

Coventry City Council

Education and Learning

One Strategic Plan

2023 - 2027



Contents

1.0 Introduction.....	3
1.1. Coventry's Education and Learning Vision	3
1.2. Statutory Context.....	3
1.3. Coordinated Strategic approach	4
2 Funding	7
3 Providing School Places.....	10
3.1 School expansions.....	10
3.2 New schools	11
4.1 Schools	12
4.2 Population Context.....	13
5. Early Years	15
6 Primary Education	18
7 Secondary Education.....	19
8 Special Education Needs Provision.....	22
Appendices	27

1.0 Introduction

1.1. Coventry's Education and Learning Vision

The One Coventry Plan 22-30 sets out our vision and priorities for the city including how we work and collaborate with our partners and our communities to ensure that our residents get the very best that the city can offer and the approach that we will take as individuals, teams and services across the Council.

As part of this organisations in Coventry will work together to deliver so they can provide the best support possible for children, young people, and their families.

There are three key priorities within the plan:

- Increasing the economic prosperity of the city and region
- Improving outcomes and tackling inequalities within our communities
- Tackling the causes and consequences of climate change

In this context, the One Strategic Plan for Education will help schools, parents, council staff, local partners and stakeholders understand how Coventry City Council plans to work towards these priorities by providing school places to ensure that all children and young people thrive in Coventry schools and settings throughout their education, wherever they live.

This document sets out the principles underpinning school place planning; the ways in which places will be delivered, the information used to inform this delivery, and the way work is conducted to deliver high quality, accessible school places for all learners.

1.2. Statutory Context

Coventry City Council (CCC) has a legal duty under Section 14 of the Education Act 1996, to ensure sufficient school places and fair, appropriate access to education. It is the Council's role to plan, commission and organise school places in a way that raises

standards, manages supply and demand, and creates a diverse infrastructure. This enables the Council to:

- ensure sufficient schools and places in a locality;
- secure sufficient early years & childcare places;
- ensure sufficient post 16 provision;
- provide appropriate education provision for children with special educational needs and disabilities;
- promote high education standards;
- ensure fair access to educational opportunity;
- promote the fulfilment of every child's education potential and
- promote diversity and parental choice.

The council holds statutory responsibility for allocating school places across all types of schools, encompassing Academies and Free Schools. In the City Council's planning of school placements, these various school types are given equal consideration.

1.3. Coordinated Strategic approach

A memorandum of understanding (MOU) has been established to ensure partnership commitment between the CCC and Coventry Secondary Schools which will continue to support the strategic plan for the delivery of additional school places 2023 to 2027. This approach will be rolled out to primary and special to mitigate or meet demand through a partnership strategy.

This partnership commitment signifies a statement of intent to collaborate and work in partnership between the Council, governing bodies, multi-academy trusts (MATs) and school leadership teams to achieve the best possible outcomes for children and young people in Coventry, ensure the sustainability of Coventry schools, and to enable the CCC to meet its statutory obligations.

The MOU has established a partnership commitment concerning the below principles:

1. The Council and all Coventry schools have a shared interest in ensuring all pupils have access to good quality local provision.
2. School organisation issues rarely affect schools in isolation; therefore, strong partnership is important to understanding the impact of school organisation decisions.
3. A partnership approach is therefore required to create the strategic plan based on a set of agreed partnership principles:

- collective moral purpose & accountability;
 - openness & transparency;
 - expansion & investment of existing schools where possible and relevant – against agreed criteria – as set out in point 4;
 - working with current partners and
 - never knowingly undermining another school.
4. A basic requirement of this strategy is that it ensures the right number of school places to meet pupil's needs, in the right locations, at the time they are needed. Commissioning additional school places at existing schools will therefore be assessed against the following criteria:
- **Net Capacity-** The Education Capital Strategy will wherever possible seek to expand schools in whole forms of entry;
 - **Current performance of school** – Ofsted categorisation / View from Education Improvement. Guidance on school organisation is clear that outcomes should lead to school improvement and increased attainment levels;
 - **The location of the school** relative to the expected pupil need. It is desirable for schools to be at the heart of the community that they serve in order to provide easy access to their facilities by children, young people and their families, and the resident community;¹
 - **Popularity of the school.** The Education Capital Strategy will seek to commission additional places, when needed, at schools with high levels of parental preference in the locality, looking closely at first choices and those schools that are oversubscribed;
 - **Physical ability of the school** to expand including any site or potential planning constraints;
 - **Cost of expansion.** It will be important to ensure that any proposals represent good value for money and are in keeping with available capital funds. All school buildings and estates in the city should be of the highest quality within the resources available;
 - **Diversity of provision.** CCC seeks to maintain or increase levels of diversity and choice for parents wherever possible. In considering school planning, the aim will be to maintain the balance of denominational provision, unless parental preferences via the admissions process provide evidence that change is required.

¹ Education planning areas are used by the LA to assess the supply and demand of school places for local places for local children. Please see attached appendices 1-4 which detail the planning area boundaries and in which planning areas schools are sited. Whilst Education use these areas to plan, there is recognition that the boundaries are not rigid and there is significant movement across these boundaries as parental preference and flexibility changes each year.

- **SEN/ Inclusion.** Wherever possible any school changes should seek to promote greater inclusion for those pupils having SEN and/or disabilities, by providing specialist provision within /linked to mainstream schools or academies. The benefits of this approach are that it; maximises the opportunity for children and young people to be included within their local community, minimises journey times to and from school and makes the optimal use of the revenue funding available to support such individuals or groups and;
- **Governing Body/ Trustees support.** Proposals will normally require careful negotiation with schools and their governors or MAT to align aspirations for development. Where proposals are subject to statutory notice processes, the Education Capital Strategy approach will ensure that all prescribed consultees have the chance to have their say before any decisions are taken by the LA.

Furthermore, the Education Capital Strategy approach is committed to addressing the following areas when expansions and funds permit.

- **Removal of half forms of entry by increasing or decreasing (where appropriate) schools PAN**

In an aim to provide schools with stability when organising classes, half forms of entry will be removed, where possible. A number of schools in the City are operating with half forms of entry (e.g. admit 45 or other multiples of 15) this often requires the school to organise into mixed age classes in order to ensure financial viability. Whilst it is possible to operate in this manner, it can be challenging for teachers and unpopular with parents. CCC consider removal of half forms of entry where possible, particularly through expansion programmes.

