, standards and Ofsted ratings, as well as demand for school places. Where there is a need for extra places due to new housing and the creation of a new community, an existing school will only be supported for expansion if there is insufficient demand to create a new school within the area of demographic growth, supporting the principle of ‘local schools for local children’.

Where there is an interim need for extra places at a school for ‘bulk’ admissions, provided notification of an increase in potential offers is received in good time to administer the locally agreed co-ordinated admissions scheme, ‘breach’ increases in admission levels can be implemented.

The Council supports partnership working and would hope that the needs of the area are considered by schools and partners when planning school expansions.

All plans (LA or academies/academy trusts) should be shared with other responsible bodies before implementation.

- b) New housing developments – new housing developments are likely to require a need for the expansion of existing schools or the provision of new facilities. It is expected that this infrastructure will normally be funded/part-funded through either s106 contributions or the Community Infrastructure Levy (CIL).

The Council will:

- consider the expansion of existing schools/academies where standards were consistently rated as good or outstanding at their last inspection by Ofsted, where the most recent Progress 8 score was at least the national average, where the school or Trust are in good financial health and have the capacity to make the change and, where a school is designated as having a religious character, the trustees of the school and appropriate religious authority (in the case of church schools the diocese or relevant diocesan board), does not object to the proposed change. This may include increases in cohort sizes on the existing school site and/or the expansion of cohorts and/or an age range on a new or existing site;
- establish new academy free schools via national guidelines. There is an expectation that any new sponsor is part of an academy chain rated good/outstanding, where the majority of schools' most recent Progress 8 scores were at least the national average and where the Trust is in good financial health and has the capacity and experience to make the change;

- c) Surplus places – the Council plans to meet its sufficiency duties within school place planning clusters (as defined by the Council) whilst allowing for the movement of pupils from school to school. It will base capacity needs on pupil projections and previous admission trends.

The Council will work to an aspiration that there should be no more than between 5 – 7 % surplus places across individual schools or the wider planning areas to meet the needs of static and growing communities. This is to ensure there are places available to those seeking school allocations outside the normal school admissions rounds whilst enabling schools/communities in areas of residential growth to benefit from extra resources should they need to grow.

Surplus places in one planning area can mean that resources for areas of growth cannot be claimed. This acts against the need of the Council and schools to provide places for local pupils. Where the numbers of surplus places in a school are, or are predicted to be, in excess of 15% the Local Authority will discuss with the Governors of the school/its MAT Trust Board actions to remove these places. The Council expects academies and other own-admission authority schools to act to reduce long-term surplus places by reducing their admission levels/re-designating surplus accommodation as appropriate, and to act in the interests of the wider community.

The Local Authority will suggest that MAT Trust Boards review the viability of their schools that have more than 25% surplus places, especially where standards are low or where floor standards necessitate a review of provision. It will recommend and work with academies to review their provision to ensure that place availability is appropriate to local need.

The Council will work with schools and MATs to ascertain if surplus school capacity can be used to create specialist Hubs to support the inclusion of pupils with SEND within mainstream settings

- d) School Closure – the Local Authority will not normally consider its schools for closure unless standards are low (below floor targets) or it is in an Ofsted category, surplus places are in excess of 25% and all measures taken to improve the teaching and other facilities available to children and their families have failed. The decision to close a school where all the above apply may be taken in extreme circumstances following sensitive consultation.

The Local Authority will consider a move to academy status of an LA school where there is evidence of capacity for sustainability and improvement. Where a school is judged to be 'Inadequate' the Secretary of State may direct the Local Authority to close the school. The Secretary of State can direct a Local Authority to cease to maintain a school where that school is eligible for intervention by virtue of it being inadequate only. This will usually be done where there is no prospect of the school making enough improvements. Before this power can be exercised, the Secretary of State must consult:

- the Local Authority and the governing body of the school;
- in the case of a Church of England school or a Roman Catholic Church school, the appropriate Diocesan Authority;
- in the case of any other Foundation or Voluntary school, the person or persons by whom the foundation governors are appointed;
- such other persons as the Secretary of State considers appropriate.

If the direction to close a school has been given, the Local Authority will be expected to meet any costs of terminating staff contracts and make appropriate arrangements for the pupils continuing education, whether in a replacement school, or through transition to an alternative school.

Power to Make an Academy Order

Section 4 of the [Academies Act 2010](#) permits the Secretary of State to make an Academy Order in two circumstances: firstly, on the application of a school's governing body under section 3; or secondly, if the school is eligible for intervention within the meaning of Part 4 of the 2006 Education and Inspection Act.

The Education & Inspection Act 2006 requires that a Local Authority, or governing body, that is considering proposing the closure of a rural primary school **must** consider the following matters, when formulating their proposals:

- The likely effect of the discontinuance of the school on the local community.
- The availability, and likely cost to the Local Authority, of transport to other

schools.

- Any increase in the use of motor vehicles which is likely to result from the discontinuance of the school, and the likely effects of any such increase.
- Any alternatives to the discontinuance of the school.

- e) As required by Her Majesty's Inspectorate (HMI), the Local Authority must monitor the progress of all LA maintained schools who receive a 'Requires Improvement' judgement for a 2nd time to secure rapid improvement within an agreed timescale. This work will be overseen by the Education Excellence Partnership Board. The Council will consider issuing a Warning Notice if significant improvements are not made within agreed timescales.
- f) Size of provision – all new provision for the primary age in North Somerset (school or building) will preferably be through all-through primary schools or part of an all through school. Unless set in a rural location (where a 105-place school is part of an academy chain), all schools will normally enable at least one form of school entry (30 places per year group and 210 places overall) or two forms of entry (60 places per year group and 420 places overall). Where there is evidence of demand a 525 or 630 place school will be provided.

The Council would normally only support the expansion of secondary provision up to a maximum of 1,700 places across the 11 -16 age range (2000 – 2200 places overall) if there is local demand.

- g) Special Educational Needs and Disabilities - the LA recognises the good work of teachers in enabling pupils with a range of learning difficulties to achieve the highest possible standards within mainstream schools. It also recognises however that the effective inclusion of pupils with complex difficulties is a significant challenge to school staff and is committed to maintaining and enhancing the support available to mainstream schools.

Where a child's needs cannot be met at a mainstream school, and their Education, Health and Care Plan (EHCP) states they would be better served by attending a school for pupils with Special Educational Needs and Disabilities (SEND), a local SEND place will be sought. The Council is committed to increasing the availability of local places and has supported expansions in all three special schools, subject to having sufficient space on site to meet pupil needs. A new SEMH school will open in September 2023.

The Council is promoting the inclusion of specialist hubs attached to mainstream settings. This is to support the delivery of expert support as an integral part of meeting a pupil's needs, with the aim of enabling their integration or re-integration into mainstream settings as soon as it is appropriate. [A secondary-aged Autism Spectrum Disorder \(ASD\) Hub opened in September 2020 and a primary ASD hub is due to open in September 2021.](#)

The LA makes every effort to place children in local schools but does recognise that there are a small number of pupils whose needs are so severe and complex

that they require provision that is only available in maintained or Independent schools outside North Somerset.

The Tuition Service caters for all age groups from Key Stages 1 - 4 who are out of school. Programmes are delivered:

- In the community - Where tuition is not possible in the home, or if it is not advisable if a student is becoming isolated, then tuition may be arranged in the community. An emergency contact form is completed if a tutor is to act 'in loco parentis' in such cases. Tuition could be arranged in Public libraries, Community centres, Museums etc.
- In school - It may be determined that tuition should be provided at a VLC school building either in small groups or on a 1 to 1 basis. The service aims to provide a core curriculum to GCSE or other accredited qualifications and to plan for Post 16 progression. They support and advise students in making decisions about their future.
- At Home - on occasions lessons take place online in the home for an agreed number of hours depending on health and circumstances, subject to regular review.
- Through reintegration packages within the student's mainstream school.

The service concentrates on delivering core subjects such as English, Maths and Science with a range of accredited qualifications. It also offers GCSE ICT, Art, Functional skills and BTEC Diplomas, which are studied in mainstream schools. They plan and support post 16 progression. Curriculums are mainly designed to meet the needs of an individual basis, considering the needs of the young person and the school. Input and advice are also taken from parents/carers and other external organisations and professionals.

Students referred with acute illnesses and high levels of anxiety can continue to cover most of the curriculum they would normally manage in a mainstream school through detailed curriculum planning.

Progress and achievement are governed by the diverse complex medical needs of the students referred. Needs against ability is carefully assessed to enable students to access a balanced curriculum. In many cases, each learner has a bespoke education package.

The focus of Tuition Service is to work with students, families and other professionals to overcome barriers to prepare the student for a return to mainstream provision.

- h) Secondary provision – the core principles for new secondary provisions are that:

- the local school should be the natural and easy choice for parents providing good /outstanding education, high standards of care and an environment that enables all children to flourish and contribute to the economy;
- for new housing developments or where significant numbers of pupils are transported to school(s) and a new school would be viable, the local authority will investigate and promote the provision of a new academy(ies) to meet community's needs;
- where possible, pupils should be able to walk or cycle to a school within the statutory distance from their home address;
- schools must welcome and provide effectively for all children across all cohort settings
- schools must prepare children and young people to be responsible residents who are able to contribute positively to the broader community and economy
- all schools should foster strong, cohesive communities so that the local area benefits from a secondary school at their heart, contributing to their community
- in order to provide the best education for the 11-16 population, secondary schools should not normally serve fewer than 6 forms of entry (up to 180 pupils per year group) or more than 12 forms of entry (up to 360 pupils per year group). Where there is evidence of local demand, larger provision could be considered

All established schools should look to offer places to their intake PAN as the cohort moves into other year groups

- i) School Planning Areas - North Somerset Council will use its school planning areas as agreed with the DfE to monitor and manage school place provision.
- j) Pupils entitled to free home to school transport assistance will be supported with their travel arrangements provided they are attending the nearest appropriate school to their home address and they fulfil the statutory requirements for assistance. This may or may not relate to the First Geographic Area determined by a school within their own admission arrangements. Details of the Council's home to school transport policy are available at <http://www.n-somerset.gov.uk/my-services/schools-learning/support-pupils-students/home-school-transport/about-home-school-transport>
- k) The Council will encourage the establishment of pre-school provision for 2- and 3-year olds onto school sites where there is need and where it is financially and physically possible. This will be through:
 - Private, Voluntary and Independent (PVI) provisions
 - A change of lower age range of the school to accommodate younger pupils
 - A locally based school provider i.e. Governing Body led provision

2.3 The Council is a commissioner of places and operates within a complex and changing children's services environment. Its aspiration is to secure 'local

schools for local children' whereby pupils should be able to attend a local school that enables them to achieve their potential. This aspiration also covers the needs of pupils with SEN and Disabilities. The Council will look to allocate a place within the Council's area or at the closest establishment offering appropriate education to their home where possible. Provision covers the impact of new development on facilities for early years/children's centre facilities, primary, secondary, post-16, Special Education Needs and Disabilities, transport to school and youth facilities. Full details of how the Council claims development contributions can be found within the Council's Development Contributions Supplementary Planning Document at <https://www.n-somerset.gov.uk/my-services/planning-building-control/planning-policy/supplementary-plans-guidance/adopted-supplementary-plans>

- 2.4 The council's current development plan sets out a requirement for 20,985 new homes to be built by 2026. The Site Allocations Plan was adopted in April 2018 and this document allocated sufficient sites to meet the requirement, as set out in the table below.

Location	Total sites identified in Site Allocations Plan	Built by 2017	Residual at 2017
Developments identified in the North Somerset Site Allocations Plan (SAP)			
Weston Villages	6,500	835	5,665
Weston urban area	6,479	3,096	3,383
Portishead	3,421	2,878	543
Clevedon	768	401	367
Nailsea	1,267	203	1,064
Service villages	2,412	784	1,628
Other areas	1,438	650	788
Total	22,285	8,847	13,438

- 2.5 Work has now commenced within the council to produce a new Local Plan, which will cover the fifteen-year period from 2023 to 2038. ~~Plan preparation is at an early stage, and as such no specific locations for the growth that will be required during this period have been confirmed.~~ A consultation on how the housing growth should be broadly distributed was held from November-December 2020 within the Choices for the Future consultation. Following this consultation a report was taken to the Councils Executive Committee in April 2021 which set out a spatial strategy for further testing and assessment to inform the Consultation Draft of the plan which will be prepared and developed in 2021 with a consultation at the end of the year. Officers are reviewing the responses to this Choices consultation, and a draft plan will be prepared in 2021 to identify specific locations and sites for development.

