



**LONDON BOROUGH OF BRENT
SCHOOL PLACE PLANNING STRATEGY
2019-2023**

Refresh - November 2019



BRENT SCHOOL PLACE PLANNING STRATEGY 2019 – 23

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1. Introduction

As the champion for all children and young people in the borough, Brent Council has statutory duties to promote the wellbeing, safety and achievement of Brent children and to promote high standards that help all children to fulfil their potential. Brent Council also holds the statutory duty to ensure sufficient school places for Brent children.

This strategy sets out how Brent will deliver sufficient school places in context of the Council's statutory duties, ensuring that school place delivery supports the achievement of the best outcomes for Brent children.

1.1 Brent Context

Brent is one of the most culturally diverse areas in England. The dynamic mix of communities continues to enrich and inform the social, economic and cultural make-up of the borough. In 2018/19 the largest ethnic groups of statutory school age are: Asian Indian (16%), White Eastern European (8%), White British (8%), Black Somali (8%), Black Caribbean (6%), Asian Pakistani (4%) and Afghan (3%). Brent schools experience high levels of mobility and immigration with a large proportion of under 16s born outside the United Kingdom (19%). In addition to new arrivals, socio-economic pressures placed on many of Brent's families combined with a housing stock which relies heavily on privately rented accommodation, contribute to relatively high levels of pupil turnover in many of our schools. Based on the pupil premium allocations the proportion of Brent pupils who are disadvantaged is 24%, just below the national figure of 27% and London average of 31%.

1.2 School Effectiveness in Brent

Over the last five years, Brent's self-improving system has become firmly embedded in the borough, with a shared responsibility for school effectiveness and improvement between the Local Authority and schools.

As a result, the quality of education provision is high. At the end of the 2018-19 academic year, Ofsted had judged the overall effectiveness of 95% of Brent schools as good or outstanding. This put Brent ten percentage points above the national average of 85% and one percentage point above the London average of 94%. This level of school inspection performance places Brent in the top quartile, top quintile and eighth percentile of performance of Local Authority areas in England and the second quartile of Local Authority areas in London. Three schools (two maintained primary and one secondary sponsored academy) are currently judged as requires improvement and a recently converted academy's predecessor school was judged as inadequate. All nursery and special schools and pupil referral units have been judged as at least good and all special schools in the borough are rated as good or outstanding.

In 2017, Brent's Strategic School Effectiveness Partnership Board approved a new Strategic Framework for School Effectiveness in Brent 2017-20. The Framework sets the following measures of success which will be supported by the delivery of this Place Planning Strategy:

- All Brent schools are judged Good or Outstanding
- All Brent headteacher vacancies are filled

- Governance has contributed to Good or Outstanding Leadership and Management judgements at all Brent schools
- The attainment gap between Brent schools is reduced by 30 percentage points at Key Stage 2 and by 15 points at Key Stage 4
- The attainment gaps at Key Stage 2 and Key Stage 4 are reduced by 50 per cent for Black Caribbean boys, Somali pupils, and Travellers of Irish heritage, and the progress for middle attaining pupils with SEND is above the national averages.

Within this context, the School Place Planning Strategy 2019-23 presents the objectives and operating principles that underpin the council's approach to school organisation to deliver the best quality of education provision to support the best outcomes for Brent children. The Strategy outlines the projected demand for school places in Brent based on the latest forecasts. These are updated annually to ensure that any new factors that impact on pupil forecasts are taken into account and refine the council's understanding of future place need.

The original School Place Planning Strategy 2019-23 set the following expectations:

School Place Planning Strategy Measures of success

- All Brent schools are good or outstanding, with an increased proportion of schools outstanding, over the duration of this strategy
- All Brent schools thrive in effective partnerships with other schools, promoting resilience and mutual support
- The Council and schools work together to meet the challenge of providing sufficient school places
- The delivery of sufficient school places enables the achievement of the aims and objectives of the Brent Strategic Framework for School Effectiveness 2017-2020
- All schools operate in good quality, safe premises
- Children are educated close to home
- Schools work with the local communities they serve
- The Council and schools work in partnership to effectively meet the needs of children with Special Educational Needs and Disabilities
- The Council and schools make efficient use of resources.

2. Executive Summary

2.1 Demand for Mainstream Provision

Much of the focus on demand for mainstream provision is on places in Reception for infant and primary schools and Year 7 for secondary schools. These year groups reflect key points when demand patterns can shift. However, planning for school places also takes into account in-year growth as a result of in-migration and new housing.

2.1.1 Demand for Primary Places

Following unprecedented growth in demand for primary school places in Brent from 2006-2015, primary demand has reduced since September 2017. This has resulted in Brent currently having spare primary school place capacity. The latest Greater London Authority (GLA) projections (based on January 2019 school census) indicate that demand for Reception

will gradually increase over the next few years which will utilise some of this spare capacity. At a borough level, Brent has sufficient capacity to meet the gradual increase in demand for mainstream primary places and maintain 5% spare places to ensure that there are sufficient places to respond to in-year movement and migration.

The forecast increase in demand is not evenly spread across the borough. The local authority, therefore, will continue to support particular schools where necessary in managing the impacts of reduced pupil numbers with measures such as temporarily reducing admission numbers. The School Place Planning Strategy 2019-23 identifies a number of areas where primary places will be kept under review to ensure that provision is sustainable over the next five years (see Section 6). The local authority has recently undertaken consultation on a phased closure of provision on the Roe Green Strathcona site from September 2020 due to low demand.

In other areas, where there are a number of new housing developments, growth in demand is anticipated that could change school place demand patterns. Brent's housing target in the London Plan is set to significantly increase. While new growth areas may be identified over the period of this School Place Planning Strategy, the majority of these homes will be located in the Borough's growth areas: Alperton, South Kilburn, Wembley, Church End and Burnt Oak Colindale. These areas are being kept under close review. This includes Wembley Park where the Department for Education is currently planning to build the Ark Somerville Primary Free School.

2.1.2 Demand for Secondary Places

Demand for places in Year 7 increased in 2017 and this is expected to continue as the significant growth in pupil numbers in the Primary phase in Brent progresses into the secondary phase. The School Place Planning Strategy 2019-23 update identifies the need for an additional 10 forms of entry (see section 5) by 2023/24. This additional capacity could be provided through a combination of permanent school expansions, temporary bulge classes and new free schools.

A new free school was approved by DfE in November 2016, which will help to meet increasing secondary demand. The North Brent School, which will provide 900 secondary places, is expected to open in September 2020 initially on the Wembley High Technology College site before moving to its permanent location on the Chancel House site in Neasden Lane in 2022.

In addition, the Council is working with secondary schools that have expressed interest in expanding.

2.2 Special Provision

Demand for places that meet the needs of children and young people with SEND 0-25 is increasing in part in proportion to the overall rise in pupil numbers, but also due to increased diagnosis. The prevalence of Autism Spectrum Disorder (ASD) continues to rise and, as more children survive premature birth or severe disabilities, the number of children of school age presenting with significant additional needs is also increasing. Increased cohorts of primary children with Education, Health and Care Plans (EHCPs) are now moving through to the secondary and post-16 phase. To meet this demand and reduce dependence on out-of-borough independent special schools, which are expensive and can mean stressful journeys for vulnerable children and limit the access of children and their families to support networks,

Brent is planning to commission additional secondary special places to cater for pupils with ASD/MLD/SLD. This is in addition to a new special free school sponsored by the Brent Specialist Academy Trust (BSAT) that opened in September 2019 in temporary accommodation on the Queens Park Community School site and will move to its permanent accommodation in 2021, providing 100 places for children aged 5-18.

There is a need for the borough to develop post-19 SEND provision to meet demand for places for young people with SEND, in particular young people aged 19-24 with complex learning difficulties.

Brent is also working alongside an independent provider in the borough to access school places for primary aged pupils with social, emotional and mental health difficulties (SEMHD) as this remains a growing area of need. The Corner School opened in 2018 on Douglas Avenue, Wembley to cater for primary aged children and provides up to 35 places. The school is providing access to mental well-being therapeutic support. Brent commissions places at this provision (along with other local authorities), reducing the number of primary aged children with an SEMH need being placed out of the borough.

At secondary level, the local authority is running a process to establish an Alternative Provision school with integrated youth provision at the Roundwood Centre to increase local availability and the quality of provision, including individualised packages for secondary age pupils at risk of permanent exclusion. This provision will offer access to mental well-being therapeutic support, and will include vocational options alongside a core academic curriculum.

2.3 Childcare and Early Education

Alongside the statutory duty to provide school places the Council has an allied duty to secure sufficient childcare and early education. In addition to the existing entitlements of 15 hours of free early education for some two year olds and all 3 and 4 year olds, in September 2017, a statutory entitlement to 30 hours of free childcare and early education for all 3 and 4 year olds from working families was introduced. Implementation of this new entitlement in Brent has been successful and take-up was 92% of eligible families in the summer of 2019. Over the coming years, monitoring and review of this will be key, not only to maintain momentum but also to assess the impact of this on existing 2 year and 3 & 4 year 15 hour places as take-up of these has not followed the upward trajectory of the extended entitlement.

Since September 2017, the Council has administered the free entitlement for both schools and private, voluntary and independent (PVI) providers. This enables a full overview of early years provision, including take up across the Borough and at ward level and allows development of targeted actions to address gaps.