- **Increase 1 form of entry (FE) to 2 forms of entry (FE)**

When expansion is required, if possible and appropriate schools will be expanded to 2 (FE) to provide better financial stability.

- **Address safeguarding issues relating to buildings and grounds**

Any safeguarding within schools relating to the school building or grounds will be addressed in a timely manner to ensure the safety of children in Coventry schools. Schools receive Devolved Capital Funding (DFC) to make changes to buildings, they are required to follow a Landlord Consent Process prior to any changes being made.

- **Address buildings defects and Equality Act noncompliance**

Where funds allow, identified defects will be addressed. All school buildings in Coventry should be accessible to all and up to an equal standard.

- **Addressing condition issues particularly those that are unsustainable in terms of energy efficiency**

Collaboration with the Climate change and Sustainability team to address inefficient school buildings and support CCC's Sustainability strategy and One Coventry priorities will take place and recommendations implemented where funds allow.

2 Funding

The provision of additional school places usually requires Capital investment into the school. There are currently several avenues for funding additional school places. This is usually provided as a grant through the DfE or by requesting contributions from new developments. The following section examines the different sources through which funding can be claimed. Education have encountered shortages in specific materials like timber and steel, coupled with a rise in material costs. Education remains actively engaged with project delivery lead personnel and on-site contractors to promptly inform the schools and Academy Trusts. The team is consistently reviewing and updating mitigation steps and plans to address these challenges. These estimated project costs are being seen in tender returns and these have been factored into future project budgets, as detailed below.

• Basic Need Grant funding

Capital allocations to meet projected shortfalls in provision are provided by the Education Skills Funding Agency (ESFA) to all local authorities based on the data provided in the annual School Capacity return (SCAP).² This funding is required to help fulfil Local Authority duty to ensure there are sufficient school places for children and young people in their local area. The level of funding is determined by the demand for school places in the city. This return informs the ESFA of the expected change in pupil numbers over the next few years, the current capacity of schools to meet those numbers and the planned changes to that capacity.

Due to wider pressures and the current spending review, there will be no allocation publication of 26/27 allocation in March 2024 as per the usual three-year anticipation projection.

Year of Allocation	£
Historic Funding Received	14,665,000
19/20 Allocation	3,913,000
20/21 Allocation	6,237,000
21/22 Allocation	23,733,503.95
22/23 Allocation	13,724,521.70
23/24 Allocation	20,175,916.00
24/25 Allocation (announced but not yet received)	275,551.00
25/26 Allocation (announced but not yet received)	0
Total	82,724,492.65

² The forecast pupil numbers methodology for the SCAP return can be found in Appendix 7.

- **Early Years Capital Funding**

The DfE is providing £100m of capital funding nationally in 2023-24 to support local authorities in delivering the expansion of the 30-hours early years entitlement for working families and of wraparound provision in primary schools. Coventry City Council (CCC)'s allocation is £ 530,241.

In Spring 2023 the government announced increased revenue funding in the Early Years sector for early years entitlements for childcare from nine months to 2-year-olds, phased from April 2024. This is in addition to the current offer of up to 30 hours for 3 and 4 year olds, and 15 hours for 2 year olds meeting deprivation criteria. Developer contributions will have a key role to play in helping to fund additional early years places for 0–4-year-olds. Where a development results in housing growth this is assessed and incorporated where applicable, by securing Education contributions via Section 106 for funding of places within existing or new school sites.

Funding	£
2023/2024	530,241

- **Section 106 (S106) funding / Community Infrastructure Levy (CIL) funding**

The SCAP return asks local authorities to provide forecasts of pupil numbers that excludes pupils brought to the area by new housing development, as there is an expectation that provision for these pupils will be funded through contributions provided by the developers. The ESFA expect required education infrastructure, as a result of housing developments to be mitigated by S106 funding/ CIL funding.

CCC will seek to access funding from developers towards providing additional education provision, through the expansion of existing schools or the opening of new schools, when the predicted impact of a new housing development creates a shortfall. With the current and continued demand pressures in education resulting in rising cohorts in Primary, Secondary, post-16 and SEN (all phases) Education will continue to evidence their position in terms of the contribution levels requested.

The Coventry Local Plan 2011-2031 has followed a period of public examination and consultation on proposed modifications. As highlighted new housing developments can create additional demand for existing and new education facilities. The housing within the Local Plan is estimated to lead to over 13,200 additional children across all age ranges. There are also significant numbers of housing developments receiving planning permission outside the Local Plan process, which are already beginning to impact on local schools. Coventry do not request developer contributions on one-bedroom dwellings, as they are

unlikely to generate either nursery, primary, secondary or sixth form pupils. The Education team are notified of all Coventry planning applications, and assess the development make-up; any 2+ bedroom dwellings that are not deemed for student or care home provision will be assessed and responded to within the statutory 14-day consultation period.

Where new housing development creates additional demand for school places, CCC will work with developers to ensure that the appropriate contributions for the provision of additional school places are given. Where a housing development yields many numbers of pupils and justifies new provision, it may be necessary to secure land. The land would be used for education purposes, to safeguard CCC's statutory responsibility to provide sufficient school places.

This will continue to be achieved through Section 106 agreements. Education will seek the maximum contribution from developers to support the provision of additional places proportionate to the impact of the development. Section 106 also includes asking for Primary and Secondary SEN contributions to aid in commissioning additional special school places because of the development. Contributions are requested fairly based on their proximity to the development, all education types are considered and some rounding within the pupil yield calculation may see an additional place be requested when rounded up to the nearest whole pupil place.³

From September 2019, the pupil yield figures for Coventry are follows:

	Primary	Secondary	Sixth Form	Primary SEND	Secondary SEND	Early Years
Pupils generated per 1 eligible dwelling	0.39	0.23	0.04	0.01	0.01	0.08
Pupils generated per 100 eligible dwelling	40	24	4	1	1	8

The pupil yield methodology for how these figures have been calculated is included in appendix 2.⁴

- **Special Provision Fund (2018 – 2021)**

Coventry received an allocation of c£3.9 million funding. This was allocated in multiple tranches across several years. This funding has been utilized or allocated.