Except for agreed nil Community Infrastructure Levy (CIL) areas (see below), there is an expectation that all developers will be expected to provide a contribution towards the cost of infrastructure within their development

proposals. For mainstream and SEND school and pre-school places, home to school transport and other children's services such as youth and Children's Centre provisions, infrastructure related costs permitted by law will be collected through Section 106 agreements (s106) and/or through a Community Infrastructure Levy (CIL). CIL is a tariff of charges that will be applied to new developments to help fund infrastructure to support growth. For most developments, this will be the means through which they contribute to the delivery of the school places needed because of new housing.

- 2.6 The Council, working with academies/schools/PVIs, will encourage these providers to be flexible in their place capacities, utilising opportunities to increase provision to meet developer need as and when appropriate. As businesses, adjusting to meet current need may not form part of the long-term business plans of these organisations.

On occasions the Council may need to work with schools and academies to decrease place availability. Many schools are reluctant to show a decrease in places available, even when their capacity is often less than the maximum numbers of pupils who could attend the school should they be full in all cohorts. The changing role of the Council makes implementing choices strategically in one area to benefit another even more challenging, especially as institutions will normally concentrate on introspective planning school by school or within their own Multi-Academy Trust.

- 2.7 Decisions as to whether the Council will ask for a contribution (full or part) towards the provision of necessary infrastructure will be considered on a case by case basis. This is because the need for new or expanded provision will be dependent on factors such as:

- i. The availability of existing infrastructures and whether if it can meet the projected requirements of the new development in full or in part
- ii. Whether 'works in kind' will deliver for the community more effectively

The Council will aim to collect all Children's Services s106 contributions, where possible, at the start of a development or as soon as possible thereafter. This is to enable the Council to have facilities in place as soon as reasonably practicable once the new dwellings are starting to be delivered. Where a developer can prove that this will affect the viability of the development, exceptions may allow funding to be released across the development (in percentages to be agreed on a case by case basis). This flexibility does not apply to CIL payments, which must be made within 60 days of commencement of a Full or Reserved Matter consent.

Developer contributions are payable to the Council and not to schools or academies. They are paid to meet need as a result of a development and not to resolve historic condition or suitability issues in schools.

2.8 Where school sites have already been identified in the Sites Allocation Plan to meet the education needs of a new development and these are in the ownership of the Council, or where expansions to existing provision have been recently assessed and can be seen to accommodate an expansion without compromising the education already being provided, there is an expectation that developers will make financial contributions to the Council to fund all or part of the cost of new schools/pre-schools/community resources as appropriate to meet the infrastructure needs generated by their development.

Where sites have already been identified in the Sites Allocation Plan to meet the education needs of a new development but are not owned by the Council or the developer, the Council will expect the developer to pay/to contribute towards the cost of the purchase of necessary site(s) and to make financial contributions to fund all or part the cost of new schools/pre-schools/community resources where appropriate to meet the infrastructure needs generated by their development in proportion to the above conformity tests. Where the site is in an area subject to CIL, this may need to form part of the development negotiations.

Where sites have already been identified in the Sites Allocation Plan to meet the education needs of a new development and are in the ownership of the developer, there is an expectation that developers will provide the allocated land (at their cost and meeting the requirements identified in this plan) and make financial contributions to fund all or part of the cost of new schools/pre-schools/community resources where appropriate to meet the infrastructure needs generated by their development. Again, where the site is in an area subject to CIL, this may need to form part of the development negotiations.

Where no sites have been identified in the Sites Allocation Plan to meet the education needs of a new development and where expansions to existing provision cannot be seen to be accommodated without compromising the education already being provided, the Council will expect the developer to make financial contributions to fund all or part of the cost of new schools/pre-schools/community resources where appropriate to meet the infrastructure needs generated by their development including a sum towards a possible future land purchase. If this cannot be agreed, the education service may need to object to the development.

In all cases, the conformity tests must be met.

Review:

~~Are the principles held by the Council to secure sufficient places right?~~

~~How do organisations feel they are able to support the principles outlined above, especially where the Council is no longer the decision maker for c 78% of schools?~~

3. People and Communities Directorate Requests

- 3.1 The Children's Services Directorate will seek (externally and/or internally as appropriate) education contributions in all cases where the schools serving the development are estimated to have a deficit of places of fewer than a 5% surplus. This is because the Council needs to ensure there are 5% of places available to support migration to the area and parental preference. Most schools in the North Somerset area are either operating at or close to capacity, or at a level that is sustainable in terms of their revenue funding resources. In some cases, where schools have reduced their intake due to a fall in demand, but new developments may necessitate a reversal in the reduction, a contribution towards the reinstatement of classrooms and supporting infrastructures may be required and requested.

Without the provision of additional places at schools close to a new development, it will be necessary for the Council to transport pupils to schools further from their home address, and beyond the statutory walking limit. In working towards being carbon neutral by 2030, the Council will look to create new provision where practicable so that local schools are available nearby for pupils.

- 3.2 For primary school places, in general, where the needs of the development cannot be met in full or in part at the local school, (external and internal) contributions will be requested from developers as below:

- ✚ For developments where the need for a new 210-place or larger school is shown, land and the delivery of the school and pre-school to the Council's specifications and based on the DfE's Building Bulletin BB103. This will include a site to meet at least the mid-range size in accordance with BB103 plus the necessary increases in site size for the pre-school and any shared community facilities (if appropriate). The site may also need to allow for the provision of sports pitches and outdoor space to meet the needs of the school and the community it serves (if appropriate).
- ✚ Where a development is planned to grow in phases, the Council will look to the developer to provide land and the infrastructures needed for the larger school (including playing fields) and pre-school and any shared community facilities (if appropriate). Whilst the full hall, staff room and other infrastructure requirements must be provided at the outset, the Council will agree to the delivery of additional classrooms at later stage provided these have been allowed for in the capacity of the initial provision and the design of the site.
- ✚ For developments where fewer than 210 primary-aged children are generated, the Council will expect:

- The developer to pay for the necessary extra class bases and the additional infrastructure needs required for either 105 or 210 new places at the nearest North Somerset good/outstanding school to the development (the appropriate school) so it can operate within BB103 guidelines and supporting building bulletins and early years guidance
- Where the nearest appropriate school is in excess of 2 miles as a safe walking route from the development, or the route to school is deemed to be unsafe, the Council will expect the developer to contribute towards the cost of home to school transport (as assessed) for a period of at least 7 years from the start of the new development or to pay for the route to school to be made safe to enable pupils to travel to school sustainably.
- ✚ Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new mainstream and SEND school places to serve a range of new communities.

For all new schools, the developer will be expected to pay for the Fixtures, Fittings and Equipment (FFE) at a rate of £10k per class base. Where new class bases at an existing school are to be created within existing accommodation, the same contribution may also be required for FFE.

3.3 For secondary school places, in general, where the needs of the development cannot be met in full or in part at the local school, (external and internal) contributions will be requested from developers as below:

- ✚ For developments where the need for a new 900-place or larger provision is shown, land and the delivery of the extra places and pre-school, if required, to the Council's specifications and based on the DfE's Building Bulletin BB103 and supporting building bulletins. This will include a site to meet at least the mid-range size in accordance with BB103 plus the necessary increases in site size for the pre-school and any shared community facilities (if appropriate). The site will need to allow for the provision of sports pitches and outdoor space to meet the needs of the academy and the community it serves
- ✚ Where a development is planned to grow in phases, the Council will look to the developer to provide land and the infrastructures needed for a larger school (including playing fields) and for the pre-school and any shared community facilities (if appropriate). Whilst the full hall, staff room and other infrastructure requirements must be provided at the outset, the Council will agree to the delivery of additional classrooms at later stage provided these have been allowed for in the capacity of the initial provision and the design of the site
- ✚ For developments where fewer than 900 children are generated, the Council will expect:

- The developer to pay for the necessary extra class bases for whole tutor group increases in capacity (30 extra pupils per year group) and the additional infrastructure needs required at the nearest good/outstanding North Somerset secondary school able to expand so it can operate within BB103 guidelines.
- Where the nearest appropriate school is in excess of 3 miles as a safe walking route from the development, or the route to school is deemed to be unsafe, the Council will expect the developer to contribute towards the cost of home to school transport (as assessed) for a period of at least 7 years from the start of the new development or to pay for the route to school to be made safe to enable pupils to travel to school sustainably.
- ✚ Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new mainstream and SEND school places to serve a range of new (and existing) communities

For all new secondary and SEND schools, the developer will be expected to pay for the Fixtures, Fittings and Equipment (FFE) at a rate of £10k - £15k per class base (dependant on the faculty to be expanded). Where new class bases at an existing school are to be created within existing accommodation, the same contribution may also be required for FFE.

- 3.4 As nationally reported, as at January 2020/2021, 0.91.3% of North Somerset's primary-aged pupils and 0.61.1% of its secondary-aged pupils have an Education and Health and Care (EHCP) Plan. This compares with 1.8% of primary and secondary pupils across England (see Department for Education, Special Educational Needs in England: January 2020, available at <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2020> (underlying data)). These children are educated, wherever possible, in a provision and location that best meets their specific needs. A developer contribution is calculated based on applying these percentages to the primary and secondary pupil yields resulting from the development and multiplying the result by the average capital cost for SEND pupils.

[Building Bulletin](#) 104 outlines the range of requirements for such specialist facilities. The percentage of SEND pupils is reviewed annually.

- 3.5 Details of the Councils SEND Strategy can be found in Appendix 2. Currently, children with additional needs may be educated at their local school or at a specialist provision located within or outside of North Somerset. Where the needs of the development cannot be met in full or in part within North Somerset, contributions will be requested as below:

- ✚ For mainstream schools, the developer is to pay for nurture group facilities and/or specialist equipment (hearing loops etc.) to meet the

requirements of pupils with additional needs to study alongside their peers.

- ✚ For specialist provisions, the developer is to pay for the necessary extra class bases and additional infrastructure needs for whole tutor group increases in capacity (6 – 10 extra pupils per class group) at the nearest good/outstanding North Somerset school able to expand so it can operate within BB104 guidelines.
- ✚ Due to the needs of the pupils attending specialist provisions, the Council will expect the developer to contribute towards the cost of home to school transport (as assessed) for a period of at least 7 years from the start of the new development.
- ✚ Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new school to serve a range of new communities.

- 3.6 The Council will only expand schools that are not classed as good or outstanding by Ofsted and achieving the appropriate Progress 8 scores in exceptional circumstances. This will normally be where the school has the capacity to improve or it is to be supported by another good/outstanding school on its journey to good/outstanding within its Multi-Academy Trust (MAT).
- 3.7 Contributions to cover the Supervision of Works (Clerk of Works) on the above schemes will be requested at a rate of 1.75% of the gross construction costs.
- 3.8 Revenue funding and procurement set up costs will be requested when a development requires a new school. The amounts required will be calculated on a scheme by scheme basis dependant on the size of the school. Such contributions will be used to assist the new academy and Council in cover pre-opening expenses but will normally be in the same region as the funding made available to promoters via the DfE's Free Schools process – see https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/901034/A_guide_to_new_special_free_school_revenue_funding_2020_to_2021.pdf
- 3.9 Demand for nursery/pre-school facilities will be made with reference to an audit of childcare provision for 0–4-year olds in the area of the proposed development. If the audit shows there are insufficient places, then a request will be made for the provision of early year's facilities. The Council has a statutory duty to ensure enough provision and will seek contributions for developers/set planning conditions to ensure enough places across the Council's area.