2.4 Post-16 Provision

The Education and Skills Act 2008 requires all young people in England to continue in education or training until at least their 18th birthday. The Council works in partnership with schools and the local Further Education college, the College of North West London (part of United Colleges), to ensure that young people aged 16-18 and up to the age of 25 for those who have an Education, Health and Care Plan have access to a range of opportunities to continue their education or training at a wide range of post-16 providers or through apprenticeships.

3. School Place Planning - Frequently Asked Questions

3.1 The Council's Role in School Place Planning

1. What is the Council's role in providing school places?

In addition to the statutory duties set out in the introduction above, the Education and Inspections Act 2006 places a duty on local authorities to act as commissioners, rather than providers of schools places. The Council has a statutory responsibility to ensure that there are sufficient school places available for all Brent children and young people who need one. The Council also has overarching responsibilities for school admissions, co-ordinating admissions at Reception, Year 3 (from infant to junior school) and at secondary transfer in Year 7.

In addition to securing school places for pupils aged five to 16, the Council has related statutory responsibilities in relation to:

- **Children and young people with special educational needs and disabilities (SEND)** where the Council has to make suitable provision to meet their needs
- **Early years provision**, where the Council has responsibility for childcare sufficiency and for provision for disadvantaged two year olds and all three and four year olds
- **Post 16 education and training** where the Council leads the local 16 to 19 partnership and takes overall responsibility for the sufficiency and suitability of provision, so that all young people can stay in education or training until at least their 18th birthday.

The Local Authority works with all schools and multi-academy trusts to deliver its statutory duties, as well as the local Dioceses and the Regional Schools Commissioner where this involves academies and free schools.

2. Can the Council open new schools?

It is not possible for the Council to open new community schools (Education Act 2011). All new schools are academies or free schools that are approved by the Secretary of State. Once the Council identifies a need for a new school it may use one of the following two routes to establish it:

- The **academy presumption** route whereby the Council would put forward a school proposal which it would advertise and promote to potential academy sponsors. Under this route, the Council would supply the site and use its own capital to build the school.
- The Council could 'support' a **free school** promoter to apply to the DfE to build a school, which could be on a Council owned site. The decision would be entirely at the discretion of the DfE, but schemes that help to meet school place pressures are more likely to succeed.

3. Who decides if a school will close, expand or amalgamate?

The Council has the power to instruct community schools to expand, but not academies, foundation or voluntary aided schools. The Council also has the power to close community schools or to require them to amalgamate. These are not powers that Brent has exercised hitherto as the aim, wherever possible, is to work collaboratively with schools. In the case of Academies any expansion must be approved by the Regional Schools Commissioner.

3.2 Pupil Projections

4. Where do the projections come from?

The projections that Brent and most other London authorities use to inform place planning are provided by the Greater London Authority (GLA):

- The GLA projections are informed both by centrally held demographic data, such as census, fertility rate and birth rate data provided by the Office of National Statistics (ONS), together with locally held information on migration patterns and planned housing growth (ward level housing development data provided by the Borough).
- The projection model calculates the number of children resident in each ward who are expected to attend each school by each national curriculum year from Reception to Year 11. The number of children projected for each new intake is calculated as an average of the proportion of children in those wards that attended the school in the previous 3 years multiplied by the ward level age population data. This helps to smooth out any unusual variations that are unlikely to reoccur each year. For other year groups the model calculates the current proportion of children in the ward attending the school and applies this to the ward level population data. School level projections are then aggregated to planning area projections and Borough totals.
- The methodology also takes account of the percentage of children who historically move into the following academic year in an area. This is particularly important in Brent where there is a high level of pupil mobility and migration to schools in other boroughs.

5. Are the projections accurate?

The GLA projections are a good indicator of place need, but they remain a statistical model which should be seen as a valuable tool rather than a definitive position. There are a number of factors which can lead to the projections being revised up or down:

- Underlying data, such as birth rates and migration patterns and the impact of local regeneration projects, can change significantly in a short period of time. For example, the GLA projections for Reception numbers in Brent are showing a gradual increase this year, in part due to a change in assumptions about pupil yield from new housing.
- Secondary projections are more secure as they largely take account of children already in the system. However, the percentage of children who historically move into the following academic year is a particularly important factor in Brent which is currently a net exporter of secondary pupils. This may change if pressures on secondary places in neighbouring boroughs lead to an increase in demand beyond that in the current projections.
- The Local Authority monitors both current and emerging local and national factors, such as Brexit, that can impact on school place demand. It remains difficult to predict the impact of Brexit on demand for school places and in particular demand from families of Eastern European origin. Demand at schools that serve these communities will be closely monitored.

6. What are primary planning areas and why do we have them?

The Council has a duty to provide a “reasonable offer” of a school place to all children. In the primary phase a “reasonable offer” is one that is within 2 miles of home. By dividing the Borough into five primary planning areas officers can more easily ensure that places are provided near to where children live. However, they are only a guide to help officers. In reality children can travel across planning areas to attend school, particularly when they live close to the borders.

7. What are secondary planning areas?

Secondary aged children are expected to travel longer distances to school. A reasonable offer for a secondary place is one that is within 3 miles of home, which given the size of Brent and the good transport links mean that children can travel to any school. However, secondary planning areas allow the Council to understand localised pressures for schools and where additional places would help more children attend a school near to where they live.

8. What do the projections indicate in the secondary phase?

The January 2019 projections indicate that demand for Year 7 places will increase as larger primary cohorts move through the system. Projections indicate growth in Year 7 of 13% between 2019 and 2027.

9. How does the Council forecast demand for special provision?

In order to understand demand for special school places, the Council analyses current and historical data to track trends in the number of children and young people aged 0-25 with EHCPs. This includes assessment of pupil numbers by year group and type of need, as well as the type of provision attended. Analysis of trends is used to predict likely future patterns of demand.

3.3 Providing Additional Places

10. Is it better to provide temporary or permanent classes?

Generally it is more cost effective to provide permanent places if they are needed for the longer term, but there are times where site and time constraints mean that this is not possible. There are also occasions where the bulge in numbers only applies to one cohort of students. In these circumstances, it is better to provide a temporary bulge class.

Expansion in the secondary phase is more complex than primary, partly because specialist facilities (e.g. sport, science, technology) may need to be provided alongside standard classrooms. Students also need to access these facilities during the building process which makes decant more challenging and can impact on cost.

11. Is it better to expand existing schools or provide new schools?

Where additional school places are needed, the Council seeks to provide places that provide high quality provision. This could be through expanding existing schools or through new schools. There are benefits to both:

- Expanding existing schools that are judged to be good or better by Ofsted gives the Council greater confidence that provision will be good and that it will be popular. It also helps to maintain stability in the existing school system. However, it is important that the challenges of expansion are well managed to avoid impacting on standards in good

or outstanding schools and on any particular groups of children and young people who are under-achieving.

- New schools offer a chance to provide new learning environments and to attract high quality providers. However, the Council does not control the provision of free schools. The Regional Schools Commissioner, acting on behalf of the Secretary of State, decides if a school should open. In a borough such as Brent there are also considerable challenges in finding sites for new schools.
- Expansions of existing provision are funded by the Council from Basic Need grant funding or the Special Provision Capital Fund for Additionally Resourced Provision and SEND units for pupils with EHCPs. New schools are largely funded by the Education and Skills Funding Agency.

3.4 Spare places

12. How does the Council manage spare places?

When demand for school places falls significantly and the number of spare places increases, this can cause difficulties for individual schools, in particular with regards to managing school budgets. Where this occurs, the Council analyses a range of local data, including recent intakes, parental preferences, availability of places within the local area and school standards, before recommending strategies that support schools within a local area to ensure the sustainability of provision.

4. Brent's Operating Principles for School Organisation

The following operating principles underpin Brent's approach to school place planning.

Principle 1: We will only undertake expansions at high quality schools where leadership is secure.

Principle 2: We will seek to expand schools that have high levels of parental preferences for admission, in particular schools that are regularly oversubscribed.

Principle 3: We will seek to minimise disruption to schools during expansion, paying particular attention to impacts on vulnerable groups, and support school leaders to manage the challenges.

Principle 4: We will expect expanded and re-structured schools generally to meet government guidance on space standards but will be prepared to consider innovative design solutions to achieve this.

Principle 5: We will develop local capacity to sponsor or promote new schools, working with academies in all phases.

Principle 6: We will as far as possible incorporate proposals for additional school places into new regeneration schemes.

Principle 7: We will consider how community benefits from school facilities can be maximised when we expand or build new schools.

Principle 8: We will consult with local communities as part of the planning process to minimise/mitigate the impact of new school developments.

Principle 9: We will build inclusive provision into expansion and new school proposals and work with neighbouring authorities on the planning of special school places.

Principle 10: We will continue planning secondary school places on a borough wide basis with the ambition to make Brent's secondary offer attractive to all parents, but will also consider secondary places by planning area.

Principle 11: We will continue planning primary places using planning areas.

Principle 12: We will promote federations between schools, both to address any quality issues and to address the future viability of one form of entry primary schools, and will work towards the amalgamation of separate infant and junior schools.

Principle 13: We will actively consider two-site schools and large schools where there is leadership and management capacity and where this is a genuine expansion and not a new school.

Principle 14: We will not currently seek to develop more all-through schools.

Principle 15: We will consider expanding voluntary aided schools only where there is local Brent demand, working with the relevant partners.

Principle 16: After assessing educational suitability, schemes for expansion or new schools will be judged in terms of value for money, deliverability and strategic fit with wider investment programmes.