- **High Needs Provision Capital Allocation –**

³ The methodology for the pupil yield calculation is included in appendix 2.

⁴ These figures have been rounded to two decimal places. Rounding is to 2 decimal places and across multiple formula, so this in turn can add an additional pupil once these rounding's are factored into the nearest whole pupil place.

Announced in November 2020 as a National allocation for 2021-24 for new school places for children with special educational needs and disabilities, CCC were allocated £15,573,500. The final tranche will be announced in March 2024.

3 Providing School Places

Additional school places are provided through either existing school expansions or providing new schools.

3.1 School expansions

Where a predicted shortfall of places has been identified, the most common solution is to expand an existing school. All schools in the area will be consulted with and the most cost-effective way forward after considering expansion opportunities available within various school sites and costs, will be proposed.

There are several factors taken into consideration as set out below:

Criteria		How is this Measured	Source
1	Access – Serving Area of Need	Pupil number forecasts.	Education
		Locality of schools in relation to demand.	Education
		Long term planning applications in the adjoining area.	Planning Team / Education
		Proposed admission arrangements.	Education
2	Suitability of site and buildings for expansion	Net capacity of schools.	Property Information Team/ Academies
		Size of site	Property Information Team
		Capacity of existing M&E to accommodate expansion requirements.	Property Information Team / School
		Planning issues including highways and transport impact.	Highways / Other
		Potential for the site to bring investment that would support the development.	Education
		Barriers to expansion including listed buildings, grant funding conditions, third-party impact.	Education
		Demonstrable commitment to making maximum use of the existing school buildings.	School
3	Leadership capacity & Quality of provision	OFSTED reports.	Education
		School position in terms of pupil attainment.	Education
		Capacity to maintain standards and manage change during build programme.	Education / School

4	Consequential impact of project	Impact on pupil numbers at other local provision.	Education
		Potential for expansion project to improve condition need of existing buildings within funding envelope.	Property Information Team
		Current number of forms of entry.	Education
		Early Years provision.	Education

3.2 New schools

When there are no opportunities to expand existing local schools, or where new housing developments are expected to bring large numbers of new families to an area or where no existing provision can accommodate the influx of people into the city then a new school will be required.

When the need to establish a new school arises, there is a presumption in law that these schools will be Free Schools. The role of the local authority (LA) is to identify a site for the school and to seek applications to run the new school from potential sponsors. The final decision on who should sponsor a new school is taken by the Regional Schools Director (RSD), whilst the RSD now has a requirement to consult with the LA on any new free school proposal, the overall decision is outside of local authority control.

It is the responsibility of the LA to seek sponsors for these new schools, therefore if a new school is required, the local authority would look to engage with potential suitable organisations including existing high-quality providers within Coventry. Coventry City Council (CCC) will work collaboratively with the ESFA and office of the Regional Schools Commissioner and other external providers if new school(s) are required.

To ensure an adequate number of Early Years places and SEND provision throughout Coventry, all newly built schools will be equipped with facilities for Early Years and Special Educational Needs (SEN) provision as suitable for their phase of education.

Education have secured two parcels of land within Coventry for new primary schools. These sites are required, as despite the reduced birth rate, the number of homes within the local plan and with approved planning permission will increase demand within the local area. These Primary school sites will only be brought online in conjunction with the housing developments and the occupation of these homes.

In 2018, a planning application was submitted for a significant housing development as part of the Eastern Green Sustainable Urban Extension. All 3,300 homes have now been approved; CCC has secured land to allow the building of up to a 3FE Primary School (2.7

hectares of land). CCC will have 15 years from the date the site is transferred to the Council to construct and open the Primary School. The neighbouring schools to this securing land are St Andrews Infant and Eastern Green Junior; the only remaining infant and junior schools within the city. This housing development provides the opportunity for both to schools to extend their age range to become all-through Primary Schools. Education would look to engage a move of St Andrews from its current site to the new location, extending to a full Reception to Year 6 cohort, whilst simultaneously working with Eastern Green Junior to expand their current provision to a full Reception to Year 6 cohort. In line with the proposed buildout rate of the housing development, this move is currently programmed to occur in 2029.

The other parcel of land relates to the planned development in the Keresley area of Coventry, with the building of 3000 homes as part of the Sustainable Urban Expansion. This will also create additional demand and the need to secure land to provide Primary education. There is potential for a nearby existing Coventry primary school to relocate and expand on to this site. This primary site has been secured for 5 years from transfer to the Council, which is likely to take place in 2024, which would mean that the use of the site would be required by 2029.

Due to the unknown level of in-year migration over the longer term, and subsequent impact across primary and secondary sufficiency, there may be a requirement to for additional land for secondary or SEND provision. This is being monitored as part of the sufficiency requirement and sites for education use are being explored.

4 Coventry Context

4.1 Schools

In Coventry there are currently 85 primary, 21 Secondary, 8 Special, and 1 All-Through schools and 2 further education Colleges. The status of these schools is as follows:⁵

School Type	In process	Maintained	Free Schools	Voluntary Controlled Schools	Voluntary Aided Schools	Academies	Total (all schools of type in county)
All-Through Mainstream	0	0	1	0	0	0	1

⁵ Please note information correct as of the 02/12/2022.

Colleges	0	2	0	0	0	0	2
Primary Mainstream	2	40	1	2	6	33	85
Secondary Mainstream	0	0	3	0	0	18	21
Special	4	1	0	0	0	3	8
Pupil Referral Unit	1	1	0	0	0	0	2
							119