The Statutory Framework for Early Years Foundation Stage sets standards for provision and states that any buildings used for childcare must have 3.5m² per child younger than 2 years, 2.5m² for 2-year olds and 2.3m² for 3 – 5-year olds. The Council will use developer allocations to provide accommodation and commission places from schools and the PVI sector. The Council will also explore options for the developer to deliver the provision, for

example through community or commercial-based providers at bespoke accommodation provided by the developer as part of employment-led obligations.

Pre-schools or nursery classes will be included on all new primary and secondary school sites where practicable. Where the needs of the development cannot be met in full or in part within that area, contributions will be requested as below:

- ✚ The developer to provide at least two nursery classes with supporting facilities for 2- and 3-year olds built to the DfE's Statutory Guidance for Early Year Foundation Stage requirements at any new school for each 210-place equivalent new provision in their development area. The provision may be overseen by the school or a Private, Voluntary or Independent (PVI) provider.
- ✚ The developer to provide for at least one, preferably two nursery classes for 2- and 3-year olds with supporting facilities built to the DfES Statutory Guidance for Early Year Foundation Stage at the nearest good or outstanding North Somerset school able to expand to include this provision. The early years setting may be overseen by the school or a Private, Voluntary or Independent (PVI) provider. Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new early year setting to serve a range of new communities.
- ✚ Where the needs of the development cannot be included as part of a school and/or the need for early years places exceeds the places available locally, the developer must include the availability of early years facilities as part of their business requirement offer for their development. The size and nature of this provision will be assessed in accordance with conformity tests. Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new early year setting to serve a range of new communities.

- 3.10 Where additional places are required before the delivery of extra accommodation, a contribution towards the cost of home to school transport for pupils from the development may be requested in line with the conformity tests for a period of at least 7 years.

Details of the current home to school transport arrangements can be found at: <https://www.n-somerset.gov.uk/my-services/schools-learning/support-pupils-students/home-school-transport>

North Somerset Council has a policy of supporting local schools for local children where appropriate and will in all cases seek to avoid transporting children if a local school place can be provided. In particular at primary age, the Council will prioritise options to deliver school places within a safe walking

distance of a maximum two miles of new housing and will seek contributions for new provision within that area rather than ongoing transport obligations.

School places can only be deemed to be 'available' to development residents if accessible via a Safe Route to School. Determination of whether a route is safe lies with the Integrated Transport Unit. Where places are available (or are made available) at a school within the required distances but routes are not deemed to be safe, developers will be asked to carry out or fund improvements to walking routes to bring them up to the necessary standard, both within and outside of their development site. Where additional provision is made within a new development, a key starting point of the design of the site should be to ensure Safe Routes to School.

In the event that a local school place is not available and arrangements to secure an increase in local provision cannot be secured or is not appropriate locally, the Council will seek to place pupils at the next nearest school with a vacancy. If this school is more than the statutory walking distance (2 miles for pupils under 8 years of age, or 3 miles for pupils aged 8 and above), costs will be sought to compensate the Council for any travelling expenses to the nearest setting with a vacancy for a period of up to at least 7 years.

It is estimated, with pre Covid-19 prices, that the annual cost for providing transport to enable a primary aged pupil to attend a school more than 2 miles from their home could be up to £30,400 per annum (£160 per day x 190 days), although this is dependent on the number of pupils and resulting mode of transport that is appropriate. This can be reduced when multiple pupils can benefit from a single transport route and the average cost per head has been calculated as £1735.88. In the case of secondary age pupils, the cost of public transport (if reliably available) currently stands at approximately £800 per school year per pupil if a pupil is offered a school place more than 3 miles from their home address.

If it is necessary to provide a taxi/minibus/coach, the cost can range from the provision of taxi at the cost £13.8k to a minibus at the cost of £25k per annum to a 53-seater coach at a cost of £49k per annum dependent on the journey. The average cost per head is £681.00

All journeys and needs and the resulting costs are determined on a case by case basis.

- 3.11 North Somerset Council is under a statutory duty to secure access for young people to sufficient educational and recreational leisure-time activities which are for the improvement of their well-being (Education Act 1996. S507B). It is the Council's duty to ensure that any barriers to accessing such facilities are removed, and that factors such as availability of transport, income, health and disability, gender or sexuality do not prevent young people from accessing opportunities. This duty is primarily focused on the 13-19 age group, but also

includes young people with learning disabilities from 13-24 and recognises the need to provide a range of activities suitable for children of all ages.

- 3.12 The Council also has a statutory duty to provide Family Centre facilities offering support to families from ante-natal onwards. The number of children likely to need these services will be based on the pupil yields at the Early Years' stage; however, the contribution required will be calculated on the existing provision in the area and if/ how this will need to be expanded to meet the additional need. This could be supporting new classes or programmes, or for larger developments a physical expansion to a building may be required.

Demand for Family Centre Services will be made with reference to an audit of childcare provision in the area of the proposed development. If the audit shows there is a need, then a request will be made for the additional facilities.

Development contributions in the form of the CIL may be used to support this work, subject to the Council's prioritisation of funds received.

- 3.13 In all the above cases, contributions will be assessed to meet the conformity tests. A table of the s106 contribution rates determined based on published data as at November-June 2020 and to be used from September 2021 is shown below. -(Following the cancellation of the 'School capacity survey: 2020' due to coronavirus (COVID-19), it has not been possible for the DfE to produce the 'Local authority school places scorecards 2020' and they will therefore not be published in 2021).

North Somerset would seek to increase its claims from 1 September 2021 to match the most recent national averages based on benchmarking data and DfE Scorecard information. The cost multipliers are expected to be updated annually to reflect these changes and inflation.

The table below is an example of the data as at May 2021 and does not reflect inflation for 2021 at the time of publishing. The latest rates will be available on request from school.organisation@n-somerset.gov.uk

-	<u>New School - National Average cost per place (2019)¹</u>	<u>Expansion - National Average cost per place (2019)¹</u>	<u>Average National New & Expansion cost per place</u>	<u>Historic NSC Cost Multiplier per pupil £ under review</u>	<u>New Build difference to historical data</u>	<u>Expansion difference to historical data</u>	<u>Average difference to historical data</u>
<u>Primary</u>	<u>£17,268</u>	<u>£20,508</u>	<u>£18,888</u>	<u>£12,257</u>	<u>£5,011</u>	<u>£8,251</u>	<u>£6,631</u>
<u>Secondary</u>	<u>£24,929</u>	<u>£23,775</u>	<u>£24,352</u>	<u>£18,469</u>	<u>£6,460</u>	<u>£5,306</u>	<u>£5,883</u>
<u>Early Years²</u>	<u>£17,786</u>	<u>£21,124</u>	<u>£19,455</u>	<u>£12,625</u>	<u>£5,161</u>	<u>£8,499</u>	<u>£6,830</u>
<u>SEND³</u>	<u>£84,473</u>	<u>£65,739</u>	<u>£75,106</u>	<u>£68,000</u>	<u>£16,473</u>	<u>-£2,261</u>	<u>£7,106</u>

Source data:

1: Primary and Secondary data <https://www.gov.uk/government/statistics/local-authority-school-places-scorecards-2019> - No cost data was collected in 2019 as the Capital Spend data collection was removed from the SCAP survey

pending the introduction of the Capital Spend Survey. The most recent cost data available is the 2018 Capital Spend data as used in the 2018 Scorecard. For the 2019 Scorecard, this data has been adjusted for inflation (rebased to 1st quarter 2020 prices).

2: Send data <https://ebdog.org.uk/wp-content/uploads/2019/06/F07125-National-School-Delivery-Cost-Benchmarking-Primary-Secondary-and--SEN-Schools-Final-June-2019-v6.7a.pdf>

3: Early years data – Primary scorecard data with an uplift of 3% <https://www.gov.uk/government/statistics/local-authority-school-places-scorecards-2019>

-	New School– National Average cost per place ¹	Expansion –National Average cost per place ¹	Average National New & Expansion cost per place	NSC Cost Multiplier per pupil £ under review
Early Years*	tbc	tbc	tbc	£12,625
Primary	£17,268	£20,508	£18,888	£12,257
Secondary	£24,929	£23,775	£24,352	£18,469
SEND** ²	£84,473	£65,739	£75,106	£68,000

In the event that it is not possible to determine whether an expansion or a new school will need to be provided, an average cost will be applied as the cost per place multiplier. These figures do not include costs associated with land acquisition.

- 3.14 The DfE consulted in October 2020 on draft guidance to create a possible national methodology for matching housing developments and pupil data. This could provide pupil yield factors for all local authorities in England, for the purposes of securing developer contributions towards education. This could be used to:
- ✚ Set local authority-wide average pupil yield factors according to development characteristics such as tenure mix and dwelling sizes, only differentiated at district/borough level (in two-tier areas) when analysis shows substantial variations across the wider local authority area;
 - ✚ Apply a ‘net’ pupil yield factor to development proposals, which discounts the average proportion of pupils who move within the same lower super output area (and can be assumed not to require new school places), unless LAs can evidence that vacated properties will be backfilled by more families moving into the area;
 - ✚ When assessing existing school capacity for the purposes of calculating developer contributions, trends of admissions from outside a school’s catchment area (where it has one) should be disregarded and these places considered available, unless displaced admissions cannot be accommodated elsewhere within the planning area; and
 - ✚ In seeking developer contributions for education, include the pupil yield from affordable housing as well as market housing

The outcome of this consultation may determine future allocations.

Review:

~~Do you support the principle of 'local schools for local children' and the strategies and process for securing extra places as indicated above?~~

~~Should the Council increase its requirements for pupil place capital contributions from developers to match the national average?~~

~~What priority should the Council give to the allocation of CIL contributions for educational delivery alongside the allocation of resources to other Council priorities?~~

4. Projection and School Building Methodology

4.1 The Business Intelligence Unit oversees pupil projections for North Somerset. The numbers of pupils generated from new homes is dependent on the size, types of homes supplied and the rate of build. For homes in new estates, primary school pupil yield is normally expected to peak within 5-10 years of the completion of any new development. Secondary school demand will normally peak around 4-5 years later.

The calculations used to assess developer contributions take account of pupil intake and the number of pupils estimated to be on roll. The Council uses the DfE cost indicator, which is subject to change as the rate is amended by the DfE, to determine contributions.

Details of the latest methodology is available at <https://www.n-somerset.gov.uk/sites/default/files/2020-02/pupil%20projections%20for%20north%20somerset%20schools%202019%20to%202023.pdf>

4.2 School buildings should be built to the highest standards possible. This will be in accordance with BB103 for mainstream and BB104 for special schools and other relevant national standards.

When looking at the new sites:

- they should be a rectangular plot, the sizes of which should be appropriate for the different sized schools and/or where other facilities available from the site are added;
- they should be of a suitable shape to incorporate buildings, hard/soft play areas, shared facilities, parking, community access etc., whilst meeting the needs of the surrounding buildings and any necessary planning conditions;
- they must be in accessible location and have at least two separate approaches and not be located at the end of a cul-de-sac;
- they must have discreet access to shared facilities (internal and external);

- they should have appropriate access/egress/parking facilities/surrounding road infrastructure must comply with North Somerset Council requirements/current policies and traffic impact assessment needs and the site should facilitate the provision of 'Safe Routes to School';
- land must be delivered in virgin state without contamination, well drained and free of constraints including noise and air pollution and archaeological interests;
- developers should not use the school land as a solution to their wider developer infrastructures such as for drainage routes or swales;
- they should have suitable topography for the school's needs;
- they should have access to services including broadband fibre connections that must be available, with all costs to facilitate their supply met by the developer;
- they should have appropriate road and travel infrastructures to and from the school must be provided by the developer.