5. The Need for Secondary Places

5.1 Demand Overview

The significant growth that has been seen in the primary phase since 2010 began to move through to the secondary phase in 2016. Table 1 shows secondary projections by year group against capacity. Year 7 intakes are forecast to increase year on year up to 2027/28. The forecasts also indicate that cohorts will grow as they move through the school system.

Table 1: Secondary projections 2019 and capacity

		Year 7	Year 8	Year 9	Year 10	Year 11
2019/2020	Capacity	3508	3478	3352	3316	3298
	Projections	3326	3227	3208	3189	3123
	surplus/deficit	182	251	144	127	175
2020/2021	Capacity *	3508	3508	3478	3352	3316
	Projections	3387	3367	3277	3256	3239
	surplus/deficit	121	141	201	96	77
2021/2022	Capacity *	3508	3508	3508	3478	3352
	Projections	3484	3454	3443	3349	3330
	surplus/deficit	24	54	65	129	22
2022/2023	Capacity *	3508	3508	3508	3508	3478
	Projections	3556	3552	3527	3518	3423
	surplus/deficit	-48	-44	-19	-10	55
2023/2024	Capacity *	3508	3508	3508	3508	3508
	Projections	3637	3624	3623	3600	3594
	surplus/deficit	-129	-116	-115	-92	-86
2024/2025	Capacity *	3508	3508	3508	3508	3508
	Projections	3650	3702	3693	3693	3672
	surplus/deficit	-142	-194	-185	-185	-164
2025/2026	Capacity *	3508	3508	3508	3508	3508
	Projections	3646	3699	3756	3751	3755
	surplus/deficit	-138	-191	-248	-243	-247
2026/2027	Capacity *	3508	3508	3508	3508	3508
	Projections	3691	3694	3752	3813	3812
	surplus/deficit	-183	-186	-244	-305	-304
2027/2028	Capacity *	3508	3508	3508	3508	3508
	Projections	3758	3743	3752	3813	3876
	surplus/deficit	-250	-235	-244	-305	-368

Table 1 identifies the additional places required to meet the forecast pupil population. However, an operating margin of 5% spare places is recommended to ensure that there is sufficiency to support in-year pupil movement and forecast growth in pupil cohorts as they move through the system.

Table 2 shows Year 7 forecasts against current capacity and identifies that an additional 10 forms of entry are needed to meet demand by 2023/24 and secure a 5% operating margin. Table 2 indicates that there is a need for additional capacity from 2020/21. Six of the 10 forms of entry needed by 2023/24 will be provided by the North Brent School. A further 2 forms of entry will be required in 2022 and 2023 respectively. This pattern of increasing demand

suggests that expanding provision in existing secondary schools is the best option to meet the additional capacity required beyond the North Brent School. If the North Brent School did not open as planned, additional places would be needed.

Table 2: Year 7 projections, current capacity and additional forms of entry required

Year	Year 7 projected intake	Year 7 places available	Surplus/ Deficit of places	Surplus/ deficit %	Additional Forms of Entry (FE) required to ensure 5% spare places	Additional FE required with North Brent Free School providing 4FE in 2020 and 6FE by 2022
2019/20	3326	3508	182	5%	0	0
2020/21	3387	3508	121	3%	2	0
2021/22	3484	3508	24	1%	5	1
2022/23	3556	3508	-48	-1%	8	2
2023/24	3637	3508	-129	-4%	10	4
2024/25	3650	3508	-142	-4%	11	1
2025/26	3646	3508	-138	-4%	11	0
2026/27	3691	3508	-183	-5%	12	1
2027/28	3758	3508	-250	-7%	15	3

5.2 Actions to increase capacity

The North Brent School that was approved by DfE in 2016 will provide essential capacity offering 180 places per year (6FE). The school is due to open from September 2020 offering 4 forms of entry on the Wembley High Technology College site, before relocating in 2022 to its permanent site, the Chancel House site, on Neasden Lane, which was selected by the ESFA after an extensive site search.

The Council is working with existing secondary schools that have expressed an interest in expanding to meet increased demand, with a view to providing an additional 4 forms of entry by 2023.

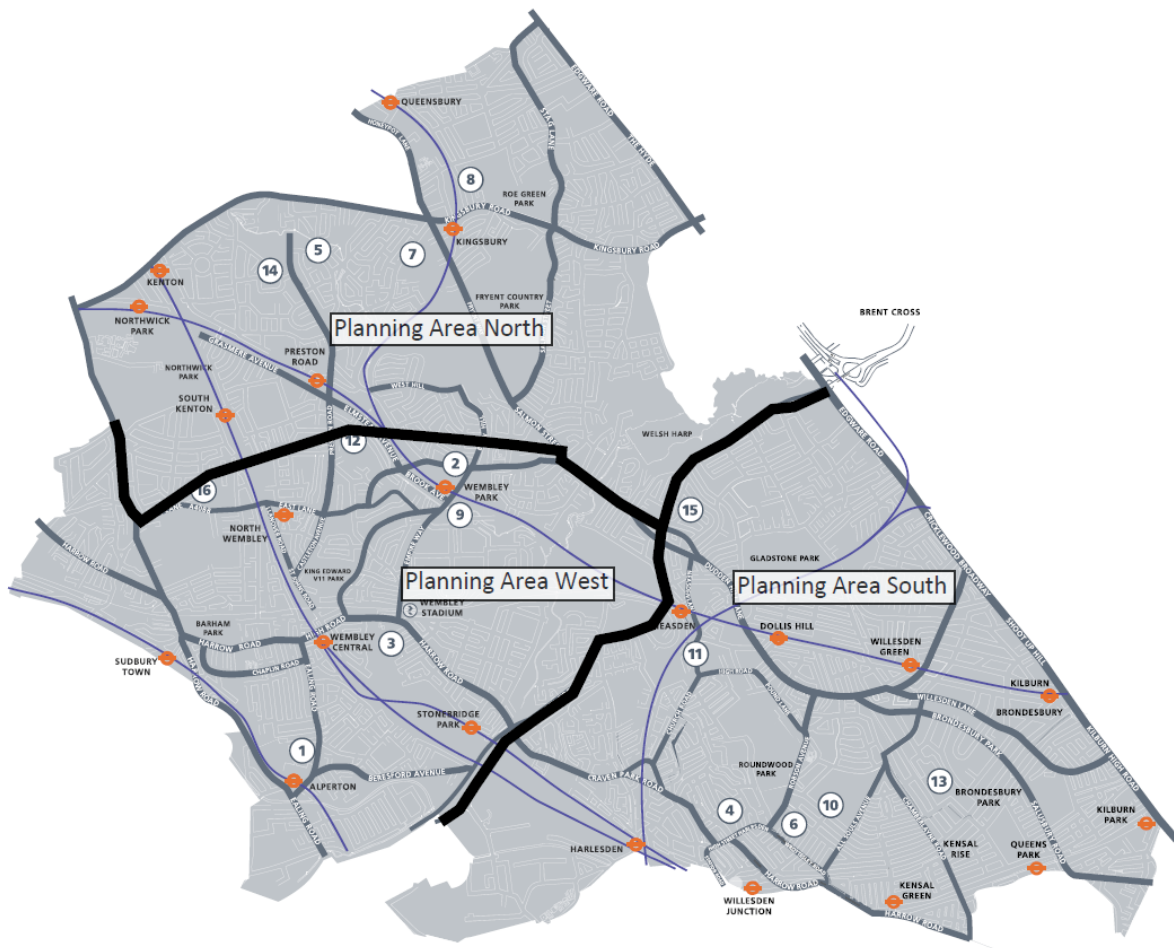
5.3 Secondary Planning Areas

Brent divides its secondary schools into 3 planning areas that reflect geographical groupings of schools – Secondary Planning Area North, Secondary Planning Area West and Secondary Planning Area South (Figure i).

The data by planning area suggest that the greatest pressure on Year 7 places will be in the planning areas in the North and West, rather than in the South where the North Brent Free School will be located. However, this analysis reflects historical preference and school attendance patterns, which are expected to change in the future with the establishment of the North Brent School.

Figure i: Secondary Planning Areas

- | | |
|--|--|
| <ul style="list-style-type: none"> ① Alperton Community School ② Ark Academy ③ Ark Elvin Academy ④ Capital City Academy ⑤ Clarendon High School ⑥ Convent of Jesus and Mary Language College (Girls) ⑦ JFS ⑧ Kingsbury High School | <ul style="list-style-type: none"> ⑨ Michaela Community School ⑩ Newman Catholic College (Boys) ⑪ North Brent School
(Proposed to open on Wembley High
Technology College site – September 2020) ⑫ Preston Manor High School ⑬ Queens Park Community School ⑭ St. Gregory's Catholic Science College ⑮ The Crest Academy ⑯ Wembley High Technology College |
|--|--|



Secondary Planning Area North

Wards	Fryent / Barnhill / Kenton / Northwick Park / Preston / Queensbury / Welsh Harp
Schools	Claremont High School, JFS, Kingsbury High School, St Gregory's Catholic Science College

Demand: Based on historical preference patterns, demand for Year 7 places is expected to increase in this area. While a shortfall is forecast from 2019/20, in reality pupils will travel to other secondary schools across the borough.

Planned action: The feasibility of expanding schools in this area is currently being explored.