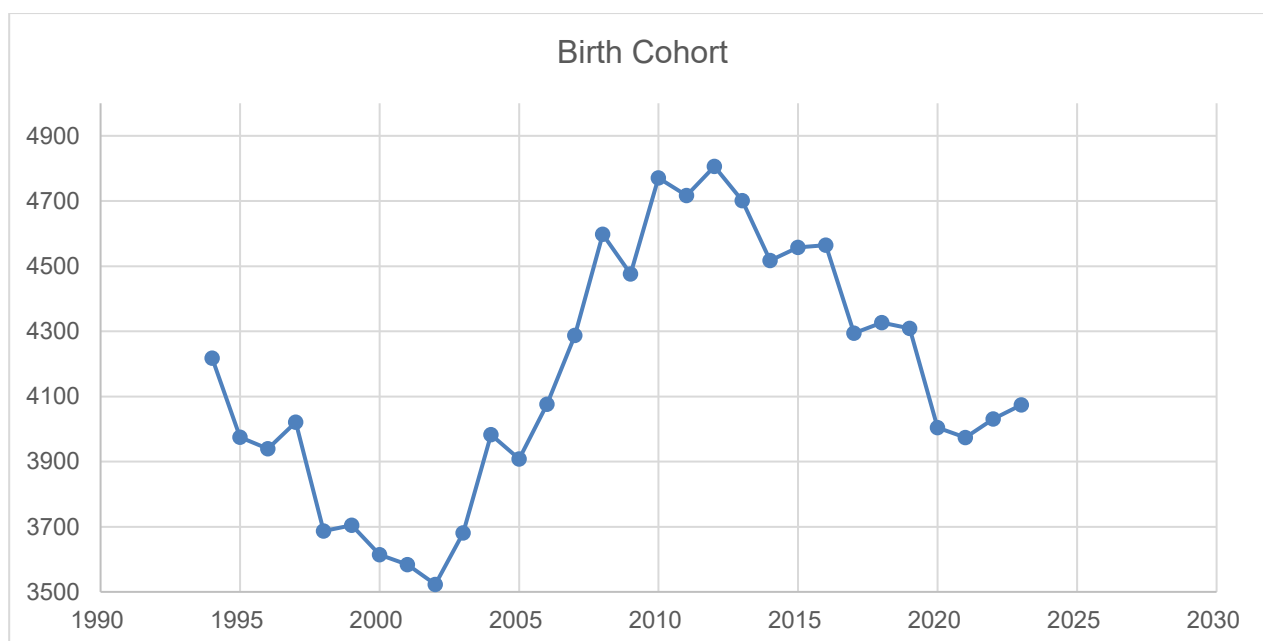
Proposals for a school to academise are covered under the Academies Act 2010. When a school becomes an academy, it ceases to be maintained by Coventry City Council (CCC). CCC is, therefore, required⁶ to either transfer the freehold of the school site or grant a 125-year long lease at a peppercorn rental for the land and/or buildings within its ownership that has been wholly or mainly used for the purposes of the school.

CCC charge schools for the work Officers undertake in relation to the academy conversion, refer to table of charges below:

Invoice item	Amount
Conversion fees for Finance Service	£2,000
Conversion fees for Legal Service	£3,900
Conversion fees for Capital Strategy Service	£1,015
Conversion fees for HR Service	£1,200
Total	£8,115

4.2 Population Context

⁶ under Schedule 1 of the 2010 Act (as amended by Schedule 14 of the Education Act 2011 ("the 2011 Act"))



The table above shows the birth cohort in Coventry and the declining position since 2012. Over the past 4 years the birth rate has stopped declining and stabilised. Given the transient nature of a city's population and the social mobility of its residents, updates to birth and GP registration data are shared quarterly by Health. This enables Coventry City Council (CCC) to track pre-school cohorts and their movement within the city. The purpose of this thorough tracking is to ensure the availability of sufficient places in primary schools.

The latest data gives us some key headlines:

- The birth cohort peaked for entry into Reception in September 2016 and, with the existing housing stock considered, has begun to re-stabilise and in some areas of the city started to decrease. Although future developments within the local plan may lead to a future rise in birth rates in the specified locations.
- The current Year 6 is the largest cohort currently in Coventry Primary schools, September 2024 entry to Secondary, and will severely impact upon the availability of places within the city.
- The increase in 'in-year' applications as a result of new arrivals into the city, has caused many schools to reach full capacity and in several year groups some schools have been required to go over PAN to accommodate more students who are 'unplaced'.

Coventry has experienced significant changes in its pupil demographics over the past 2 years, its total school cohort increasing from 58,496 in Jan 2022 to 60,749 in October 2023.

This increase is against a background of a falling birth rate meaning that one of the main drivers for this change in pupil demographics is because of in-year migration from new arrivals to Coventry (from either overseas or other parts of the country). Below outlines the total increase in the number of applications received by the School Admissions Team.

Primary School Transfers	Total Applications Made	Secondary School	Total Applications Made
01/09/2018 - 31/08/2019	1255	01/09/2018 - 31/08/2019	1267
01/09/2019 - 31/08/2020	1454	01/09/2019 - 31/08/2020	1117
01/09/2020 - 31/08/2021	2243	01/09/2020 - 31/08/2021	1399
01/09/2021 - 31/08/2022	3124	01/09/2021 - 31/08/2022	1794
01/09/2022 - 31/08/2023	3730	01/09/2022 - 31/08/2023	1849
01/09/2023 – 15/11/2023	959	01/09/2023 – 15/11/2023	530

The trend of growth is across Primary and Secondary, but it has been the primary sector where most substantial growth has been seen. The increased number of in-year applications over the past 18 months has significantly reduced the number of school places available in Coventry schools.

To address this unexpected issue pupil number forecasts have been adapted to include higher levels of in-year migration and ensure adequate school place provision across the city by implementing additional classes (temporary and permanent) to create additional learning spaces without overburdening schools or compromising the quality of education. Education uses data-driven approaches by keeping track of number of pupils on roll, analysing demographic trends and forecasting to continuously monitor the availability of spaces in various schools. This proactive approach aims to balance the need for additional places with preventing an oversupply of vacant places across schools within the city which can impact school sustainability.

5. Early Years

In line with its statutory duties under the Childcare Act 2006 and 2016, Coventry City Council (CCC) is required to regularly complete a Childcare Sufficiency Assessment to monitor supply and demand of childcare provision within the city. This assessment is a measurement of provision type, quantity, supply, and demand within each of the Coventry wards. The most current assessment can be accessed [here](https://www.coventry.gov.uk/downloads/file/31990/coventry-childcare-sufficiency-assessment-2022-2023): <https://www.coventry.gov.uk/downloads/file/31990/coventry-childcare-sufficiency-assessment-2022-2023>. The purpose of the assessment is to identify current gaps in the childcare market and propose recommendations to address these.

Section 6 of the 2006 Act places a duty on Local Authorities to *secure, so far as is “reasonably practicable”*, a sufficient amount of childcare places to meet the needs of working parents, those studying to work and to secure prescribed early years provision free of charge.