School sites must have the following:

- The building must, as a minimum, comply with the mid-point of BB103 requirements. The building must also comply with BB102.
- A full production kitchen must be delivered in accordance to NSC specifications to meet the needs of the delivery of meals to all pupils on the site (school/pre-school as appropriate).
- External wall construction needs to be robust and suitable for a school environment where balls etc. can be kicked against walls without detriment to the finish.
- ICT – A suitable connection to building via the appropriate connection (i.e. fibre) to be installed to enable connection to broadband services.
- The toilets should allow for privacy and be age appropriate with the correct numbers in accessible locations for all ages of pupil. Good access to washing facilities should be available. There should be no urinals. Toilets should be constructed in an open and unisex manner, to prevent potential for bullying. Toilet cubicle doors should be full height and each one to be ventilated adequately. Toilet facilities for disabled pupils should be provided in the same location to the ambulant disabled persons standard.
- Nursery toilet door heights to be confirmed with the end user prior to construction commencing.
- Facilities for nursing mothers should be available on all new school sites.
- Areas for quiet reflection and prayer should be made available on all new school sites.
- Floor finishes – barrier matting must be included at every external door location and suitably sized. The type of matting should be either recessed in mat wells or of an agreed alternative design.

- Under floor heating is the preferable system (i.e. normally no radiators in classrooms or circulation spaces), noting that PE stores need to be excluded to enable mats to be stored.
- The site generally should be free from both underground and over-ground services. In particular, the site should not have restrictive services such as power, gas, water sewerage, archaeological constraints etc. that impinge upon the site development. The site should however be provided with services such as power, water, telecoms, drainage – to enable the construction of a school. The services to be terminated within the site boundary in a location that is within 20m of the likely position of the new school building.
- In seeking to become carbon neutral by 2030, school buildings should promote the latest low energy sustainable heat, facilities and light options and provide for sustainable modes of travel to and from and within the site. This will include electronic charging points for vehicles, sufficient cycle and scoot parking and changing rooms and showers for those who travel sustainably.
- The site should not be below a flight path for aircraft either taking off or landing at Weston.
- No site should be with the HSE restricted zones for high pressure gas storage units or pipelines.
- If there are rhymes or other water courses, the site should be transferred only once the requisite maintenance works have been completed to the satisfaction of the Environment Agency or Internal Drainage board as applicable. Maintenance access to the watercourse should be excluded from the transferred land or appropriate measures put in place to enable access without impinging upon the site area and use.
- Sites should not be affected by ecological or conservation constraints. Prior to transfer, the site should be subject to an ecological survey and the results issued for acceptance by the local authority.
- Sites should not be affected by Archaeological constraints. Prior to transfer, the site should be subject to an Archaeological Desktop survey. If it is recommended that trial trenches should be dug, these should be completed prior to transfer, at the cost of the contractor. The NSC Archaeological Officer will need to approve that the site can be constructed upon, following receipt of the survey and trial trench findings.
- The site should be sited such that it is not affected by noise from adjacent highways or industrial sites. The contractor to provide noise assessments prior to transfer to demonstrate that the site is suitable.
- The surrounding development should be designed to provide at least two entrances to the site that are suitable for school coaches (52-seater), refuse and general deliveries. The surrounding road infrastructure should also suit parking for parents who drive to school and drop/collect children, without adversely affecting the residents. Due cognisance of the relevant Supplementary Planning Document – North Somerset Parking Standards, should be complied with.

- All internal and external doors should be installed with integral anti-finger trap designs. Examples of such doors are Leaderflush Shapland Sentinel or Hazlin Safehinge.
- The site should not normally be with Environment Agency flood zone 3a or 3b classification. If it is appropriate mitigation measures should be in place without cost to the Local Authority or school.
- On completion, the contractor to provide the required maintenance contract for the duration of the defect's correction period at no cost to the school or North Somerset Council. The rationale being that warranties must remain valid and no complications regarding liability.

4.3 Where significant numbers of new school places are required, often at the start of a major new development, the Council will ask for the schools within the new housing areas to be 'future-proofed' and built to enable a phased increase in provision to be added at a later stage. For example, a one or two-form entry school may need to be built with the full future capacity hall, staff rooms, main group rooms etc. appropriate to the capacity of a larger school. This would enable further class bases and other supporting facilities (such as a pre-school; sixth form facilities) to be added at a later stage in the development, without When considering a 'local school' for primary schools, this will normally be a school within 2 miles (as a safe walking route) from the child's home. Many parents of primary aged pupils expect a school place for their child within an 800m walking and 1600 cycle/scooting distance from their home (although this is not a legal entitlement).

4.4 When negotiating agreements with developers, the Council will, if possible, ensure input from the promoter of the (new) school into its design and final specification. All buildings should meet national requirements as well as North Somerset bespoke specifications.

Review:

~~**Are there any further factors the Council should be considering when determining projection need and securing sites and financial contributions for new schools or expansions to current provisions?**~~

5 New Schools and Competitions

5.1 The Education Act 2011 gives Local Authorities 'a critical new role as strengthened champions of choice, securing a wide range of education options for parents and families, ensuring there are sufficient high-quality school places, co-ordinating fair admissions, promoting social justice by supporting vulnerable children and challenging schools which fail to improve.'

There is an expectation that within the schools' system, academy status will be the norm and that where there is a need for a new school, the first choice

will be a new Academy or Free School. Where the Local Authority is unable to identify a suitable sponsor to open a new school, it will be 'able to contact the Secretary of State for Education so that together such a sponsor can be found.

- 5.2 Local Authorities have a statutory duty under section 14(3A) of the Education and Inspections Act 1996 to exercise their functions with a view to securing diversity in the provision of schools, and in increasing opportunities for parental choice when planning the provision of school places. In ensuring that there are enough schools in its area, the Council will always promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential.
- 5.3 The Council wants every North Somerset child to be educated in learning facilities where they can be inspired to learn and develop educationally, morally and emotionally in safe, secure and physically and financially robust establishments. Whilst the condition and suitability of academies is a matter for these schools or their Multi-academy Trust, where the Council does have influence, it is vital that schools/academies should be central to the communities they serve, providing genuinely personalised learning experiences for their pupils; engaging environments for parents, carers and the local community; and providing a wide curriculum of learning that leads to high standards and good behaviour within specialist facilities.
- 5.4 In all cases and where practicable and needed, for all new schools delivered by the Council, it will seek to maximise the community use of school facilities outside of school hours to meet the needs of the local community and provide a revenue stream for the school.
- 5.5 In addition to creating the right internal accommodation to meet curriculum needs, the Council expects all new schools/ school expansions in areas of design significance to be important buildings, contributing to their urban environment. This can add to the cost of a new building and should be a financial consideration when allocating resources to build any new school.
- 5.6 The Council has a range of Supplementary Planning Documents (SPDs) that provide guidance on North Somerset Council's policy requirements. These include, for example, design standards; parking requirements; and the provision of informed Travel Plans. They can be viewed on the Council's website at: <http://www.n-somerset.gov.uk/my-services/planning-building-control/planningpolicy/supplementary-planning-advice/adopted-supplementary-plans/supplementary-plans-adopted/>. New school buildings will be expected to comply with these standards where reasonably practical, and/or to provide explanation where those standards cannot for some reason be met.
- 5.7 All new schools/academies should be community resources that are committed to work together as well as extensively and effectively with

parents, other providers and wider children's services. They should deliver with other partners a wide offer of teaching, learning and other services; meeting additional pupil and family needs; ensuring that problems are identified and addressed universally; maximising pupil and family learning improvements; and making the greatest use of their community resource to ensure collective accountability in the local area.

5.8 North Somerset Council will seek to ensure that all learning establishments within the Council's area are committed to working together to meet the best interests of children and families. It will lead and facilitate this ethos, sometimes acting as a brokerage service, and ensure that any new education partners subscribe and commit to North Somerset Council's learning principles. The Council will ensure that, where possible, schools should facilitate access to wider community resources.

5.9 When considering new school place provision, North Somerset will:

- establish new academy free schools via national Presumption Route Free School guidelines - <https://www.gov.uk/government/publications/establishing-a-new-school-free-school-presumption>
- where appropriate, work with its partners to expand consistently good or outstanding popular academies and schools. This may include increases in provision on an existing site and/or an expansion of age range on a new or existing site or a transfer and expansion onto a new site, all within national guidelines. Where a school expands and transfers to a new site, the Council will expect to secure the previous site location in exchange
- work with good/outstanding Multi-Academy Trusts (MATs) to support their Free School bids where they are consistent with the Council's strategic plans.

5.10 Where a new school is needed and more than one provider asks for the Council's support with their bid, providers will be expected to submit Local Intentions of Interest to the Council. These will be considered by the Council in accordance with the guidelines outlined below. The Council will support the group that best matches its strategic obligations. The preferred sponsor will be notified of the Council's support.

(The Council's decision not to support a Free School submission by a MAT will not stop that organisation from progressing with their application to the DfE's Free School Unit).

5.11 The Council will work with developers and support them, where possible, in providing new school buildings and community resources to the Council's specifications as part of their infrastructure obligations.

- 5.12 New School Competitions – a decision to request an Expressions of Interest (EOI) process for a new school will be made by the Executive Member for Services & Lifelong Learning, having regard to the recommendations of the CYPs Policy and Scrutiny Panel.

The Strategic Planning & Governance Service/Pupil Places and Planning Team will oversee the EOI process. Whilst it is recognised the Secretary of State is the Decision Maker, officers will review all submissions. The application process will normally include written submissions and interviews with strong applicants able to show that they can fulfil the criteria, such as that shown in Addendum A attached. Officers will make recommendations of support to the DfE. The regulations prevent the publication or sharing of the Council's preferred sponsor. Details of this organisation will normally be included with the submission of all Expressions of Interest sent to the Secretary of State following the Council's conclusion of its EOI process only. Secretary of State decisions are normally made in around 6 weeks. It is anticipated the whole process will take around 6 – 9 months to complete.

- 5.13 The Council will take all necessary steps to ensure that the widest possible range of groups or organisations that might be interested in establishing the new school are aware of the opportunity to do so, and that they have sufficient time to develop proposals. Local good or outstanding academies that are interested in submitting a proposal to run a new school will need to have, or will need to acquire, both Academy status and sponsor approval. The Department's list of approved sponsors can be accessed on the DfE website <https://www.gov.uk/government/publications/academy-sponsor-contact-list>.

The Department for Education will also play a role in generating interest from high quality proposers – by posting details of new academy/free school proposals on its own website, encouraging key stakeholders to do the same and by sign-posting proposals to existing sponsors or potential sponsors who we are aware are keen to operate in that region.

All presumption projects will be assigned a lead contact in the DfE at the point the local authority notifies the department of its intention to run a presumption competition. The lead contact will help, advise and challenge all stakeholders to ensure that the new school will operate successfully from day one. The Council will include this contact in all stages of the EOI, including the interviews and assessment of potential sponsors.

In expressing an interest, it is expected that potential promoters will be able to satisfy the requirements of the competition brief. Addendum A provides an example of the most recent local competition for a 210-place primary school.

- 5.14 Local Authorities are required to include the following details in their Presumption proposals:

- Type of school
- Character/Ethos of school
- Phase and age range (will it include nursery / sixth form provision?)

- Opening date
- Final capacity
- Proposed Published Admission Number (PAN) and number of forms of entry on opening, and expected rate of growth
- Proposed admission arrangements, including catchment area if applicable
- Details about transport
- Reasons the new school is required (e.g. due to a new housing development)
- Profile of the area, including data about Free School Meals (FSM); Looked After Children (LAC) and Previously Looked After Children (PLAC); Black and Minority Ethnic (BME); Special Educational Needs and Disability (SEND); Key Stage 2 outcomes
- Is the school expected to provide community use / will there be any shared facilities?
- Details of the site / building, including details of the ownership
- Details of pre-opening revenue funding to be provided by the local authority
- Details of post-opening diseconomies of scale funding to be provided by the local authority, including underwriting of places and how many years this will be for
- Timelines for the project, including deadline for proposals
- Process the local authority will follow when assessing proposals
- How to apply (including application form)
- Local authority contact details

- 5.15 In moving to a commissioning role, it is not appropriate for any added members of the CYPS Policy and Scrutiny Panel to take part in the Panel discussions and decisions. Added members are however welcome to address the Panel within the arrangements made for public discussion (Standing Order SS09).