Table 3: Secondary Planning Area North 2019 projections and capacity

		Year 7	Year 8	Year 9	Year 10	Year 11
2019/2020	Capacity	1098	1098	1098	1082	1064
	Projections	1171	1107	1094	1100	1077
	surplus/deficit	-73	-9	4	-18	-13
2020/2021	Capacity	1098	1098	1098	1098	1082
	Projections	1180	1181	1124	1110	1117
	surplus/deficit	-82	-83	-26	-12	-35
2021/2022	Capacity	1098	1098	1098	1098	1098
	Projections	1216	1194	1202	1143	1130
	surplus/deficit	-118	-96	-104	-45	-32
2022/2023	Capacity	1098	1098	1098	1098	1098
	Projections	1245	1227	1212	1221	1161
	surplus/deficit	-147	-129	-114	-123	-63
2023/2024	Capacity	1098	1098	1098	1098	1098
	Projections	1255	1257	1244	1230	1239
	surplus/deficit	-157	-159	-146	-132	-141
2024/2025	Capacity	1098	1098	1098	1098	1098
	Projections	1254	1266	1272	1261	1249
	surplus/deficit	-156	-168	-174	-163	-151
2025/2026	Capacity	1098	1098	1098	1098	1098
	Projections	1251	1261	1280	1287	1277
	surplus/deficit	-153	-163	-182	-189	-179
2026/2027	Capacity	1098	1098	1098	1098	1098
	Projections	1259	1259	1275	1294	1303
	surplus/deficit	-161	-161	-177	-196	-205
2027/2028	Capacity	1098	1098	1098	1098	1098
	Projections	1287	1266	1272	1289	1309
	surplus/deficit	-189	-168	-174	-191	-211

Secondary Planning Area West

Wards	Alperton / Barnhill / Preston / Sudbury / Tokyngton / Wembley Central
Schools	Alperton Community School, Ark Academy, Ark Elvin Academy, Michaela Community School, Preston Manor Upper School, Wembley High Technology College

Demand: Secondary Planning Area West includes two major growth areas in Wembley Central and Alperton and demand for Year 7 places is expected to increase in this area. Wembley is set to drive the economic regeneration of Brent as a high quality, urban, connected and sustainable city quarter. Up to 14,400 new homes are planned around Wembley National Stadium and Wembley town centre up to 2026. Alperton is being promoted for mixed-use regeneration, which will include over 5000 new homes.

Planned action: Alperton Secondary School expanded by 2FE in 2018 using the school's Stanley Avenue site. Ark Elvin's new school building provides accommodation for an increased admission number of 270. It is anticipated that the school will in time fill to this capacity. The feasibility of expanding other schools in this area is being explored.

Table 4: Secondary Planning Area West 2019 projections and capacity

		Year 7	Year 8	Year 9	Year 10	Year 11
2019/2020	Capacity	1356	1326	1212	1192	1192
	Projections	1276	1307	1252	1187	1192
	surplus/deficit	80	19	-40	5	0
2020/2021	Capacity	1356	1356	1326	1212	1192
	Projections	1317	1305	1334	1276	1208
	surplus/deficit	39	51	-8	-64	-16
2021/2022	Capacity	1356	1356	1356	1326	1212
	Projections	1368	1365	1349	1375	1313
	surplus/deficit	-12	-9	7	-49	-101
2022/2023	Capacity	1356	1356	1356	1356	1326
	Projections	1405	1420	1411	1395	1416
	surplus/deficit	-49	-64	-55	-39	-90
2023/2024	Capacity	1356	1356	1356	1356	1356
	Projections	1496	1457	1464	1454	1436
	surplus/deficit	-129	-118	-83	-36	-5
2024/2025	Capacity	1356	1356	1356	1356	1356
	Projections	1525	1544	1500	1507	1494
	surplus/deficit	-169	-188	-144	-151	-138
2025/2026	Capacity	1356	1356	1356	1356	1356
	Projections	1537	1563	1578	1537	1540
	surplus/deficit	-181	-207	-222	-181	-184
2026/2027	Capacity	1356	1356	1356	1356	1356
	Projections	1571	1572	1596	1611	1569
	surplus/deficit	-215	-216	-240	-255	-213
2027/2028	Capacity	1356	1356	1356	1356	1356
	Projections	1611	1610	1609	1632	1644
	surplus/deficit	-255	-254	-253	-276	-288

Secondary Planning Area South

Wards	Brondesbury Park / Dollis Hill / Dudden Hill / Harlesden / Kensal Green / Kilburn / Mapesbury / Queens Park / Stonebridge / Willesden Green
Schools	Capital City Academy, Convent of Jesus and Mary Language College, Newman Catholic College, Queens Park Community School, The Crest Academy

Demand: There are currently spare places in this planning area, although demand patterns are expected to change over the next few years. Underpinning assessment of the need for additional places across the borough is the planning assumption that all schools in this area will fill to their current Published Admission Numbers.

Planned action: The establishment of the North Brent School is anticipated in 2020 on a temporary site in Secondary Planning Area West offering 4 forms of entry, before moving to its permanent site in this area in 2022. The school is sponsored by the Wembley Multi-Academy Trust that includes Wembley High Technology College, which is an oversubscribed outstanding school. It is anticipated that current preference patterns will change as pupils will travel from other areas to the school. If required, there is a potential for other schools in this area to expand.

Table 5: Secondary Planning Area South 2019 projections and capacity

		Year 7	Year 8	Year 9	Year 10	Year 11
2019/2020	Capacity	1054	1054	1042	1042	1042
	Projections	878	814	862	902	853
	surplus/deficit	176	240	180	140	189
2020/2021	Capacity	1054	1054	1054	1042	1042
	Projections	890	881	820	870	914
	surplus/deficit	164	173	234	172	128
2021/2022	Capacity	1054	1054	1054	1054	1042
	Projections	900	896	890	830	887
	surplus/deficit	154	158	164	224	155
2022/2023	Capacity	1054	1054	1054	1054	1054
	Projections	905	906	905	902	846
	surplus/deficit	149	148	149	152	208
2023/2024	Capacity	1054	1054	1054	1054	1054
	Projections	886	911	916	916	918
	surplus/deficit	168	143	138	138	136
2024/2025	Capacity	1054	1054	1054	1054	1054
	Projections	870	892	919	926	930
	surplus/deficit	184	162	135	128	124
2025/2026	Capacity	1054	1054	1054	1054	1054
	Projections	857	875	898	928	938
	surplus/deficit	197	179	156	126	116
2026/2027	Capacity	1054	1054	1054	1054	1054
	Projections	860	863	881	908	940
	surplus/deficit	357	363	358	310	270
2027/2028	Capacity	1054	1054	1054	1054	1054
	Projections	860	867	871	892	922

	surplus/deficit	194	187	183	162	132
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5.4 Cross-border movement

The GLA projections reflect the percentage of children who historically move from Year 6 to Year 7 in the following academic year. Brent has traditionally been a net exporter of pupils, in part due to Brent's proximity to other boroughs. In the south of the Borough just over 41% of Brent parents chose out-of-borough secondary schools for their children starting school in September 2019 (Table 6). Neighbouring boroughs are facing similar school place challenges as a result of increasing demand and it is likely that Brent parents will find it increasingly difficult to access places in out-of-borough secondary schools. Additionally, parental perception of Brent secondary schools that are currently under-subscribed is expected to change as Ofsted judgements and standards have improved. The combination of these factors could mean that the demand for places in Brent secondary schools may increase beyond that currently shown in Table 2.

Table 6: Secondary transfers by secondary planning area

LA of Offered School 2019	Brent Resident School Planning Area			
	PA North	PA South	PA West	Total
Brent Total	739	1006	948	2693
Brent %	79.98%	58.76%	86.26%	72.10%
Barnet	79	120	23	222
Camden	0	85	3	88
Ealing	3	44	30	77
Hammersmith and Fulham	3	44	5	52
Harrow	80	32	50	162
Herts	8	1	1	10
Hillingdon	1	1	4	6
Hounslow	0	6	10	16
Kensington and Chelsea	2	62	2	66
Slough	3	3	7	13
Westminster	4	307	12	323
Other LAs	2	1	4	7
Non-Brent Total	185	706	151	1042
Non-Brent %	20.02%	41.24%	13.74%	27.90%
Grand Total	924	1712	1099	3735

6. The Need for Primary Places

6.1 Overview

Between 2006 and 2017, Brent saw an unprecedented increase in the demand for primary school places. The primary pupil population (Reception to Year 6) increased from 20,822 in January 2006 to 26,823 in January 2017, an increase of 28.8% (Graph 1). This trend changed in 2017 when the number of children admitted to Reception reduced for the first time in 11 years, followed by lower intakes in 2018 and 2019. Reception intakes are now forecast to gradually increase from 2020 (Table 7).