The provision of early years’ education and childcare in Coventry is provided by

- one maintained nursery school
- school nursery classes
- early years provision run by schools on site (in addition to nursery class)
- private, voluntary and independent settings (PVI) which include childminders, preschools, day nurseries, out of school provision and holiday schemes.

	Childcare on non-domestic premises	Childminders	Schools with Nursery Class and or Governor lead early years provision	Out of school provision inc. breakfast club	Holiday schemes	Independent school sites offering early years places
Number of settings	85	190	70	83	28	3
Number of places	4370	1248	3,019	n/a	n/a	81

In summary, early years and childcare places in Coventry continue to meet parental demand and the Ofsted quality profile of providers continues to remain high.

The COVID 19 Pandemic 2020- 2022 impacted on a change in the childcare landscape. The childcare needs of parents in Coventry began to change resulting in a reduction in the number of childcare hours required by parents, as employers began to accommodate more flexible working arrangements for example, working from home and amended working patterns.

In order to achieve participation targets for Early Education Entitlement Funded places (EEF) and support Coventry children to achieve a good level of development at the end of the Foundation Stage, the following points form the basis of the Early Years: Business, Sufficiency and Funding team priorities:

- increase capacity of childcare places in Coventry in line with the introduction of extended entitlements for children under 5 years and wraparound provision for Primary aged school children (Reception – year 6) to support the growth of employment in Coventry

- ensuring that as part of the childcare expansion there are sufficient places for children with SEND
- as part of the new reforms explore the demand and take up of wraparound provision for primary aged pupils to inform targeted actions in specific areas of the city
- consider required childcare and early year's provision to respond to need through migration, birth rate increase/decrease, or when new housing is planned
- consider opportunities for Section 106 funding to support capacity development (contributions from developers towards the costs of providing community and social infrastructure which are required because of new development taking place)
- ensure parents are aware of the support available to them to reduce the cost of childcare including Tax-Free Childcare (TFC) and Universal Credit childcare support. Encourage childcare providers to register to deliver Tax Free Childcare. Work with employers and Job Centre Plus to ensure working parents and those moving into employment are aware of support to meet the costs of childcare, flexibility options and to promote childcare vacancies locally, to support parental choice
- support partnership working across different provider types (schools, childminders, preschools and day nurseries) to offer sustainable models of delivery, including provision across the school holidays. With the aim of ensuring parents have access to flexible and stretched provision, and providers can maximise occupancy to ensure sustainability of provision
- continue to promote the take-up of all EEF places. Support opportunities for providers to maximise the number of places delivered across all funded entitlements and access Early Years Pupil Premium (EYPP) and Disability Access Fund (DAF) for eligible children in order to protect sustainability of provision
- drive workforce development improvements within the sector, and promotion of childminding as a profession to address growth in services and the decreasing interest in childcare as a career choice within the sector
- work with partners and key stakeholders to increase the take up of childcare places so that children enter education as early as possible. Helping to reduce levels of inequality and narrow the educational gap between those most disadvantaged and their peers.
- monitor quality improvement of Ofsted outcomes to ensure the availability of sufficient, high-quality childcare.

Demographic changes have altered the sufficiency position for both early years and reception school places in recent years. Historically, circa 95% of pupils born within the city would go on to attend a Coventry primary school, with the remainder choosing to attend a school within a neighbouring authority, Private Education, or moving out of Coventry prior

to reception. Recent increases in in-year migration means that an increasing number of pre-school pupils are attending Coventry schools. September 2023 being the first year (in this 20-year tracking) where the number of children attending a primary school is larger than the relevant birth cohort from 4 years previously. The birth cohort being increased in size by in year migration from families with pre-school children. See table below for example. If this trend were continued then it is anticipated that Coventry will be allocating 105% of its birth cohort a school place, or a swing of 450 extra pupils per year group.

Year ending 31 st August of Births	Number of Births	Year of Entry to Primary School	Number of Children attending from 1 st September	% of birth cohort who attended primary school
2014	4517	2018	4337	96.0%
2015	4557	2019	4322	94.8%
2016	4564	2020	4303	94.3%
2017	4294	2021	4170	97.1%
2018	4327	2022	4298	99.3%
2019	4309	2023	4361	101.2%

6 Primary Education

Primary schools in Coventry have undergone a series of expansion within the last 20 years, although in the last 5 years they have not required further expansion due to birth rate change. As the population of the city increases due to migration by families with school-aged children; this is driving a rise in demand for primary school places. Coventry City Council (CCC) has a good track record of delivering additional primary places. The vast majority of these have been OFSTED rated 'good' or 'outstanding' schools.

The start of the primary school expansions dates to 2008, commencing with Phase One, an expansion endeavour that introduced 37.3 FE permanent classrooms, creating an additional 1120 Reception places for children. Phase Two from 2017 sought to strategically address the declining birth rate within relevant areas of the city. This reduction prompted a re-evaluation of pupil admission number (PAN) in primary schools, with certain schools adjusting their PAN to respond and enable more efficient school organisation.

Year of PAN reduction	West Central	Longford	East	South	North East	East Central	Coundon	North Central	Binley
2018	Spon Gate (60 to 30)	Little Heath (60 to 30)							St Bartholomew's (60 to 30)
2019						Frederick Bird (120 to 90)			

2020			Richard Lee (90 to 60)				Coundon (90 to 60)	John Gulson (90 to 60)	
2021		Alderman's Green (90 to 60)		St Thomas More (60 to 30)	Whittle Academy (45 to 30)				
2022								Hill Farm (90 to 60)	
2023				Howes (30 to 15)				St Augustine's (60 to 30)	

*The above table does not include schools that reduced and increased in a subsequent year.

This phase lasted until 2023 when the changing demographics as described throughout have led to an increased demand for school places. Phase Three will span from 2023 to 2026 and is aimed at expanding places in select primary schools in partnership with the primary school sector. To date, this expansion has resulted in the addition of 7 new temporary classes at Moseley Primary School, Moat House Primary, and Frederick Bird Primary School. The rising demand, which is particularly acute in Years 1-5, will require future projects and these will prioritize expanding capacity to meet the growing demand in the wake of demographic shifts and increased migration as and when the additional places are needed.