The same will also apply to any Member who has a personal interest in providing a new school. If a personal interest, the Member may speak and vote on the matter. If a prejudicial interest is declared, the Member should leave the Chamber whilst the matter is being dealt with but may first make a personal statement on the matter as if they were a member of the public addressing the meeting under the Public Participation Procedure. The Member must immediately leave the meeting at the start of debate on the agenda item.

If the Member leaves the Chamber in respect of a declaration, he or she should ensure that the Chair is aware of this before he or she leaves because it should be recorded in the Minutes.

- 5.16 All proposals received will be assessed and the Council will advise the DfE of their preferred sponsor. The Secretary of State for Education will take the Council's assessment into account, along with any additional relevant factors. The Secretary of State reserves the right to overrule any local process and agree a sponsor from the Department's list of approved sponsors on the basis that there may be further evidence about a proposer, or proposers, which means that none of those put forward are suitable. The national intention is to ensure that the school is always established by the best proposer possible.

As part of the planning process for new schools, the Council will also undertake an assessment of the impact of the proposal, both on existing educational institutions locally, and in terms of impact on particular groups of pupils from an equality's perspective. This is to enable the Secretary of State to meet the duties under section 9 of the Academies Act 2010 and under section 149 of the Equality Act 2010. In the unlikely event that the Secretary of State has concerns about the level of analysis, the Council may be asked to undertake further work on their impact assessment.

In accordance with the regulations the Council will await the Secretary of State for Education's decision before formally making public the outcome of their assessment or the result of the EOI process.

- 5.17 The Council is responsible for providing the site for the new school and meeting all associated capital costs. It is also required to meet the revenue costs of the new provision by making provision in its growth funds to support increases in pupil numbers relating to basic need.

From April 2013 the Schools Budget has been responsible for funding all pre-opening and all post-opening start-up costs associated with establishing new presumption route provisions (to meet basic need) in academies and free schools. The latest policy for calculating these resources was agreed by the Strategic Schools Forum (SSF) in February 2021. The policy is reviewed regularly. The funding for new growth forms part of the overall North Somerset allocation and as new places are provided, the funds available to other schools and academies could be adjusted accordingly.

The latest guidance is available

at: <https://www.supportservicesforeducation.co.uk/Page/10238>

- 5.18 Expanded site Intentions (size and age range) – where local places are needed and this can be addressed by the expansion of an existing school on the existing or onto a new site, where more than one establishment may be deemed appropriate for expansion, a decision to request Local Intentions of Interest for providing new school places may be progressed. Any such decisions will also be discussed with the Regional Schools Commissioner who will often be the decision maker if the expanding school is an academy.

Expressions of Interest will need to follow the principles of new school competitions as shown in Addendum A and will need to show:

- how well the additional places are located to meet growth and, in the case of Special School provision, whether the school is able to meet the needs of the additional young people requiring a Special School place;
- standards in the school - it is expected that schools that expand will be Outstanding or Good * with appropriate Progress 8 scores;
- the capacity of the school to provide suitable accommodation on the site, within existing space and within planning/building constraints or to be able

to move to a new site and continue to meet its communities needs and those of an extended school population without detriment to its current local community;

- the popularity of the school;
- the potential of any expansion to create overprovision or reduce diversity of provision in an area;
- where a school moves onto a new site and does not retain the current locations provision, the school/MAT is prepared to relinquish all control of their current site to make this available to the Council in exchange.

* Where no solution to a requirement for additional places can be found that meets this criterion, consideration will be given to expansion solutions where a school can evidence sufficient leadership capacity and standards are improving towards good.

5.19 In such cases as in 5.18 above, the Council will oversee consultations and publish any statutory proposals to expand and/or relocate a community, community special or VC school. Whilst non-academy Foundation and Trust schools can oversee their own statutory consultations, the Council may oversee these on behalf of the governing body if requested. Foundation and Trust Schools will need to follow the guidelines outlined by the DfE in their publication Making Prescribed Alterations to Maintained Schools - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/756572/Maintained_schools_prescribed_alterations_guidance.pdf The Council's Executive Committee is the decision maker for these proposals

5.20 For academies, in agreed circumstances the Executive Member for Children Services & Lifelong Learning may decide to support a proposal made by the Trustees of an Academy if their proposal meets the strategic aims of this strategy and of the Council.

The Academy would be expected to follow the making Significant Changes to an existing Academy Guidance issued by the DfE– see https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/847451/Significant_change_and_academy_closure_151119.pdf The Regional Schools' Commissioner is the decision maker, having regard to the determination of the local Headteachers Board.

5.21 The Council will support the schools and academies in their requests provided they match its strategic obligations.

Review

~~How do you feel you are able to support the principles outlined above when the Council is seeking new or expanded school, especially when the duty to secure places remains with the Council but it is no longer the decision maker for c 78% of schools?~~

North Somerset Expression of Interest response evaluation matrix			Sponsor Name:		Total Score	0
Section	Criteria	Satisfactory (1-3)	Good (4-6)	Outstanding (7-9)	Score	
A	DfE Approved Sponsor	Yes/No				N/A
B	Organisation's knowledge and experience of the local area in relation to their plans to establish this particular school	<ul style="list-style-type: none"> Visited local area and site, general understanding of the Yatton community Understand how to write and manage an ongoing travel plan which responds to the particular needs of a site by identifying travel issues and solutions and delivers a range of initiatives which promote various forms of sustainable travel and road safety. A commitment to engage with the Modeshift STARS cycle in order to achieve accreditation at bronze level from the DfT's national travel awards for the new school site in Yatton. 	<ul style="list-style-type: none"> Visited local site, has a good understanding of the local area and has researched local, sociodemographic and educational information Inclusion of a current example of an ongoing travel plan which responds to the particular needs of a site by identifying travel issues and solutions and delivers a range of initiatives which promote various forms of sustainable travel and road safety. A commitment to engage with the Modeshift STARS cycle in order to achieve accreditation at silver level from the DfT's national travel awards for the new school site in Yatton. 	<ul style="list-style-type: none"> Visited local area and site, has an excellent understanding of the local area and socio-demographic and educational information Reference to local services to support families in the locality and community facilities Evidence of meeting with the local community and an understanding of their aspirations of the new school Inclusion of multiple current examples of ongoing travel plans which successfully responds to the particular needs of sites by identifying travel issues and solutions and delivers a range of initiatives which promote various forms of sustainable travel and road safety. A commitment to engage with the Modeshift STARS cycle in order to achieve accreditation at gold level from the DfT's national travel awards for the new school site in Yatton. 		
C	Sponsor's vision and how it meets the requirements in the published specification.	<ul style="list-style-type: none"> A clear vision for learning and teaching, and show how success will be measured A clear commitment to partnership working with parents and other key multi agencies including supporting a child's development in their early years Explanation of how the school will engage with, inspire and motivate its pupils and staff so that they achieve the highest possible standards and outcomes Explanation of how full participation of all learners will be enabled 	<ul style="list-style-type: none"> An inspiring, aspirational, clear and succinct vision, clearly showing what the school's ethos and key features will be Aspirations for community joint working to provide positive opportunities for all stakeholders Examples of success measuring techniques Examples of sponsor engaging, inspiring and motivating pupils and staff Examples of full participation 	<ul style="list-style-type: none"> A creative and innovative vision that will enhance education within the community Case studies showing positive impact of the: <ul style="list-style-type: none"> successful community joint working which provides positive opportunities for stakeholders teaching and learning success achieving high standards and outcomes positive impact of full participation letters of support from partners 		
D	How educational offer/curriculum plan meets the requirements in the specification	<p>Curriculum:</p> <ul style="list-style-type: none"> An operational plan that covers the key areas to deliver provision and outcomes Within the curriculum the following areas are noted - PHSE, PREVENT, safeguarding and welfare and British values <p>Measuring Performance:</p> <ul style="list-style-type: none"> Strategies for measuring pupil performance are identified Engage and motivate pupils and staff to achieve national standards and outcomes <p>Staffing Structure:</p> <ul style="list-style-type: none"> Structure that will deliver the planned curriculum within the expected income levels <p>Ensuring Inclusivity:</p> <ul style="list-style-type: none"> A vision of welcoming SEND and vulnerable children from the local area to be admitted to school Enable the full participation of all learners A programme of enrichment and extended services for all pupils <p>Early Years:</p> <ul style="list-style-type: none"> Vision statement that shows continuity between EY and KS1 Plan for involving parents in the learning, effective communication with parents and carers Recruitment of quality staff with the commitment to EYFS curriculum An equal opportunities policy which allows learning for SEND groups 	<p>Curriculum:</p> <ul style="list-style-type: none"> a broad and balanced curriculum plan in line with national guidance within the curriculum the following areas are taught - PHSE, PREVENT, safeguarding and welfare and British values <p>Measuring Performance:</p> <ul style="list-style-type: none"> Strategies for measuring pupil performance effectively and setting challenging targets Engage and motivate pupils and staff to achieve good standards and outcomes <p>Staffing Structure:</p> <ul style="list-style-type: none"> that will deliver a broad and balanced curriculum within the expected income levels leading to good teaching <p>Ensuring Inclusivity:</p> <ul style="list-style-type: none"> A vision of welcoming SEND and vulnerable children from the local and the wider area to be admitted to the school Enable the full participation of all learners within the full broad and balanced curriculum A programme of enrichment and extended services for all pupils with an emphasis on those with SEND <p>Early Years:</p> <ul style="list-style-type: none"> Vision and ethos statement that show continuity between EY and KS1 Plan for involving parents in the learning, effective communication with parents and carers and home visits for new starters Recruitment of quality staff with the commitment to EYFS curriculum which ensures independent learning An equal opportunities policy which allows learning for SEND groups in both indoor and outdoor learning environments 	<p>Curriculum:</p> <ul style="list-style-type: none"> An ambitious broad and balanced curriculum plan in line with national guidance within the curriculum the following areas are an integral part - PHSE, PREVENT, safeguarding and welfare and British values <p>Measuring Performance:</p> <ul style="list-style-type: none"> Innovative strategies for measuring and tracking pupil performance effectively and setting challenging and aspirational targets and will engage inspire and motivate its 'pupils and staff so that they achieve the highest possible standards and outcomes <p>Staffing Structure:</p> <ul style="list-style-type: none"> Flexible staffing structure that will deliver a planned curriculum for the 21st century within the expected income levels with a focus on outstanding teaching which includes effective performance management <p>Ensuring Inclusivity:</p> <ul style="list-style-type: none"> A vision and ethos of welcoming SEND and vulnerable children from the local and the wider area to be admitted to the school Enable the full participation of all learners within the full broad and balanced curriculum and ensuring that the needs of the most vulnerable learners are met A full programme of enrichment and extended services for all pupils with an emphasis on those with SEND <p>Early Years:</p> <ul style="list-style-type: none"> Vision and ethos statement that shows continuity between EYFS and KS1 based on child centred approach Clear direction of involving parents in the learning, effective communication with parents and carers and home visits for new starters Recruitment of high quality staff with a passion and commitment to EYFS curriculum which ensures independent and stimulating learning An effective Equal opportunities policy which allows learning for SEND and vulnerable groups in both indoor and outdoor learning environments 		
E	Evidence of how the sponsor would meet the capacity and capability requirements	<ul style="list-style-type: none"> Proven ability within a MAT to run schools that are financially robust and deliver good educational outcomes Members of staff with recognised qualifications in managing school finances, school leadership, project management, marketing, human resources, safeguarding and health and safety Evidence that governance arrangements and structures of existing MAT schools are delivering good outcomes within a financially robust setting Evidence of the capability and capacity within the sponsor's organisation to deliver a new school that is financially robust with the capacity to deliver good education Commitment to the principal of local schools for local children and to meet the demand for school places for pupils from the local new developments Evidence of successfully delivering a school building project Evidence working in partnership with other local schools, MATs and the local authority Able to provide high quality education in alternative accommodation, being flexible and innovative in the use of resources Evidence of working with local councils, sharing data as requested to enable performance to be monitored 	<ul style="list-style-type: none"> Proven ability within an established MAT structure to open a new school in an area of residential growth with phased growth that are financially robust and delivered good educational outcomes Experienced members of staff who have overseen the opening of a new schools with recognised qualifications in managing school finances, school leadership, project management, marketing, human resources, safeguarding and health and safety Evidence that the governance arrangements and structures of the sponsor's previously opened new school is delivering good outcomes within a financially robust setting. Evidence that the sponsor has the capability and capacity within their organisation to deliver a new school that is financially robust with the capacity to deliver good education without detriment to other schools within your MAT Fully embrace the requirements of the s106 agreements, meeting the demand for school places for pupils from the developments and local community Able to evidence working in partnership with other local schools, MATs and the local authority when opening a new school that has not resulted in a large-scale relocation of existing pupils from other local schools Evidence of working with a local authority to successfully deliver a new schools that meet the 21st century needs of pupils Experience of providing high quality education in alternative accommodation and be prepared to be flexible and innovative in the use of resources Evidence of working with local councils, sharing data as requested to enable performance to be monitored 	<ul style="list-style-type: none"> Proven ability, within an established MAT structure, to open a significant number of new schools (4+) in areas of residential growth that have had a phased growth and have been financially robust and delivered outstanding educational outcomes Highly experienced members of staff who have overseen a significant numbers (4+) of new schools with recognised qualifications in managing school finances, school leadership, project management, marketing, human resources, safeguarding and health and safety Robust governance arrangements and structures in the sponsor's previously opened new schools, opened in areas of residential growth that are delivering outstanding outcomes within a financially robust setting. Demonstrable evidence of the capability and capacity within the sponsor's organisation to deliver a new school that is financially robust with the capacity to deliver outstanding education without detriment to other schools within the MAT Evidence of other schools in the MAT fully embracing the principle of local schools for local children and meeting the demand for school places for pupils from local new developments and the wider community Evidence of working in partnership with other local schools, MATs and the local authority when opening a significant number (4+) of new schools that have not resulted in a large-scale relocation of existing pupils from other local schools Evidence of working with a local authority to successfully deliver new schools that meet the 21st century needs of pupils and can offer their facilities to the local community have experience of providing high quality education for the residents generated from any new development in alternative accommodation before the opening of the new permanent school buildings and are prepared to be flexible and innovative in the use of resources have evidence of co-equal partnerships with local Councils, working with and sharing data as requested by the Council to enable the LA to monitor their performance 		
F	Funding and Costs	<ul style="list-style-type: none"> Have evidence of robust financial arrangements across your multi academy trust Willing to pay all reasonable costs in relation to the transfer of land Provision of 2 years company financial accounts (or alternative if not trading as a trust for more than 1 year). <p>The score of 0 - 5 as a result of "Audit West's" financial assessment analysis that looks at balance sheet and profit or loss ratios to analyse the financial position of an entity. Including the comparison to industry averages and analyses trends of ratios over a three year period. Trends that improve over a period of time are scored higher than those that do not improve.</p>	<ul style="list-style-type: none"> Have evidence of robust financial arrangements across your multi academy trust has enabled another school to benefit from the financial and other resources of the wider trust to secure its own financial viability Willing to pay all reasonable costs in relation to the transfer of land Provision of 2 years company financial accounts (or alternative if not trading as a trust for more than 1 year). <p>The score of 6-10 as a result of "Audit West's" financial assessment analysis that looks at balance sheet and profit or loss ratios to analyse the financial position of an entity. Including the comparison to industry averages and analyses trends of ratios over a three year period. Trends that improve over a period of time are scored higher than those that do not improve.</p>	<ul style="list-style-type: none"> Have evidence of robust financial arrangements across your multi academy trust have enabled growing schools to benefit from the financial and other resources of the wider trust to secure its own financial viability Willing to pay all reasonable costs in relation to the transfer of land Provision of 2 years company financial accounts (or alternative if not trading as a trust for more than 1 year). <p>The score of 11-15 as a result of "Audit West's" financial assessment analysis looks at balance sheet and profit or loss ratios to analyse the financial position of an entity. It also compares to industry averages and analyses trends of ratios over a three year period. Trends that improve over a period of time are scored higher than those that do not improve.</p>		
G	Impact and Equalities	<ul style="list-style-type: none"> Demonstrate a commitment to promoting equality and diversity and eliminating unlawful discrimination and harassment for all students and staff Demonstrate a commitment to engage and support protected characteristic groups 	<ul style="list-style-type: none"> Able to provide case studies demonstrating a significant commitment to promoting equality and diversity and eliminating unlawful discrimination and harassment for all students and staff Able to provide case studies for engaging and supporting protected characteristic groups 	<ul style="list-style-type: none"> Able to provide case studies demonstrating a significant commitment to promoting equality and diversity and eliminating unlawful discrimination and harassment for all students and staff across multiple schools Able to provide case studies that show a positive impact on protected characteristic groups 		