Graph 1 – Primary numbers on roll and projections as at January each year

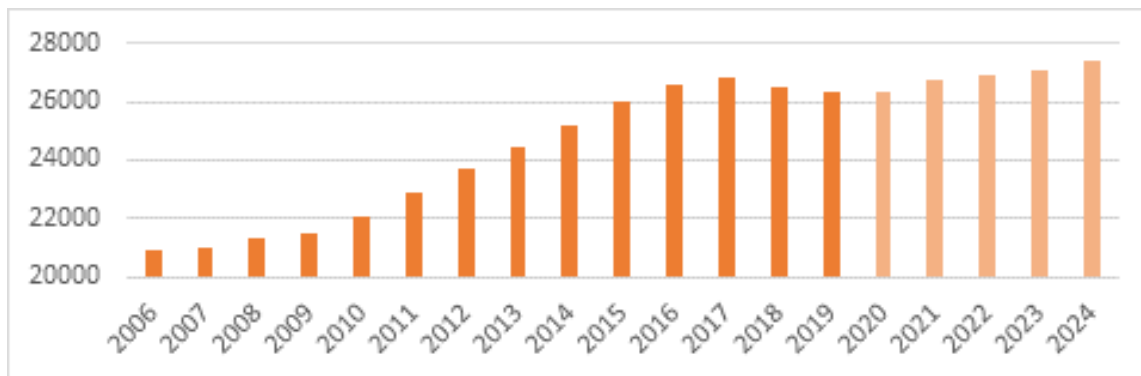


Table 7 shows that borough-wide, there is sufficient capacity to meet anticipated demand across all year groups up to 2024/25 and to manage mobility. However, spare capacity is not evenly distributed across all planning areas (see below).

Table 7: Primary forecasts 2019 and capacity

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2019/2020	Capacity	4,277	4,277	4,282	4,277	4,307	4,337	4,277
	Projections	3,714	3,644	3,722	3,907	3,844	3,817	3,697
	surplus/deficit	563	633	560	370	463	520	580
2020/2021	Capacity	4,277	4,277	4,277	4,282	4,277	4,307	4,337
	Projections	3,747	3,663	3,661	3,760	3,907	3,865	3,828
	surplus/deficit	530	614	616	522	370	442	509
2021/2022	Capacity	4,277	4,277	4,277	4,277	4,282	4,277	4,307
	Projections	3,829	3,742	3,718	3,752	3,800	3,955	3,906
	surplus/deficit	448	535	559	525	482	322	401
2022/2023	Capacity	4,277	4,277	4,277	4,277	4,277	4,282	4,277
	Projections	3,868	3,822	3,800	3,800	3,791	3,850	3,998
	surplus/deficit	409	455	477	477	486	432	279
2023/2024	Capacity	4,277	4,277	4,277	4,277	4,277	4,277	4,282
	Projections	3,901	3,867	3,878	3,881	3,841	3,840	3,891
	surplus/deficit	376	410	399	396	436	437	391
2024/2025	Capacity	4,277	4,277	4,277	4,277	4,277	4,277	4,277
	Projections	3,958	3,894	3,919	3,951	3,918	3,888	3,877

surplus/deficit	319	383	358	326	359	389	400
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Table 8 shows forecast Reception intakes against capacity. The latest pupil forecasts suggest that, despite fluctuating birth rates (Table 9), Reception cohorts will gradually increase over the next five years. The GLA primary projections for Brent for January 2019 reflect a change in the forecasting model regarding assumptions about pupil yield from new housing development, resulting in higher forecasts than the 2018 projections.

Despite the forecast increase in reception demand, there will still be spare primary school places in Brent. Brent aims to have a minimum of 5% spare places to manage in-year migration and to ensure the authority can respond to any sudden increase in demand. This avoids the need to open temporary provision or bulge classes, which is neither educationally desirable nor cost effective.

A number of measures are in place to support schools during periods of reduced intakes. These include temporarily reducing admission numbers or placing an informal cap on admission numbers and considering temporary alternative use of spare accommodation.

Table 8: Reception forecasts against capacity

Year	Reception projected intake	Reception capacity	Spare places	% spare places	Spare places as forms of entry
2019/20	3714	4277	563	13%	19
2020/21	3747	4277	530	12%	18
2021/22	3829	4277	448	10%	15
2022/23	3868	4277	409	10%	14
2023/24	3901	4277	376	9%	13
2024/25	3958	4277	319	7%	11

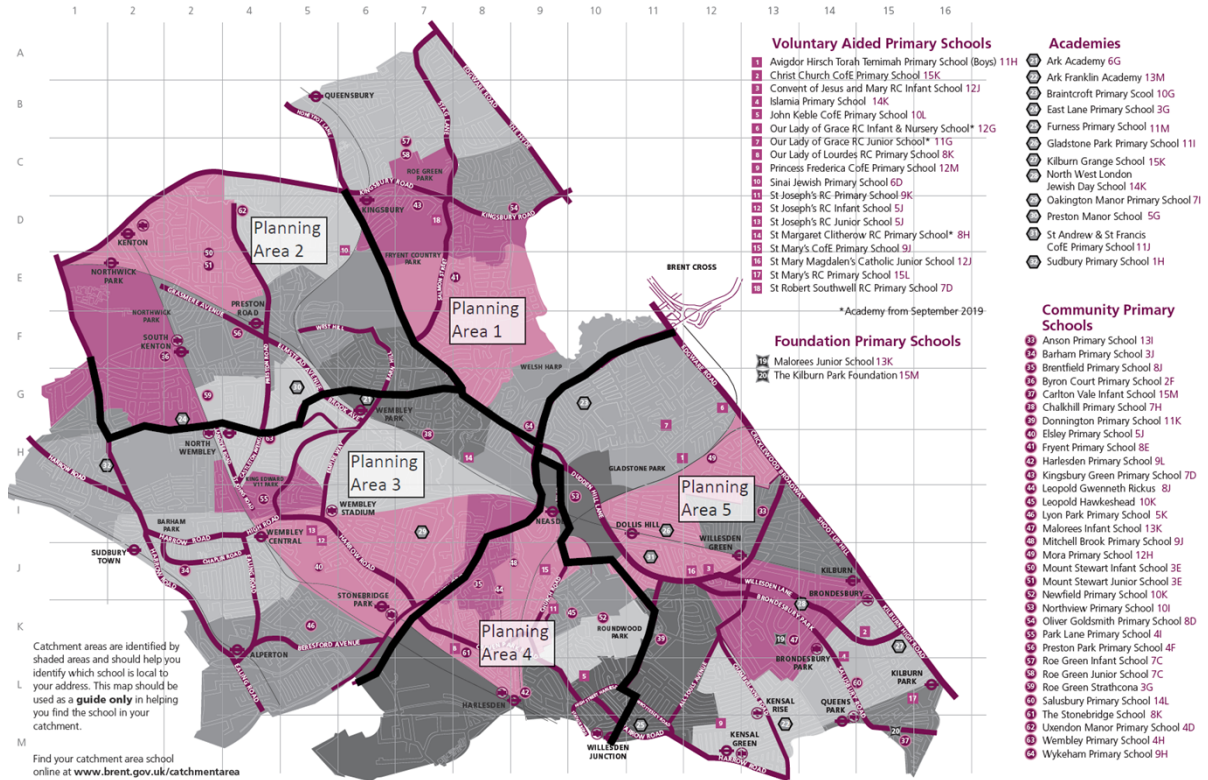
Table 9: Births in Brent (by calendar year)

Year	2014	2015	2016	2017	2018
Births in Brent	5078	5204	5146	5208	4705

6.2 Primary Planning Areas

The Borough is divided into 5 Primary Planning Areas (see Figure ii). This supports the Council in providing a school place within a reasonable travelling distance for primary children. The match of demand to the supply of places varies across planning areas and year groups.

Figure ii: Brent Primary Planning Areas



Primary Planning Area 1

Wards	Fryent / Queensbury / Welsh Harp
Schools	Fryent Primary School, Kingsbury Green Primary School, Oliver Goldsmith Primary School, Roe Green Infant School, Roe Green Junior School, St Robert Southwell RC Primary School, Wykeham Primary School

Demand: The January 2019 forecasts show Reception intakes remaining relatively steady over the next 5 years. A shortfall of places is forecast for some cohorts as they move through the system (based on in-migration assumptions). It is anticipated that places in neighbouring planning areas will accommodate these pressures.

Planned action: There are no plans to increase capacity in Planning Area 1.

Intakes at Fryent Primary School have been lower than the school Published Admission Number over the past few years. An Additionally Resourced Provision for children with Autistic Spectrum Disorder (ASD) at Fryent has been developed in temporary spare accommodation.

Table 10: Planning Area 1 2019 GLA projections and capacity

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2019/2020	Capacity	510	510	510	510	510	540	510
	Projections	479	482	470	480	501	544	510
	surplus/deficit	31	28	40	30	9	-4	0
2020/2021	Capacity	510	510	510	510	510	510	540
	Projections	498	483	490	480	486	507	553
	surplus/deficit	12	27	20	30	24	3	-13
2021/2022	Capacity	510	510	510	510	510	510	510
	Projections	496	501	490	504	487	491	515
	surplus/deficit	14	9	20	6	23	19	-5
2022/2023	Capacity	510	510	510	510	510	510	510
	Projections	493	496	506	498	508	490	497
	surplus/deficit	17	14	4	12	2	20	13
2023/2024	Capacity	510	510	510	510	510	510	510
	Projections	489	495	502	514	503	513	498
	surplus/deficit	21	15	8	-4	7	-3	12
2024/2025	Capacity	510	510	510	510	510	510	510
	Projections	486	489	501	509	517	506	519
	surplus/deficit	24	21	9	1	-7	4	-9

Primary Planning Area 2

Wards	Barnhill / Kenton / Northwick Park / Preston
Schools	Byron Court Primary School, Mount Stewart Infant School, Mount Stewart Junior School, Preston Manor Lower School, Preston Park Primary School, Roe Green Infants School (Strathcona), Sinai Jewish Primary School, Uxendon Manor Primary School, Wembley Primary School

Demand: The January 2019 forecasts indicate that Planning Area 2 will have a high number of spare places across all year groups over the next 5 years and around 4FE spare places in Reception.