7 Secondary Education

Since 2018 there has already been a significant transformation programme in place to increase capacity to address the increased birth cohorts that are moving through the system. To address the rapid growth and meet the need for additional provisions in secondary schools, a strategic decision was made to expand secondary schools through a blend of temporary (bulge) and permanent expansion projects. Temporary expansions, such as modular buildings, offer a quick and adaptable solution to cater to immediate requirements while permanent expansions involve infrastructure development which provides a lasting solution to meet the evolving needs of education.

The recent demographic pressure as described above means a larger cohort of pupils are transitioning from primary provision to secondary provision impacting the overall capacity of secondary schools within the city, which was already fuller due to the highest birth rate cohort of 2012 now being in the first year of secondary (year 7). As set out below, Phase One was presented to Cabinet in October 2018 and outlines the planned temporary and permanent increases up to 2021. To address the further forecast shortfall of places between 2022 and 2024, Phase Two outlines the agreement between the CCC and the Coventry Secondary Headteacher Partnership to meet the additional places required.

Phase Three will cover the years 2024-2027 and is in response to additional pupils from in-year applications. Due to the more transient nature of in-year increase Phase 3 this will continue to be reviewed annually in line with updated pupil forecasts.

All schools are required to consult as part of the expansion programme.

Phase One

Covering years 2018 to 2021, addressed the insufficiency of school places across existing secondary schools. A total of 1,590 were added through a combination of temporary (bulge) and permanent classroom expansions in year 7 places within existing Coventry schools. It demonstrated an approach of flexibility, adaptability, and foresight, ensuring that the Education could respond effectively to the additional pupils rising from in-year applications.

Phase Two

Phase One of the capital programme will meet demand covering years 2022 to 2024, phase two⁷ addresses the forecast shortfall of places and provides a sufficient surplus of places city-wide, including the following requirement for additional temporary places/bulge classes.

Adjustments have been made to 2024 due to the increase in demand of school places. Consequently, the revised plan for 2024 now involves an expansion from 6 FE to 10FE.

- In September 2022, an additional 7 forms of entry (210 year 7 places) have been added.
- In September 2023, an additional 10 forms of entry (300 year 7 places) have been added.
- In September 2024, an additional 10 forms of entry (300 year 7 places) will be needed.

Phase Three

The implementation of Phase One and Phase Two has successfully addressed the initial demand for school places. However, due to the unforeseen increase in in-year applications for school places, development, and introduction of a Phase Three has been necessary. This will effectively manage and assist with the increased demand for school places.

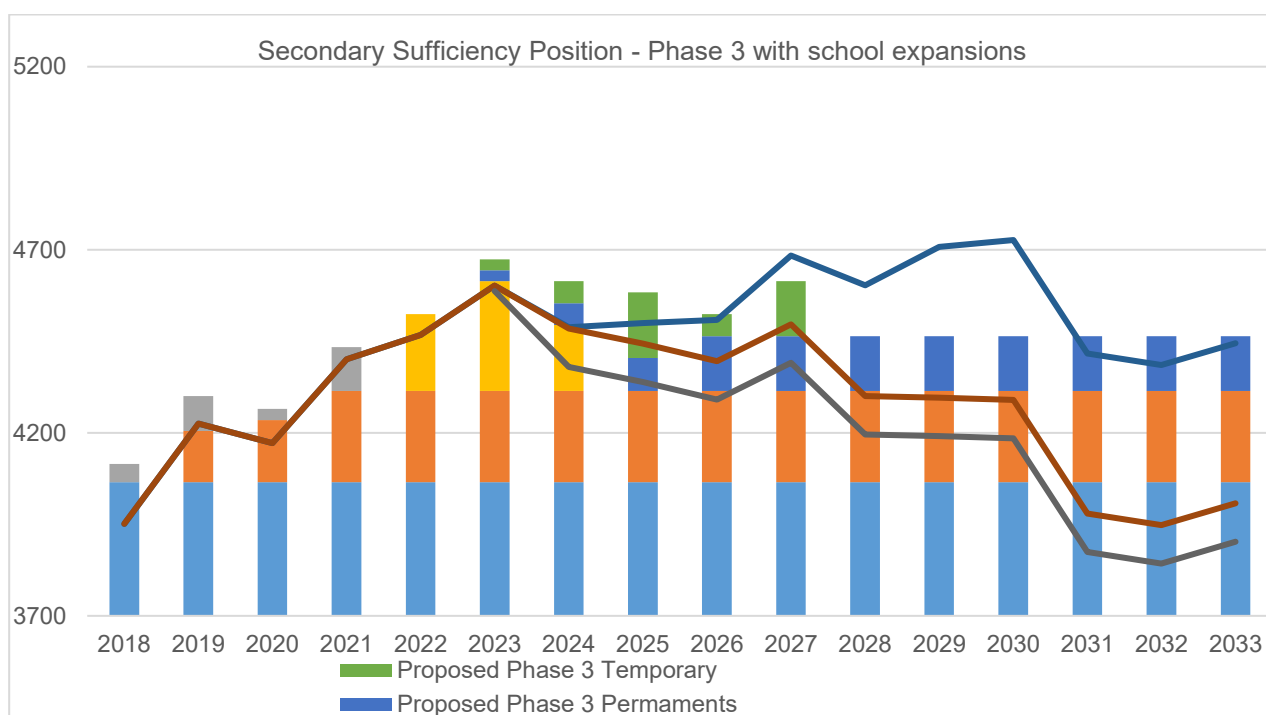
The proposed phase three covers the years 2024-2027 and will offer a flexible and adaptive approach to address the dynamic nature of the pressures faced. In the circumstances that there is an increase or decrease in school place demand, the expansion plan can be increased to accommodate additional demand or scaled down to avoid surplus places in the secondary schools if demand decreases.

⁷ This is in addition to the agreed expansions for 2019 – 2021 (Phase One).

- In September 2025, 4 permanent classes and 5 temporary classes will be needed.
- In September 2026, 2 temporary classes will be needed.
- In September 2027, 5 temporary classes will be needed.