Where the evidence and argument submitted by potential sponsors is considered to be inadequate, the scoring will be assessed as 0

Appendix 4

Draft Education Provision in North Somerset ~ A Commissioning Strategy 2021 – 2024

Capital Funding

- 1.1 Capital allocations for new school places come to the Council from a range of sources including: Basic Need; Targeted Basic Need; s106 contributions/Community Infrastructure Levy (CIL) and Free School Bids. The Department for Education (DfE) may also allocate bespoke funding for priority areas as national priorities dictate. There have not been any Targeted Basic Need funding opportunities open to councils for a while.
- 1.2 Whereas the Local Authority (LA) receives a Capital Maintenance Allocation to cover urgent health and safety and condition needs of community and Voluntary Controlled (VC) schools, and Voluntary Aided (VA) schools are supported by the Locally Coordinated Voluntary Aided Programme (LCVAP), all schools have ear-marked Devolved Capital (DC) paid to them to meet the improvement needs of their sites. Smaller academies/academy chains can bid for funds from the Academies Condition Improvement Fund whilst larger academy chains qualify for School Condition Allocations.

The Council's Capital Maintenance Allocation for the 12 LA schools for which the Council is now responsible (as at January-May 2021) from allocations received over the past 3 financial years is as below:

2018/19 £	2019/20 £	2020/21 £	2020/21 'Uplift' £
600,767	384,833	370,543	172,087
600,767	384,833	542,630	

This fund is currently based on a formula that reflects the numbers of pupils in schools. As school convert to academy status, the overall pot is reduced.

The latest individual school DC allocations in 2020/21 and 2021/22 are as below:

	£ (2020/21)	£ (2021/22)
Banwell Primary	6,036	5,991
Churchill C of E Primary	6,059	6,131
Golden Valley Primary	8,613	8,635
Kewstoke Primary	4,952	5,087
Sandford Primary	5,676	5,681
St Andrew's C of E Primary	6,543	6,418
Winscombe Primary	6,385	6,407
Wrington C of E Primary	6,284	6,283
Baytree Special	6,221	7,417

Ravenswood Special	7,881	<u>10,049</u>
VLC – Milton and Oldmixon sites	6,565	<u>8,581</u>
Westhaven Special	8,253	<u>11,695</u>

Capital Maintenance Allocations for the 2021/22 financial year were announced on 28 April 2021. North Somerset's grant has remained as £370,543.00. This includes a transitional protection payment of £71,996.

Funding will be allocated to school schemes based on the priorities shown in 2020 condition surveys of the school estate that, as at May 2021, are being finalised.

The recent site assessments for these schools show condition needs amounting to £10,159,805 excluding M&E assessments.

Capital Maintenance allocations will not normally be allocated to those maintained schools who have indicated an intention to transfer to academy status unless there are urgent health and safety needs that must be addressed with urgency.

Section 6 of the Academies Act 2010 provides that 'Local Authorities must cease to maintain a school on the date which it opens as an academy.' The Council will not include schools that are known to be converting to academy status in its Schools Capital Maintenance Programme even though, for many, if they had not converted before the start of a new financial year, the Council has received an element of maintenance funding for them as part of its Capital Maintenance Funding received from the DfE's national grant distributions. This is because the funding from the DfE does not cover the extent of work required across the school's capital buildings stock that far exceeds the annual allocations.

Where there are health and safety needs that must be addressed with urgency in most cases a contribution towards updates will be discussed with the school and the new Trust.

- 1.3 Whilst the Council was granted a total basic need allocation of £31,641,935 between the 2018/19 and the 2019/20 financial years, the allocations for the 2020/21, ~~and~~ 2021/22 and 2022/23 financial years have ~~both~~ all been announced as £0.

Basic need is paid to support the provision of new mainstream school places, whether at academies or LA maintained schools. There is an expectation that Council's contribute c30 - 40% of their funds to each project. Council funding is rarely allocated to school projects.

- 1.4 The Council was allocated £788,484 between the 2018/19 and the 2020/21 financial years to support adaptations/expansions to its Special Educational Needs and Disabilities (SEND) provision. This was further enhanced by £181,508 and £363,016 across this period (£1,325,007 in total). ~~The further payment of this grant in the future is unknown and cannot be relied upon.~~ This money is intended to create new SEND places.

A further year's allocation of this grant of £1,152,776 was announced in April 2021 although it has been made clear future allocations cannot be relied upon.

The DfE have provided guidance on how the funds should be spent. The 'Government's vision for children and young people with special educational needs (SEN) and disabilities is the same as for all children and young people - that they achieve well and lead happy and fulfilled lives.' The Children and Families Act 2014 places important statutory responsibilities on local authorities for supporting children and young people with special educational needs (SEN) and disabilities. This is a vital role that local authorities retain in an increasingly school-led education system and one that requires long-term strategic planning, informed by detailed local knowledge enhanced through consultation with parents and carers, and good relationships with local schools.

The capital funding is not ring-fenced, and local authorities can use it as they see fit. There is an expectation that local authorities will seek to use this funding in a way that helps them manage the cost pressures on their high need's revenue budgets and should ensure they are considering any resulting savings when developing their Dedicated Schools Grant (DSG) Management plans. For this reason, this strategy recommends that use of this grant should be prioritised as below:

- To increase the availability of new SEND places across North Somerset, especially where this can contribute towards the availability of more local places to meet increasing demand and reduce the High Needs Block overspend
- To update current sites to meet the needs of existing pupils that could not be made if this fund were not available, such as making reasonable adjustments

Suggested types of work include, but are not limited to:

- projects that enable and/or increase access to mainstream placements for pupils with high needs (who might otherwise have required more specialist provision);
- projects that increase the local availability of high needs places to help reduce out of area placements and associated transport or residential costs, and/or reduce reliance on more expensive provision where local provision can be provided at less ongoing cost;
- projects that adapt, re-model or improve existing high needs places to make them suitable for a wider range of pupil needs. This could be achieved through:
 - Expansion(s) to existing high needs provision, including at the same site or at a different site.
 - Reconfiguring provision to make available space for additional places or facilities

- Re-purposing areas so that they meet the needs of pupils with SEND
- Investment in accessibility to improve access to existing provision
- Other capital transactions that result in new (additional) places or improvements to facilities
- Supporting or contributing to the cost of creating a whole new special school.

The funding is not intended for individual mobility equipment such as wheelchairs, or for maintenance work, which should be covered by Devolved Formula Capital funding, the Condition Improvement Fund or School Condition Allocations. The funding is provided for capital purposes only and cannot be used for revenue expenditure of any kind, such as training or staff costs.

1.5 The Council was successful in a Wave 13 Free School bidding round in May 2018 and Learn@MAT was announced in July 2020 as the sponsor to run a new Social, Emotional and Mental Health (SEMH) school from a Council-owned site in Churchill. In addition to gifting its land, the Council will be expected to pick up any abnormal project costs not covered by the Education, Skills and Funding Agency (ESFA). These could run into hundreds of thousands of pounds.

1.6 Capital allocations have previously been prioritised based on the following priorities:

- Invest to maintain
- Invest to grow (population)
- Invest to grow (economic)
- Invest to save (reduced costs)
- Invest to save (generate income)

For the Council's Capital Maintenance allocations, the priority will continue to be to:

- Invest to maintain to resolve:
 - Urgent emergency health and safety requirements
 - Projects identified as potentially resulting in school closure if they are not progressed

For basic need and SEND allocations:

- Invest to grow (population) to meet sustained increases in pupil population need

North Somerset Council has clear strategies for school place provision. Organisational and building changes to address basic need will only normally be progressed where they contribute to school standards; provide, where appropriate, community facilities to support national and local agendas; and meet pupil demand.