Planned action: This planning area is adjacent to Planning Areas 1 and 3 and spare capacity could absorb any increase in demand in these areas.

Due to reduced demand, the Council has undertaken a consultation on closing the one form of entry provision on the Roe Green Infants School Strathcona site through a phased closure from September 2020.

A temporary reduction in the Published Admission Number of Uxendon Manor Primary School (30 places) has been agreed from September 2020.

Table 11: Planning Area 2 2019 GLA projections and capacity

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2019/2020	Capacity	780	780	780	780	780	780	780
	Projections	628	592	578	694	651	689	633
	surplus/deficit	152	188	202	86	129	91	147
2020/2021	Capacity	780	780	780	780	780	780	780
	Projections	642	614	589	593	692	649	689
	surplus/deficit	138	166	191	187	88	131	91
2021/2022	Capacity	780	780	780	780	780	780	780
	Projections	649	635	618	617	599	694	654
	surplus/deficit	131	145	162	163	181	86	126
2022/2023	Capacity	780	780	780	780	780	780	780
	Projections	657	644	640	642	621	603	699
	surplus/deficit	123	136	140	138	159	177	81
2023/2024	Capacity	780	780	780	780	780	780	780
	Projections	662	651	647	662	647	623	607
	surplus/deficit	118	129	133	118	133	157	173
2024/2025	Capacity	780	780	780	780	780	780	780
	Projections	673	658	655	671	669	649	627
	surplus/deficit	107	122	125	109	111	131	153

Primary Planning Area 3

Wards	Alperton / Sudbury / Tokyngton / Wembley Central
Schools	Ark Academy, Barham Primary School, Chalkhill Primary School, East Lane Primary School, Elsley Primary School, Lyon Park Primary School, Oakington Manor Primary School, Park Lane Primary School, St Joseph's RC Infant School, St Joseph's RC Junior School, St Margaret Clitherow RC Primary School, Sudbury Primary School

Demand: Planning Area 3 includes two major growth areas in Wembley Central and Alperton. Wembley is set to drive the economic regeneration of Brent as a high quality, urban, connected and sustainable city quarter and up to 14,400 new homes around the Wembley National Stadium and Wembley town centre area up to 2026. Alperton is being set to provide up to 5000 new homes. As a result of new housing, Reception intakes are expected to increase over the next 5 years. As the new housing comes on-stream, it is likely that there will be a need for additional capacity in the area.

Planned action: The January 2019 GLA projections indicate an increase in demand for Reception places in Planning Area 3. Spare places in other planning areas will be able to absorb any short-term pressures in demand. Additional capacity is likely to be required from 2023 onwards. The DfE is planning to build a new free school, Ark Somerville Primary school, in this area which will be located on the York House site in Wembley Central. The DfE has indicated that the school will come on-stream when demand indicates that it is required.

Table 12: Planning Area 3 2019 projections and capacity

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2019/2020	Capacity	970	970	970	970	970	970	970
	Projections	906	896	918	960	898	839	794
	surplus/deficit	64	74	52	10	72	131	176
2020/2021	Capacity	970	970	970	970	970	970	970
	Projections	925	907	909	946	963	920	839
	surplus/deficit	45	63	61	24	7	50	131
2021/2022	Capacity	970	970	970	970	970	970	970
	Projections	1,002	955	943	962	970	1,002	936
	surplus/deficit	-32	15	27	8	0	-32	34
2022/2023	Capacity	970	970	970	970	970	970	970
	Projections	1,044	1,026	990	999	985	1,008	1,017
	surplus/deficit	-74	-56	-20	-29	-15	-38	-47
2023/2024	Capacity	970	970	970	970	970	970	970
	Projections	1096	1068	1,057	1045	1023	1023	1021
	surplus/deficit	-126	-98	-87	-75	-53	-53	-51
2024/2025	Capacity	970	970	970	970	970	970	970
	Projections	1154	1117	1099	1,111	1069	1061	1033
	surplus/deficit	-184	-147	-129	-141	-99	-91	-63

Primary Planning Area 4

Wards	Harlesden / Kensal Green / Stonebridge / Willesden Green
Schools	Brentfield Primary School, Harlesden Primary School, John Keble CE Primary School, Leopold Primary School, Mitchell Brook Primary School, Newfield Primary School, Our Lady of Lourdes RC Primary School, St Joseph's RC Primary School, St Mary's CE Primary School, Stonebridge Primary School

Demand: The January 2019 projections forecast Planning Area 4 to have high levels of spare places over the next five years. In the longer term, the LA expects demand to increase in this area as new housing comes on stream. This includes the Old Oak redevelopment scheme. Initial plans were for 870 additional units by 2026. However, the Old Oak and Park Royal Development Corporation (OPDC) has indicated that all numbers and timescales are to be revised as new sites have since been added to the masterplan. The LA is in dialogue with the OPDC to understand the likely impact on provision in Brent.

Planned action: A temporary reduction in the Published Admission Number of Harlesden Primary School (30 places) has been agreed from September 2020. Demand in this area will be kept under review to ensure provision is sustainable. The Council will be supporting schools in this area to manage reduced demand, which could include additional temporary reductions to published admission numbers.

Table 13: Planning Area 4 2019 projections and capacity

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2019/2020	Capacity	765	765	765	765	765	765	765
	Projections	601	557	594	635	639	637	643
	surplus/deficit	164	208	171	130	126	128	122
2020/2021	Capacity	765	765	765	765	765	765	765
	Projections	591	587	556	586	630	636	640
	surplus/deficit	174	178	209	179	135	129	125
2021/2022	Capacity	765	765	765	765	765	765	765
	Projections	590	582	589	553	585	630	644
	surplus/deficit	175	183	176	212	180	135	121
2022/2023	Capacity	765	765	765	765	765	765	765
	Projections	591	585	589	588	554	587	643
	surplus/deficit	174	180	176	177	211	178	122
2023/2024	Capacity	765	765	765	765	765	765	765
	Projections	588	589	593	589	592	560	600
	surplus/deficit	177	176	172	176	173	205	165
2024/2025	Capacity	765	765	765	765	765	765	765
	Projections	590	585	596	592	591	595	572
	surplus/deficit	175	180	169	173	174	170	193

Planning Area 5

Wards	Brondesbury Park / Dollis Hill / Dudden Hill / Kensal Green / Kilburn/ Mapesbury / Queens Park / Willesden Green
Schools	Anson Primary School, Ark Franklin Academy, Avigdor Hirsch Torah Temimah Primary School, Braintcroft Primary School, Carlton Vale Infant School, Christchurch CE Primary School, Convent of Jesus and Mary Infant School, Donnington Primary School, The Furness Primary School, Gladstone Park Primary School, Islamia Primary School, Kilburn Grange Primary School, Malorees Infant School, Malorees Junior School, Mora Primary School, North West London Jewish Day School, Northview Primary School, Our Lady of Grace Infant and Nursery School, Our Lady of Grace RC Junior School, Princess Frederica CE Primary School, Salusbury Primary School, St Andrew & St Francis CE Primary School, St Mary Magdalen's RC Junior School, St Mary's RC Primary School, The Kilburn Park Foundation School

Demand: The January 2019 projections show reducing Reception intakes and an increasing number of spare places in Planning Area 5 over the next 5 years. Many children living in this planning area attend schools in neighbouring authorities, such as Camden and Westminster.

This planning area covers the South Kilburn regeneration region. It is anticipated that the South Kilburn master plan will maximise housing developments, which could lead to an increase in pupil demand as new housing comes on stream.

Planned action: As part of the South Kilburn regeneration programme, school place demand in Planning Area 5 will be kept under review.

Table 14: Planning Area 5 2019 projections and capacity

		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2019/2020	Capacity	1,252	1,252	1,257	1,252	1,282	1,282	1,252
	Projections	1,101	1,117	1,165	1,138	1,155	1,108	1,117
	surplus/deficit	151	135	92	114	127	114	75
2020/2021	Capacity	1,252	1,252	1,252	1,257	1,252	1,282	1,282
	Projections	1,091	1,073	1,117	1,155	1,136	1,151	1,106
	surplus/deficit	161	179	135	102	116	131	116
2021/2022	Capacity	1,252	1,252	1,252	1,252	1,257	1,252	1,282
	Projections	1,092	1,068	1,079	1,117	1,160	1,137	1,156
	surplus/deficit	160	184	173	135	97	115	126
2022/2023	Capacity	1,252	1,252	1,252	1,252	1,252	1,257	1,252
	Projections	1,084	1,072	1,076	1,072	1,120	1,160	1,141
	surplus/deficit	168	180	176	180	132	97	111
2023/2024	Capacity	1,252	1,252	1,252	1,252	1,252	1,252	1,257
	Projections	1,067	1,063	1,077	1,070	1,076	1,122	1,166
	surplus/deficit	185	189	175	182	176	130	91
2024/2025	Capacity	1,252	1,252	1,252	1,252	1,252	1,252	1,252
	Projections	1,054	1,046	1,068	1,068	1,073	1,076	1,125
	surplus/deficit	198	206	184	184	179	176	127

7. The Need for SEND and Alternative Provision Places

7.1 Brent SEND Overview

Brent's objective is to enable each young person to realise their potential in an appropriate, inclusive setting whether in a mainstream school, a SEND Additionally Resourced Provision (ARP), a SEND Unit or a special school. ARPs and SEND units on mainstream school sites are designed to allow young people to participate within the mainstream school where appropriate. In all settings, young people are encouraged to become independent, autonomous learners, accessing the right level of support at the right time, and with their parents/carers fully involved in decisions about their future.