The graph below indicates the following:

- The forecast of secondary school students on roll, considering the continuation of in-year applications for both a period of one year and indefinitely. The difference between these two situations shows a continuous increasing trend if in-year applications continue.
- The number of pupils on roll exceeds the PAN of schools which can be noticeable mostly in post-Year 6 and 7 transfer.
- The expansions undertaken in phases 1 and 2 were implemented to tackle the increase in the demand for school places largely as a result of birth rate increase; the proposed phase 3 expansion is to address the continued increase in demand due to increases in in-year admissions.
- It is expected that phase 3 will largely reutilise provision expanded in phases 1 and 2.



8 Special Education Needs Provision

The Special Educational Needs & Disability (SEND) School Place Planning Strategy is being developed to respond to increased demand. It sets the baseline for specialist provision across the city and summarises a range of factors that are driving the need for change over the short to medium term.

- In Coventry, 19.2% of pupils have an Education, Health & Care (EHC) Plan or are receiving SEN support (previously school action and school action plus). This compares to an average of 17.3% across all local authorities in the West Midlands, and an average of 16.5% nationally.
- In the West Midlands, the proportion of school age pupils with EHCP's range from 3.4% to 4.9%. Coventry has 3.4% compared to an average of 4.0% in all local authorities in the West Midlands, and 4.4% nationally.
- For SEN support, the proportion for all local authorities in West Midlands ranges from 11.8% to 15.8%. Coventry has 15.8%, compared to an average of 13.7% in all local authorities in the West Midlands.

This strategy gives more in-depth information regarding the current and future SEND pupil population and outlines the options available to add or make changes to specialist provision for Coventry pupils. This strategy will provide a basis against which future specialist provision will be planned.

The Strategy sets out:

- Review and further development of enhanced resourced provision (ERP), which will lead to a range of ERP bases across primary and possibly secondary phase that reflects current priority areas of need including ASC (Autistic Spectrum Condition), Learning Difficulty, and SEMH (Social, Emotional, and Mental Health).
- Prioritisation of the current special school estate to develop where possible within the available capital funds. Explore, where possible and advantageous, the opportunity to move, expand and/or rebuild special schools on alternative sites.

Context

There has been a 50% growth in the number of EHC plans maintained by Coventry over the last five years (see table below). This is in line with national increases in demand. If this rate of growth continues for the next five years, it is forecast for Coventry to maintain

just over 4000 EHCP plans by 2027. This level of growth is more than the mainstream population growth, so a higher proportion of children within Coventry have identified additional needs than in previous years.

Date	EHCP's	% increase on previous year
Jan-16	1,559	
Jan-17	1,724	10.58%
Jan-18	1,863	8.06%
Jan-19	2,084	11.86%
Jan-20	2,145	2.93%
Jan-21	2,350	9.56%
Jan-22	2,587	10.09%
Jan-23	2,714	9.77%
Jan-24	3,117	9.77% (projection)
Jan-25	3,393	8.85% (projection)
Jan-26	3,693	8.85% (projection)
Jan-27	4,021	8.85% (projection)

Table: Annual growth of EHC Plans

These forecasts factor in previous trends which may have been an impact of national strategy reform, covid and pandemic impact. This is being monitored closely to evaluate if forecast accurately represent the position moving forwards.

Current School Estate

Specialist SEND Provision located in Coventry is comprised of 8 special schools: five maintained special schools and three special academies.

The 8 schools are outlined in more detail below:

School	Description
Castle Wood Special School	For pupils aged from 4 -11 with a range of learning difficulties from profound and multiple, severe to moderate and with varying degrees of autistic spectrum conditions.
Baginton Fields	For pupils aged from 11-18 with a broad range of special educational need and disability, Autism, Sensory Impairment, Physical Disability, Communication Difficulties and Challenging Behaviours.
Corley Centre	For pupils aged from 11-18 with complex social and communication difficulties.

Sherbourne Fields	For pupils aged from 2-19 with a broad spectrum of need including physical disabilities, medical conditions and learning needs.
Tiverton	For pupils aged from 3-11 with severe learning difficulties or profound and multiple learning difficulties. They may also have some physical or sensory impairment, or an autistic spectrum disorder.
Woodfield	Based across two sites, a Primary for pupils aged 4-11 and a Secondary for pupils aged 11-16 (and support until the age of 18). Many of the pupils needs range from dyslexia, dyspraxia, being on the Autistic Spectrum (ASC), or having Attention Deficit Hyperactive Disorder (ADHD), Pathological Demand Avoidance (PDA) and attachment difficulties.
Kingsbury Academy	For pupils aged 4-11 with learning difficulties and additional needs, with over half of the pupils having autism spectrum conditions (ASC) and others have additional needs, including sensory impairment, communication difficulties and physical difficulties.
Riverbank	For pupils aged 11-19 with a broad range of special educational need and disability. Learning is influenced by Autism, Moderate and Severe Learning disabilities, Sensory Impairment, Physical and medical difficulties, Communication Difficulties and Social, Emotional and Mental Health difficulties linked with their special educational needs.

Growth in Coventry special school placements.

In the last five years a programme of capital works to expand existing special school provision has enabled a 40% rise in the commissioned numbers across all of Coventry's special schools (see table below). The number of pupils in special schools has increased, but the percentage of pupils with an EHC plan aged 5-19 years attending Coventry state-funded special schools has been narrowly declining over the years. In September 2020 the proportion of CYP in Coventry special schools were 53.5%, reducing to 51.7% in September 2021 and 51.1% in September 2022. This mirrors national trends with more children with SEND placed in mainstream settings.

Special School	Specialism	23/24	22/23	21/22	20/21	19/20	18/19	17/18
Castlewood	BS	160	160	160	156	139	136	128
Kingsbury	BS	101	100	92	84	84	84	81
Riverbank	BS	200	200	188	164	164	158	150
Corley	ASD	140	129	129	118	96	88	88

Tiverton	BS	118	112	110	95	74	60	42
Baginton	BS	126	118	116	116	100	100	100
Sherbourne	BS	251	240	220	158	148	139	135
Woodfield	SEMH	155	155	155	152	160	144	144
	Total	1,251	1,214	1,170	1057	961	909	868

Table: Growth in special school commissioned numbers between 17/18 and 23/24

Projected five-year Growth in Special Schools:

The 5 year forecasts are split by type of SEND need and broken down by year. As the table below demonstrates, there is a rising demand across all types of placements, with a particular demand for Broad Spectrum and SEMH.