- 1.7 The Council has provided every North Somerset pupil with a local school place that asked for one. Our ability to continue to provide local places for local pupils will be dependent on having capital resources to facilitate this.

The delivery of new school places is dependent on the provision of sufficient land and capital allocations appropriate to new place needs. Securing sites of sufficient size for a proposed new school and clear of physical constraints is complex. Whereas land for new primary schools can often be given as part of s106 agreements in larger developments, land for new secondary and specialist SEND provision can be more difficult to obtain as the allocation of a significant school site may not always be proportionate to the level of appropriate developer contribution. Expansions of current schools may not always be possible due to the physical constraints of their sites. In certain cases, capital to secure a school site may be needed. The cost of a site is often dependent on its perceived value and the Council has no capital fund available to purchase land for school purposes. In addition, the cost of providing the buildings needed to deliver the extra places may often exceed the funding available. Whilst compromises are made, additional resources are often needed. Delays in the delivery of schemes may be necessary whilst additional funds are secured, although delays often result in increased costs too.

There is a significant risk that the capital funds needed to progress all the schemes contained within the commissioning strategy will not be found. School schemes need to be assessed against other council priorities. Officers continue to work to secure capital allocations from developers and through external funding sources as available, but often these do not cover the full cost of a project. Compromises need to be sought, but with increased costs to meet green agenda and other new planning requirements, there is a risk that some schemes will not be affordable, and pupils will need to be transported to other schools both inside and outside the district.

- 1.8 The Council only retains influence over its remaining 17 LA schools for whom it is the Decision Maker (5 community; 3 Voluntary controlled; 5 Aided and 4 special schools (5 sites)). This will continue until they convert (or not) to academy status.

For all other schools, decisions are taken by the Regional Schools' Commissioner (RSC) and the Secretary of State (SofS) /Department for Education (DfE). In these circumstances the Council is a consultee, although officers maintain open dialogue with the RSCs office and DfE officials so the Council's position and recommendations can be shared. This makes planning (and paying) for the Council's statutory duty to secure sufficient school and early years places complex.

- 1.9 In meeting new demand, business cases may need to be developed to support Council borrowing. The dilemma members may need to consider is that whilst a business case for need may show significant revenue savings over time, with the exception of home to school transport costs, most revenue savings will be beneficial to the Dedicated Schools Grant (DSG) and not to the

council budgets responsible for meeting the borrowing costs. The highest capital need for the Council is within the High Needs area for additional SEND places. With the High-Needs block of the DSG expected to have a -£7.57m overspend by the end of the 2020/21 financial year, the Strategic Schools Forum (SSF) and the Council may look to secure savings to this budget before any 'invest to save' schemes can be progressed.

Review:

~~Do you feel the funding currently available to progress school-based projects is sufficient to meet new demand?~~

~~Do you feel that 'invest to save' schemes should be progressed as part of the strategy to reduce the overspend on the High-Needs block? If so, who should be contributing to the up-front funding required?~~

DRAFT

Summary of eConsult Responses

Appendix 8

<p>Please provide your comments on the strategy and the stakeholder group that you are representing</p>	<p>Based on the information given in respect of the Public Sector Equality Duty in the Equality Impact Assessment included in the consultation documents, do you have any concerns about equality impacts that you would like to raise?</p>	<p>If you answered 'Yes' and wish to expand upon your response and/or make additional comments, please use the space below (including details of the Protected Characteristic(s) category you wish us to consider).</p>
	No	
<p>There are some good ideas but it is not inclusive and fails to represent the real perspective of certain groups of people within North Somerset. It would be helpful if there could be more opportunities to comment as a whole community (virtually or in a socially distanced way).</p>	Yes	<p>I feel that the proposed strategy is not inclusive and goes against the equality act. Whilst there are good recommendations it is somewhat short sighted and as such fails to be inclusive of the</p>
<p>Churchill Academy & Sixth Form remains supportive of the local authority's commissioning strategy and the principle of local schools for local children. With regard to the specific proposals for the Churchill clusters, we note the demographic projections and agree that the commissioning strategy accounts for projected numbers. Churchill Academy & Sixth Form would welcome a feasibility study for the expansion of our school on our existing site. With regard to the 2021-24 actions linked to the Churchill cluster, our Trust believes that an expansion of Churchill Academy & Sixth Form on our current site would be a more cost-effective, efficient and sustainable solution to provide school places for young people living in new housing within our cluster, than a new secondary school in Yatton. We remain open to discussions with the local authority around this possibility.</p>	No	
<p>A very comprehensive document, covers all aspects of education provision with a significant amount of data supporting the strategy. I am a resident and school governor.</p>	No	
<p>I am the Headteacher of a Maintained Primary School</p>	No View	
	No	

<p>Extend Learning Academies Network</p> <p>There is recognition of increased need and the majority planned and proposed will go some way to reduce the impact of SEND on mainstream schools, which is good. However, North Somerset Council has a duty to secure sufficient suitable education opportunities to meet the reasonable needs of all young people in their area. It is essential that this happens, the provision for SEND pupils is not fit for purpose and does not currently meet need. Out of county placements are expensive and are not in the interests of most pupils. The proposals for the expansion of current special provisions will not meet the increase in need. Placing further pressure on mainstream budgets to meet the needs of children with EHCs.</p> <p>The increase in the number of children deemed SEMH will not be met by the new provision of 65 places. This document mentions the growing population and increased demand for SEMH provision – is it sensible to still be looking at only 65 places (age 4-16 years, that makes about 5 places per school year – the facility will be at, or above capacity when it opens, which isn't until 2023)</p> <p>Improved financial planning is required to ensure that the increase in spending to accommodate children with SEN outside of mainstream, but not in special provisions, is minimised and funding is directed to expanding or creating new specialist provisions.</p> <p>Statement supporting the development of school buildings to provide learning facilities fit for 21st century living, teaching and learning is concerning when there are buildings in urban situations that are not necessarily fit for purpose.</p> <p>Given the falling roll (which is predicted to last some years) within North Somerset and the emergence of areas that have a significant surplus of school places. NSC should consider relocating an existing school to the new site thus negating the need for redundancies and other expensive cost reduction measures, which are publicly funded. In addition, the sale of any land/buildings could be used to subsidise a new building or be used by the council to provide enhanced educational facilities, such as SEND provision.</p> <p>Do you agree that the actions shown in 1.20 above are the right priorities for exploration and delivery, subject to funding?</p> <p>Action 1 mentions the need to support families. This is much needed, some schools already provide this (some more than others) Training need to be provided so all schools catch-up and realise the potential of Early Help and Teams Around the Family. We know that where and when these work, they reduce issues in school. There are schools within NS that have little or knowledge of this.</p> <p>Our Trust has a lot of expertise in many of the proposed areas, there are opportunities within these new plans and proposals for us to work collaboratively with other schools and trusts to develop understanding and skills, which we can deliver via the Beach training Hub</p> <p>As a Trust we would be welcome the opportunity to get on board and be part of the solution by working with NSC opening hubs or specialist provision to meet need</p>	<p>No</p>	
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<p>Do you agree that North Somerset Council has assessed its role in school place provision correctly? - Yes</p> <p>Were you aware of the above plans and do you have any comments to make about their delivery in relation to school place planning? - Yes I was aware of the plans. Only comments would be that it is unclear what consideration has been given to anticipating the proportion of families moving into the developed areas who may have SEN and require/request special school places. I am also unclear whether any of the housing will be sufficient to meet the independent needs of young adults with complex physical needs.</p> <p>Have we recorded the data above correctly and are there any changes needed to existing or new partnerships needed going forward? - I think so. However It is unclear in the current Board arrangements who holds schools and MATs to account over the identification of and meeting the needs of children with SEND. Governors and Trusts may hold headteachers to account but Governors and Trusts are not monitored or held to account other than via Ofsted. Could it be considered that someone sits on the Education Excellence Board to act as a critical friend and hold them to account if this does not already happen?</p> <p>Do you agree with the Operational Principles and Procedures outlined above ? - Yes</p> <p>Were you aware of the new places provided and to be delivered between 2018 – 21 and of the future for delivery? - Yes, mostly as a partner organisation but I am not sure this information has all been available to the general public or parents of children with SEND. It is also not clear whether this is sufficient allocation of spaces needed or when all of these places will actually be available. It would be good to see a clearer offer of local provision available on the Local Offer and the future plans?</p> <p>Are there any partners we have failed to list above ? No</p>	<p>No</p>	
<p>The strategy overlooks a prime factor in the provision of quality education in the parts of Weston that are going to suffer due to the housing generation in other areas. Such large building developments and the building of new primary schools iwthih these areas are going to have a huge impact on pupil numbers for established schools where building development is not taking place. The strategy doesn't take into account the business strategies that are going to be used in order to make classes and staffing viable i.e. an increase in mixed classes with larger numbers due to budget constraints and lower income for AUP.</p> <p>Is it the view of the strategy to amalgamate lots of smaller schools into larger schools eliminating the 'village community school'?</p> <p>I do acknowledge that this trend is also affecting larger schools in a similar situation.</p>	<p>No</p>	

<p>I represent St. Martin's C of E Primary School as Chair of Governors.</p> <p>The main focus of the consultation appears to be about the expansion of school provision in line with the expansion of new homes, particularly now in the "Parkland" / "Weston Villages" areas.</p> <p>There does not appear to be any thoughts to the impact to schools where there are potential drop offs of local demand, as is likely to effect Worle and the inner areas of WsM. It seems to me that rather than invest in building new facilities for Special Needs, that thought should be given to converting one of the existing schools that has seen a drop of in numbers that could meet this need.</p> <p>I was encouraged at the commitment to building "Greener" schools, but not sure how that is to be delivered to older buildings like St. Martin's, I would like to see provision for grants to help older schools invest in greener energy such as Solar Panels for Electricity and Heating as well as improved insulation.</p>	<p>No View</p>	
<p>I respond to the consultation on behalf of Lighthouse Schools Partnership (MAT of 24 schools in North Somerset and Bath and NE Somerset). We are broadly in favour of the Council's draft commissioning strategy. North Somerset typically understands its responsibilities and relationship with schools well and makes every effort to establish strong relationships with providers.</p> <p>We have several specific points to make in response to elements of the draft document:</p> <ol style="list-style-type: none"> 1. We do not feel that there is a case for an additional secondary school at Yatton. The provision of an additional primary school has already led to a gross overprovision of school places and consequent inefficient use of public funds. Any future need for secondary school places should in the first instance be addressed by negotiation with local secondary schools. As Backwell School is the local provider, this process should begin there. 2. Related to the above point, the council's 'local schools for local children' policy can lead to perverse financial decisions. Avoiding a transport cost of thousands can lead to spending of millions of pounds of public money to build and sustain a new school. As the success of our large schools (such as Gordano and Backwell) show, larger organisations can be both financially efficient and high achieving. 3. The demographic projections forecast sharp declines in the primary school population. We ask that the council works with groups of school in MATs (and beyond MATs in clusters) to manage places provision so that where necessary schools and Trusts can plan to reduce Planned Admission Numbers to match likely demand. Where it is predictable that existing PANs would yield inefficient class sizes, the overall number of places in a cluster should be reduced. The council should work positively with schools and Trusts who are willing to voluntarily reduce PANs. 4. Where new housing development is taking place, the council should give consideration to the use of Community Infrastructure Levy as an alternative to Section 106 contributions to ensure that all developments make contributions to local services. The council should hypothecate such funds to education purposes so that existing provisions can benefit. 	<p>No</p>	

Summary of Email Responses

Just a quick note re the Education consultation in Noticeboard today, a very minor error in the scheme of things on p15. Mendip Green have been missed out of the list of ELAN schools. As I say minor but thought we would let you know.

Response to North Somerset Education Provision

Commissioning Strategy

March 2021

There is clear evidence that housing both existing and planned, will increase and so will the population in North Somerset in the future. This will, by default, increase the number of places required for pupils with SEN(D) in the area.