There is a rich range of high quality specialist provision in Brent encompassing 3 specialist nurseries, 1 primary special school, 2 special school academy trusts and a number of Additionally Resourced Provisions and SEN Units in both primary and secondary mainstream schools (Table 15). A number of children are placed in out-of-borough schools, although the vision is for Brent's children to go to a good or outstanding school locally, whenever possible, as this allows them access to local resources, and to foster social/emotional links locally.

Table 15: Current Special School and Additionally Resourced Provision (ARP) in Brent

School	Type of Provision	Type of School	Special Need	Number of Places Sept 2019
*The Manor School	Special	Primary	MLD/ASD	170
The Manor School (satellite provision - *The Avenue Campus at Queens Park Community School)	Special	All-through	MLD/ASD	21
Phoenix Arch School	Special	Primary	ASD/SEMH	50
+The Village School	Special	All-through	PMLD/SLD/ASD	275
+The Village School (satellite provision - Hope Centre KS1)	Special	Primary	PMLD/SLD/ASD	21
+Woodfield School	Special	Secondary	MLD/ASD	184
Kingsbury Green Primary School	ARP	Primary	HI	18
Oakington Manor Primary School	ARP	Primary	ASD	15
Oakington Manor Primary School	ARP	Primary	SLCN	20
Preston Manor High School	ARP	Secondary	ASD	12
Preston Manor High School	ARP	Secondary	SLCN	12
Kingsbury High School	ARP	Secondary	HI	7
Fryent Primary School	ARP	Primary	ASD	28
Sudbury Primary School	ARP	Primary	ASD/SLCN	7
Grand Total				840

*The Manor and The Avenue schools form the Brent Specialist Academy Trust.

+The Village and Woodfield schools form the Compass Learning Partnership Multi-Academy Trust.

7.2 Demand for special provision

The Children and Families Act 2014 introduced wide ranging reforms relating to services for children and young people **age 0-25** with SEND, including Education Health and Care Plans (EHCPs), which are co-produced with parents/carers and children, within a multi-agency context.

Demand for special provision in Brent has been growing over the last 3 years. The number of children and young people with EHCPs increased by 8% between 2017 and 2019. As of January 2019 there are 2110 (SEN2 data return) Brent resident children and young people with an EHCP, of whom 1909 were attending a school (reception to year 14) and 201 were attending a further education provision (age-range 16-25). 3.2% of children and young people attending Brent Schools have an EHCP, compared to 3.1% of the national school-age population (School Census 2019). Nationally there was an increase in the ECHP numbers of 11% between 2018 and 2019, while the increase in Brent over this period was 2%.

Table 16 shows the increase in EHCPs since 2017 against category of need. Notable increases over this period are in ASD, MLD and SLD.

Table 16: Distribution of EHCPs by need

SEN Description of Need (EHCP)	2017	2018	2019
ASD - Autistic Spectrum Disorder	565	598	612
SEMH - Social, Emotional And Mental Health	153	152	146
HI - Hearing Impairment	62	53	49
MLD – Moderate Learning Difficulties	386	375	371
MSI - Multi-Sensory Impairment	4	4	3
OTH - Other Difficulty/disability	8	17	32
PD - Physical Disability	85	89	85
PMLD - Profound & Multiple Learning Difficult	46	52	52
SLD - Severe Learning Difficulties	157	165	158
SPLD - Specific Learning Difficulty	35	30	28
SLCN - Speech, Language And Communication Needs	295	334	348
VI - Visual Impairment	25	21	25
TOTAL CYP with EHC Plan at school age up to 19 (at school)	1824	1900	1909
16-25 with EHC Plan (at college/ left school/HNS)	136	176	201
TOTAL EHCP school age + Post 16-25	1960	2076	2110

Many children with EHCPs can have their needs met in a mainstream setting. However, over the past three years the proportion of children and young people with EHCPs attending a mainstream setting has reduced overall. In 2019 (SEN2 return) 46% of children and young people with EHCPs attended a mainstream provision and 54% of children and young people with EHCPs attended a special provision, including SEND units and ARPs (Table 17).

Table 17: Brent resident children/young people with an EHCP (SEN2, January 2019)

Year	Number of CYP with EHCP/Statement	Mainstream school	Special setting (including ARPs)
2016	1772	871	901
		49%	51%
2017	1824	873	951
		48%	52%
2018	1900	847	1053
		45%	55%
2019	1909	851	1058
		46%	54%

Note: Young people in post 16 settings not included

The numbers of children with SEND is expected to continue to increase as overall pupil numbers rise, alongside increasing early diagnosis. Based on an anticipated annual increase in EHCPs of 5%, the number of EHCPs is expected to increase to 2443 by 2022. (Table 18).

Table 18: Forecast number of EHCPs

Numbers EHCPs	2019	2020	2021	2022
Reception to NCY11	1909	2004	2105	2210
Post 16-25	201	211	222	223
Total	2110	2216	2326	2443

Special schools in the borough cater for a wide range of complex SEND (see Table 16). However, despite an increase of places since 2012 to bring the number of places available to 840 in 2018 and a further increase of 31 places in September 2019, Brent is reliant on sourcing some places in out-of-borough maintained special schools or Independent schools (Table 19). Notwithstanding the expansion of Brent special schools, there are currently 162 pupils attending out-of-borough maintained special schools, and 136 pupils attending independent provision outside of the borough. For some pupils, such as those with significant Hearing or Visual Impairments, this is the best way for them to access provision that meets their needs. However, many are placed in out-of-borough provision because there is no appropriate place for them in Brent (see below).

Table 19: EHCP pupils in-borough (Brent) and out-of-borough by school type (SEN2 2019)

Provision	Primary	Secondary	Total
Brent mainstream maintained/academy incl. PRU	403	239	642
Brent special provision (including ARPs)	438	318	756
Out-of-borough mainstream	54	142	196
Out-of-borough special maintained (including ARPs)	93	69	162
Out-of-borough Independent and non-maintained special School	39	97	136
Other (eg. EY settings, Alternative Provision placement)	11	6	17
Total	1038	871	1909

Table 20 shows the number of children and young people placed in independent primary and secondary provision out of the borough by the top four incidences of special educational need.

Table 20: Top categories of need for out-of-borough placements

ASD		SEMH		SCLN		MLD		SLD	
Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
11	55	8	12	3	2	2	7	3	3

The cost of placing children and young people out-of-borough is high. Placement costs in independent schools ranged from £28,000 to £84,000 in 2018/19, with an average cost of £54,000. Providing transport to SEND provision is currently costing the council in excess of £1.4 million. Notwithstanding the financial case, there is a strong educational and social rationale for the council to place students within its own boundaries. The time taken to travel to more distant schools and settings can be stressful for children and young people, especially those with physical needs, added to which traffic delays can lead to further stress and loss of education. It is generally preferable for children and young people to stay local in order to develop friendship groups within their own communities, where parents can also build resilience and support in local networks.

Once children are placed out-of-borough, and have settled in a new school, it is very difficult to bring them back to local provision. This has meant long term reliance on out-of-borough and independent placements often until children and young people are 19 or older. Some children have such specific needs that they cannot be met other than in very specialist provision, but there is considerable scope to reduce expensive and distant out-of-borough placements.

The council therefore needs to develop in-borough secondary provision to meet the needs of a higher proportion of ASD/MLD/SLD/SLCN pupils. The key opportunity is to place these pupils in local provision at the point of secondary transfer in Year 7. In 2019, 19 additional places were made available at Woodfield school in Year 7 for children with ASD/MLD/SLD. An additional 20 young people could have had their needs met in borough had there been further secondary places. Table 21 indicates the gap in provision at Year 7 across the borough. Woodfield is the only secondary provision meeting this kind of need, but is limited to 16 pupils in Year 7 in forthcoming years. The Avenue school will take secondary pupils in future years, but these places will most likely be for pupils transitioning from The Manor, so it is not envisaged that the school will offer capacity for other children.

Table 21: Secondary special places demand and places required

	Sep-20	Sep-21	Sep-22
Number of ASD/MLD/SLD pupils requiring specialist provision in Year 7:	46	58	49
Year 7 places available at Woodfield	16	16	16
Year 7 places required	30	42	33

In developing additional places for children and young people with EHCPs, Brent is engaging with parents and carers of children and young people with SEND to ensure that services meet

their needs and achieve the best outcomes. Brent works in partnership with schools and other providers to develop special provision in the borough. This includes expansions of special schools, developing capacity in mainstream schools and provision delivered by free schools and other providers, including post-16.

Expansions in special school places within Brent are now at maximum capacity. To meet increasing demand, within the last 5 years, expansions have taken place at The Village School (35 additional places, and 21 within KS1 at The Hope Centre, as of September 2018); The Manor School (40 additional places); Woodfield School (43 additional places 2018 and 19 additional places created in 2019), and Phoenix Arch Primary Special (5 additional places). These expansions have catered for some of the SEND population increase to date.

Planned action:

- Brent Special School heads through the Brent Specialist Academy Trust (BSAT) have collectively sponsored a new special free school for up to 104 places for children aged 5 to 18, which will in part reduce the number of children in future being placed out-of-borough. The Avenue school opened in September 2019 on a temporary site, within a satellite provision at Queen's Park Community School, and will move to its permanent site in NW6 in 2021 (see Table 15 above.)
- The charity "Unlocking Potential" opened a new independent primary school in Brent, the Corner School, for children with SEMH in September 2018. It has initially provided up to 15 places, with a maximum capacity of 35 in future years. Brent will continue to commission places at this provision (along with other local authorities) to reduce the number of primary aged children with a SEMH need being placed out of the borough (Table 20).
- The council is further developing proposals for secondary special places to meet increasing demand, with an initial focus on providing secondary places for children and young people with ASD/MLD/SLD. Currently only Woodfield admits pupils with these needs, transferring from special primary provisions (both in and out-of-borough). There is a need to create 250 places across years 7 to 14 inclusive, in a provision that would grow from Year 7 upwards. This could be provided through a new school, satellite provisions run by existing special schools and/or SEN units/ARPs placed alongside mainstream schools.
- The council is continuing to work with primary schools to develop ARP provision to meet demand for a small number of SEMHD/ASD places.
- Brent is scoping options to provide additional provision for young people with ASD/SLD aged 16-25 to support their successful transition to adulthood. This will include developing vocational pathways for young people aged 19-25 with ASD/SLD/complex needs so they can be supported locally to develop their independence and participation in community life. Working with local FE colleges, which have specific provision for young people with SEND, including the College of North West London, will continue to be a focus within SEND place planning at post 16. In addition, the council will further develop pathways of work experience placements, apprenticeships and more supported internships for young people aged 16-25, working with FE colleges and special schools within the borough and in collaboration with local businesses. There is a new initiative to support up to 5 supported internships within Brent council itself from September 2020, with 5 young people being placed in different council departments for work placements.

- There are increasing numbers of EHCP pupils accessing special early years provision. The council is currently considering the impact of the 30 hours offer, to ensure sufficient capacity, but it is possible that additional special nursery places will be required. The council will work with partners to ensure that the early years system is flexible enough to help meet the needs of parents, alongside the challenge of the 30 hour offer. In 2019, all the specialist nurseries were full and consideration of demand for types of specialist need in these settings is underway to identify gaps in provision.

7.3 Alternative provision

The council has a statutory duty to provide an appropriate full-time education for pupils who have been permanently excluded from school or who are otherwise without a mainstream school place.

Overall, exclusion figures for all Brent pupils have shown a decrease over the last 5 years (since 2014-15) for both fixed term and permanent exclusions. This is very positive and does not reflect the national trend. Support is available for Brent schools to reduce the number of exclusions, with a focus on early identification and prevention strategies working closely alongside teams in mainstream school settings.

Planned action:

To meet the needs of children with Social Emotional and Mental Health difficulties Brent is:

- Working with Roe Green Junior and Sudbury Primary in delivering preventative programmes commissioned by schools for KS1 and KS2 children at risk of exclusion. These programmes offer short term respite places for pupils with a view to re-integration. The council is proposing to develop further provision of this type, within other mainstream settings, as re-integration rates following this type of respite are positive.
- Working with Brent River College (Pupil Referral Unit) that provides 6 places for Key Stages 1 and 2, as well as provision for secondary aged pupils, and is commissioned directly by schools to provide preventative places for children at risk of permanent exclusion.
- Commissioning an Alternative Provision free school with an integrated youth offer at the Roundwood Centre through the free school presumption process. There are currently 28 young people in out of borough alternative provision settings, as well other arrangements in borough that schools can commission for young people subject to fixed term exclusions and respite for those whose SEMH needs cannot be met within mainstream. The intention is that the new provision offers vocational courses alongside a core curriculum.
- Working with schools to develop access to mental health support in line with the government's Green Paper on Mental Health in Schools. In the first instance, this involves commissioning places at The Corner School, which takes primary aged pupils and offers a therapeutic nurturing environment, much along the lines of Islington's Family school. This has the advantage of being located in Brent with the opportunity to work closely with mainstream schools to support re-integration wherever possible. The Corner School supports young children with complex SEMH needs who are at risk of permanent exclusion.

8. Childcare and Early Years Education

8.1 Early Years provision

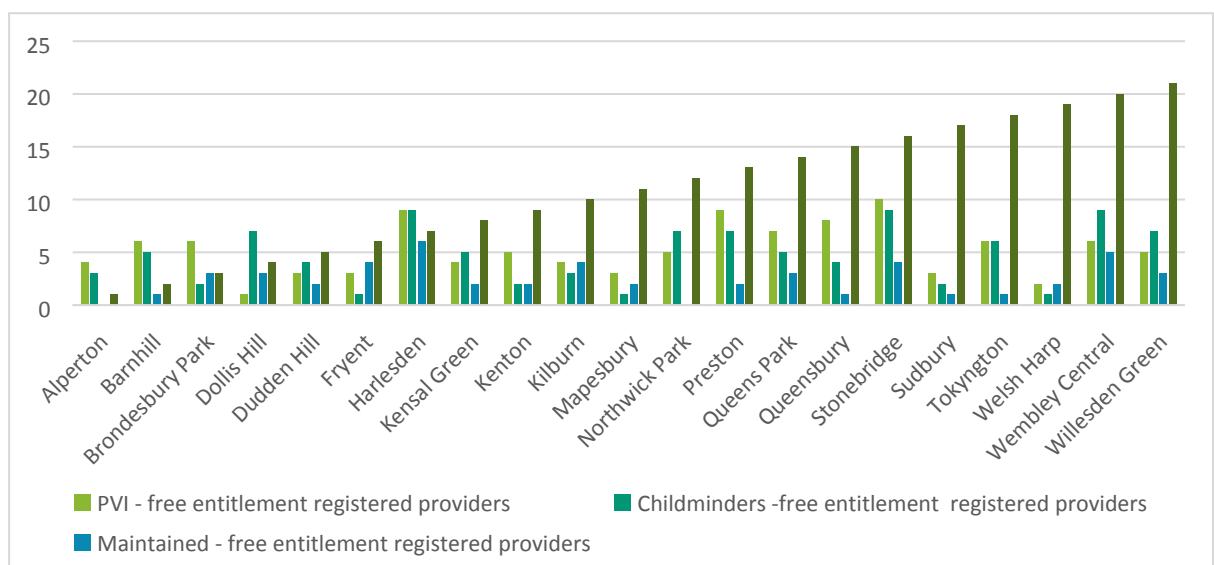
Under the Childcare Act 2006 local authorities have a statutory duty to secure sufficient childcare for the needs of most working parents/carers in their area. The Brent Childcare Sufficiency Assessment (CSA) 2018-2021 showed an overall increase in the number of PVI providers in the borough and a reduction in places in maintained and childminder provision. In 2018, there were 5077 places at PVI providers, compared to 4186 in 2015. This has reduced in 2019, with 4868 places offered in this sector. There are currently 2728 places being offered in the maintained sector.

There is under-fives provision across all ward areas with 259 providers offering free entitlement funded places. There are, however, variances across ward areas in the registered capacity of providers with a difference of 602 registered places between the wards with the greatest and fewest places.

The CSA indicated a balance of free entitlement places being delivered across different setting types with 45% of free entitlement places for 3 and 4 year olds being delivered in maintained settings and the remainder being delivered across a mixture of PVI and childminding settings. In 2019 the proportion of places being delivered in maintained settings reduced to 41%. The local authority will continue to monitor the distribution of places across the sectors.

Alongside this, overall quality of provision has increased with 98% of providers across the sector now judged as good or outstanding by Ofsted as at 1 September 2019. CSA feedback indicated 92% of parents agree or strongly agree that the quality of provision is good.

Graph 2: Type of registered childcare provider by ward July 2019



8.2 Demand for Early Years provision

Lower than national average take-up rates of the free early education entitlements and lower attainment levels by priority groups have been areas of concern in Brent in recent years, particularly with regard to the free entitlements to early education for eligible 2 year olds and the universal entitlement for all 3 and 4 year olds. Brent currently has lower than average take-up for these entitlements with January 2019 census figures indicating 53% of eligible 2 year olds and 75% of 3 and 4 year olds taking up their entitlement. Outer London average take-up for the period was 56% for two year olds and 86% for 3 and 4 year olds.

Free childcare for 30 hours per week for 3 and 4 year olds with working parents became a statutory entitlement in September 2017 and implementation of this has been successful, with 92% take-up achieved in the summer term 2019, a slight reduction on 2018 (94%).

There is evidence of increased numbers of children with special education needs and/or disabilities accessing special early years provision. The 30 hour offer appears to be placing pressure on existing places for children with SEND and it is likely that additional specialist nursery places will be required.

Raising take up levels for eligible 2 year olds and all 3 and 4 year olds of their entitlement to 15 hours free early education remains a key priority for the borough in order to ensure that all children can benefit from high quality early years education.

In acknowledgment of the fact that this cannot be achieved without taking a ‘whole area’ approach, rather than addressing individual issues in isolation, the Progress for All project was launched in September 2018 and runs until December 2020. This project involves four key strands: access, quality, home learning and employers. Work around the strands will be undertaken at ward level, enabling a tailored approach that takes into consideration the particular characteristics of each ward. Take-up of provision is mapped on a termly basis (as illustrated in Graph 3) and outreach adjusted accordingly. The Progress for All programme is designed to apply innovative approaches to outreach based on local need. For example, recent work has included door knocking to eligible 2 year-old families and co-working with neighbouring boroughs to design outreach approaches.

Graph 3: Take-up of early years provision (summer 2019)