I firmly believe in the principle of local schools for local children and that long journeys to non-residential placements for pupils with SEN(D) can be not only distressing and counter-productive, but also inevitably incur costs to the Local Authority which could be significantly reduced by in-Authority provision. It must be conceded, however, that for a small minority of pupils, their needs can be best met in placements out of the Local Authority area.

There are clear plans for a new Baytree Special School and provision at Westhaven Special School has already been extended. The co-location of the VLC sites onto a new single site in or near to Weston super Mare may allow for an increase in pupil numbers but the commissioning strategy papers are silent on any potential increase.

Extending the provision at Ravenswood Special School is an extremely exciting possibility and the development of independent living skills has long been the vision of the Governing Body at the school. This is the moment for the Local Authority to be decisive and bold in its undertaking to develop the remaining portion of the vacant VLC site in Nailsea. There is a significant amount of new housing planned for Nailsea which would create new CIL / s106 monies which could be used to fund the development.

The most straightforward of the options would be to transfer ownership of the whole site to Ravenswood which would enable the school, in new buildings, to increase the teaching spaces in the school. This would help meet the immediate and projected demand in places for pupils with SEN(D), who otherwise would have to attend more costly placements out of the area. There would be a significant long-term gain for pupils, families, carers and for the Local Authority.

I would encourage the Local Authority to decide that this is the moment to embrace a more wide-reaching alternative. The Staff at Ravenswood have already demonstrated, through consistent “GOOD” evaluations from OFSTED that they have the expertise required to meet the needs of their pupils, some of whom display extremely challenging behaviours. They have been extremely quick to grasp the opportunities recently created in the ex-VLC building kitchen area to

- provide pupils with the opportunities for Work Experience
- respond to ASDAN certification requirements
- encourage independent living skills
- increase social and inter-personal skills and confidence
- boost the self-esteem of the most vulnerable young people in society

I would encourage the Local Authority to decide that a strategic decision to transfer the whole site to Ravenswood is the correct way forward and that the site should be developed in the following ways, in a two storey building with disabled access to the upper floor

- **on the ground floor a sports hall facility** as the school has not had such a facility since it was opened in 1970 and the use of the dining hall as an indoor PE space is really not suitable
- this would enhance not only the physical and mental well-being of the pupils but would also encourage the healthy adoption of sporting activities into adult life
- with the correct design, this could be made available to the general public and become a revenue stream with the possibility of work experience for pupils
- **on the ground floor an independent living unit** which would provide some transition for pupils, supported by staff at the school which
- is more likely to succeed as the Staff at the school have an excellent working knowledge of the pupils and superb relationships with pupils, carers and families
- **on the upper floor**, teaching spaces to accommodate the increased pupil numbers and thereby reduce the reliance on out of area placements with the cost, stress and anxieties that these journeys can cause
- **on the upper floor**, breakout rooms for one-to-one interventions

In conclusion, having read through the Commissioning Strategy, I would encourage the Local Authority to bravely embrace the plans above and develop a long-term and permanent solution to the increased need in the area.

Just a few points

Are there any plans for a Voyage Learning site in the North of the Authority.

Page 29, 1.3.14 should it say the board is chaired 'currently' by ..

I didn't read the Acts!!!

Section 1.58 do DC's qualify as partners?

And I note with interest Appendix 1 that a Yatton secondary school site to be identified by Sept 22, - I agree and will 'watch this space' with interest!!!

Wearing my clerk to governors hat, rather than my parish council one, might I ask when/how/to whom this consultation has been notified to schools and governing bodies?

Is it possible to remedy what I take to be the inadvertent exclusion of Wraxall CofE Primary School from the list of schools in the Lighthouse Schools Partnership (LSP) Backwell hub at Paragraph 1.3.2 on Pages 15-16 of the Commissioning Strategy document?

P7 Review: Do you agree that North Somerset Council has assessed its role in school place provision correctly?

Yes

P30 Review: Have we recorded the data above correctly and are there any changes needed to existing or new partnerships needed going forward?

Answer – not in a position to say.

P51 Review: Do you agree with the Operational Principles and Procedures outlined above ? Yes

Should they be updated in any way?

No. It is unfortunate that Local Authorities are obliged to give land for new schools, even though these new schools must be academies and will not come under Local Authority control. Since that is the case then the procedures are correct.

P58 Review: Were you aware of the new places provided and to be delivered between 2018 – 21 and of the future for delivery?

We were aware in general terms of some of the provision but not all.

If not, how can the Council better update the community about current and potential plans?

Information could be included on the NSC website.

P58 Review: Are there any partners we have failed to list above?

Not aware of any.

Questions from Appendix 2

Review: Do you agree that finding additional SEND places will be a priority for the 2021 – 2024 strategy?

Yes, although finding places wherever there is a shortfall is also a priority.

Do you agree that the principles and actions in 1:19 above are the right values and next steps?

Generally yes. However principle 4 is not easy to understand. What does this mean “schools will not share separate messages for those who may have different needs”?

Principle 12 is probably impractical. If students require Home to School transport then it will be sustainable if that is what is provided by NSC. Perhaps Principle 12 should concentrate on requiring Home to School Transport to be sustainable, including taxis.

If Home to School Transport is not required then transport may well not be sustainable. Parents may not want their children to walk alone to school but may not be prepared to walk with them. Students with SEND may not be able to use public transport, and public transport may well not be available for these journeys. If parents drive their children to school then this may well not be sustainable.

Do you agree that the actions shown in 1.20 above are the right priorities for exploration and delivery, subject to funding?

Yes, although Action 7 seems to be at odds with Principle 1 in 1.19. NSC and the Education, Health & Care Plan generally specify whether children with SEND should attend a mainstream school or an SEND school. So parents would not have a choice of school.

Do you agree that the capital schemes identified in 1.20 will start to address some of the identified needs across North Somerset? Yes

Is there anything you or your organisation could do to support these principles and aims?

Not really, other than by replying to this consultation.

Questions from Appendix 3 Place Planning Developer Contributions

P4 Review: Do the arrangements for developer contributions work well for the Council and local schools?

With S106 funding, when new schools are planned in a new development, it is sometimes the case that the school is not available for the children of the first residents in the development. This is not ideal. Either these children have to change schools when the new school is ready, or if these children stay at the other school they will have less opportunity to make friends with other children on the new development who attend the new school.

Clearly the arrangements for developer contributions do not work well for providing SEND schools.

Do you support the creation of new schools for new communities and the Council working towards carbon neutral home to school accessibility for students and families? **Yes.**

Are the Council's arrangements for securing new academies via national guidelines still fit for purpose?

It is unfortunate that Local Authorities are obliged to give land for new schools, even though these new schools must be academies and will not come under Local Authority control. It is of course true that developers are required to provide land for new schools in new developments. But in other cases, eg where a new special school may be required which does not directly arise from a new development it would be fairer for the local authority to be paid for the land by an academy chain or the local authority could maintain ownership of the land and the academy chain could be required to pay rent to the local authority.

P13 Review: Are the principles held by the Council to secure sufficient places right? **Yes**

How do organisations feel they are able to support the principles outlined above, especially where the Council is no longer the decision maker for c 78% of schools?

Organisations could support planning applications for school expansion where this is needed for local children.

Are you suggesting that support includes financial support? Perhaps Town Councils or other partner organisations could be asked for financial contributions towards local school buildings.

P20 Review: Do you support the principle of 'local schools for local children' and the strategies and process for securing extra places as indicated above? **Yes**

Should the Council increase its requirements for pupil place capital contributions from developers to match the national average? **Yes**

What priority should the Council give to the allocation of CIL contributions for educational delivery alongside the allocation of resources to other Council priorities?

Difficult! Always a balancing act obviously, but could the allocation of CIL money be related to the degree of need/shortfall of capacity in a location?

P24 Review: Are there any further factors the Council should be considering when determining projection need and securing sites and financial contributions for new schools or expansions to current provisions?

Not aware of any.

P30 Review How do you feel you are able to support the principles outlined above when the Council is seeking new or expanded schools, especially when the duty to secure places remains with the Council but it is no longer the decision maker for c 78% of schools?
This is difficult to support. It would be fairer if new schools were able to become Local Authority schools, but the government would have to change its policy for this to happen.

Appx 4 Capital Funding

Review: Do you feel the funding currently available to progress school-based projects is sufficient to meet new demand?
No, clearly not. In the list of Local Authority schools some school buildings are very old, in poor condition and expensive to maintain. The Government should provide more funding.

Do you feel that 'invest to save' schemes should be progressed as part of the strategy to reduce the overspend on the High-Needs block? **Yes**

If so, who should be contributing to the up-front funding required?

It is difficult to see where else this could come from, other than NSC. Dioceses could also be asked for up-front funding for church schools.

We thought it was very positive to have some advance planning for SEND provision & additional SEND school places in North Somerset. Our only concern would be are we being ambitious enough with Hubs - inclusion within mainstream to get more provision within the community.

Will the new housing within the Local Plan will be designed and be sufficient to meet the independent needs of young adults with complex physical needs.

Notes of Public Consultation Zoom Meeting

Monday 15 March 2021 @ 18:00

Present:

(SV) – North Somerset Council
(FW) – North Somerset Council
(WP) – North Somerset Council
(EW) – North Somerset Council
(JA) – North Somerset Council
WG – North Somerset Councillor
JG – Governor Banwell School
KW – Parent of a SEND child and Weston College
SH – Head Teacher Kewstoke School

SV opened the meeting and welcomed everyone, and everybody then introduced themselves and their interest in the consultation.

SV presented a PowerPoint summary of the Commissioning Strategy to achieve the following:

- Share a brief overview of the draft Education Provision in North Somerset – A Commissioning Strategy 2021 – 2024. This also included a section around our equalities duties.
- Check for any inaccuracies
- Answer any immediate questions

Questions & Answers

During the presentation, the following points were raised:

1. **SH** asked about the priorities in the plan and whether they were weighted in any way. **SV** responded that it would be on a case by case basis, but funding would be relevant as to whether a project is deliverable, if there is developer funding, how it aligns on higher level strategies and whether it meets the Council's aspiration to be carbon neutral by 2030.
2. **KW** asked whether post 16 data could be included with the SEND data and what was the strategy around post 16? Also, if this is a projected area of growth, could the document include and focus on the knock-on growth for Weston College and all other providers. **WP** agreed to take on board these comments and to see if it were possible to include additional data around this in the document.
3. **SH** wanted to know whether the future Baytree places had been included in the projections and was concerned that we still have a greater need for SEND places than there are available. She was keen to see how interventions for short term places may work. It will be important to review the difference they will make to needs in the future. Is the strategy of hubs making a positive difference? **KW** commented on the Nailsea Hub and felt personally that it was worth investing in. It was felt that personal opinions of parents were important and that enabling SEND pupils to be educated within the local authority area spreads funding and helps more children.

4. **KW** mentioned that she is a VLC Governor and feels that additional work with VLC pupils and short-term intervention to get them back into mainstream school is important. How can this be enhanced, and should this also be included in the document? **WP** confirmed that they are currently looking at ways to do this, primary outreach support with staff going into schools or pupils going to the VLC for a couple of sessions a week. Secondary pupils going to the VLC for a term or so to get targeted help on their specific needs. Working to go through the inclusion panel and outreach work with the SEMH school too.
5. **WG** wanted to know whether this strategy would inform the Local Plan. **SV** confirmed that the Local Plan is a Council Strategic plan and a legal requirement. The Commissioning Strategy is not a legal requirement and many of the plans for new school places are as a result of the Local Plan. It does raise a question of how reactive or pro-active the school plans should or can be – should we say please build here as more children are needed to fill this school, or please don't build here as we don't have enough school places. The Children's Services Directorate are working with planners to ensure they are aware of where we need new schools (funded by S106/CIL) and where we need children.

19:05 **SV** thanked everyone for joining the meeting and asked them to make further contact with herself, or **JA** if they had any further observations or questions that they would like to raise, and if not already done, please respond to the online consultation.