These forecasts factor in previous trends which may have been an impact of national strategy reform, covid and pandemic impact. This is being monitored closely to evaluate if forecast accurately represent the position moving forwards.

	23/24	24/25	25/26	26/27	27/28
Primary Phase Broad Spectrum Placement	43	64	95	144	201
Secondary Phase Broad Spectrum Placement	36	64	85	98	114
Secondary Phase Autistic Placements	16	26	41	55	75
Primary Phase Social, Emotional, & Mental Health	9	18	29	42	57
Secondary Phase Social, Emotional, & Mental Health	15	26	37	48	65

Future need

Primary

The number of pupils in primary mainstream with additional needs has also been rising. Schools receive funding through a banded model to support pupils with additional needs in their settings. It is proposed to create several resourced provision units on mainstream school sites making use of existing education assets to respond to increases in demand. These will be commissioned units and will be targeted towards primary age pupils with

Autism Spectrum Condition and Social, Emotional and Mental Health (SEMH), and Learning difficulty.

Specialist provision attached to mainstream schools can support the complex needs of learners within their own communities. Coventry has developed a model of provision based on best practice and experience, both internally and that of other local authorities.

It is predicted that an additional 3-5 resourced provision per year would be required over the planned period, assuming a population of 8-12 pupils per provision. It is estimated that this would cost circa. £500k (capital investment) per resource provision, but this may vary dependent on existing site and buildings. Work is underway to identify areas of the city where education provision will be released and can be utilised for this purpose.

Secondary

Woodfield Special School (all-through school) is in the process of relocation and expansion at the former Woodlands site. This will create an additional 104 SEMH places across both primary and secondary phases. These additional places will be available from September 2025.

Projects are in feasibility stage at Sherbourne Fields and Baginton Special Schools to provide additional places. These projects could provide an additional 80 places across the secondary phase of education for a wide range of pupils with an EHCP.

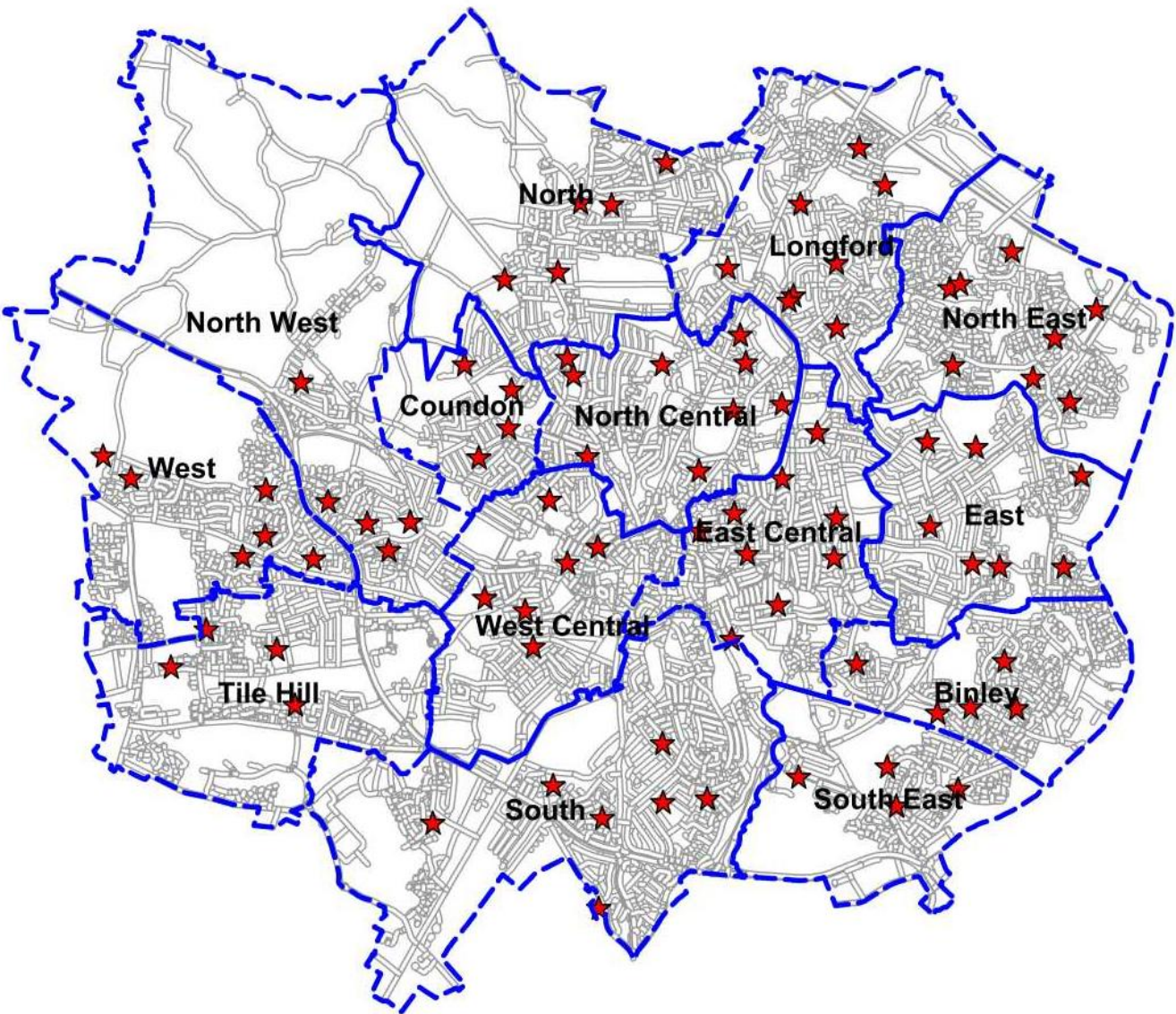
Due to the rising demand for specialist school placements, it is likely that further expansion within existing Coventry Special Schools will be required. Consultation has been undertaken with Special School Headteachers to explore opportunities.

Post 16

Secondary special school provisions have seen an increase in the level of post 16 provision required as a consequence of growth. As part of secondary mainstream expansion, partnerships with colleges and employment pathways including supported internships are being developed for an extended SEND post 16 provision.

Appendices

Appendix 1 - Primary Planning Areas

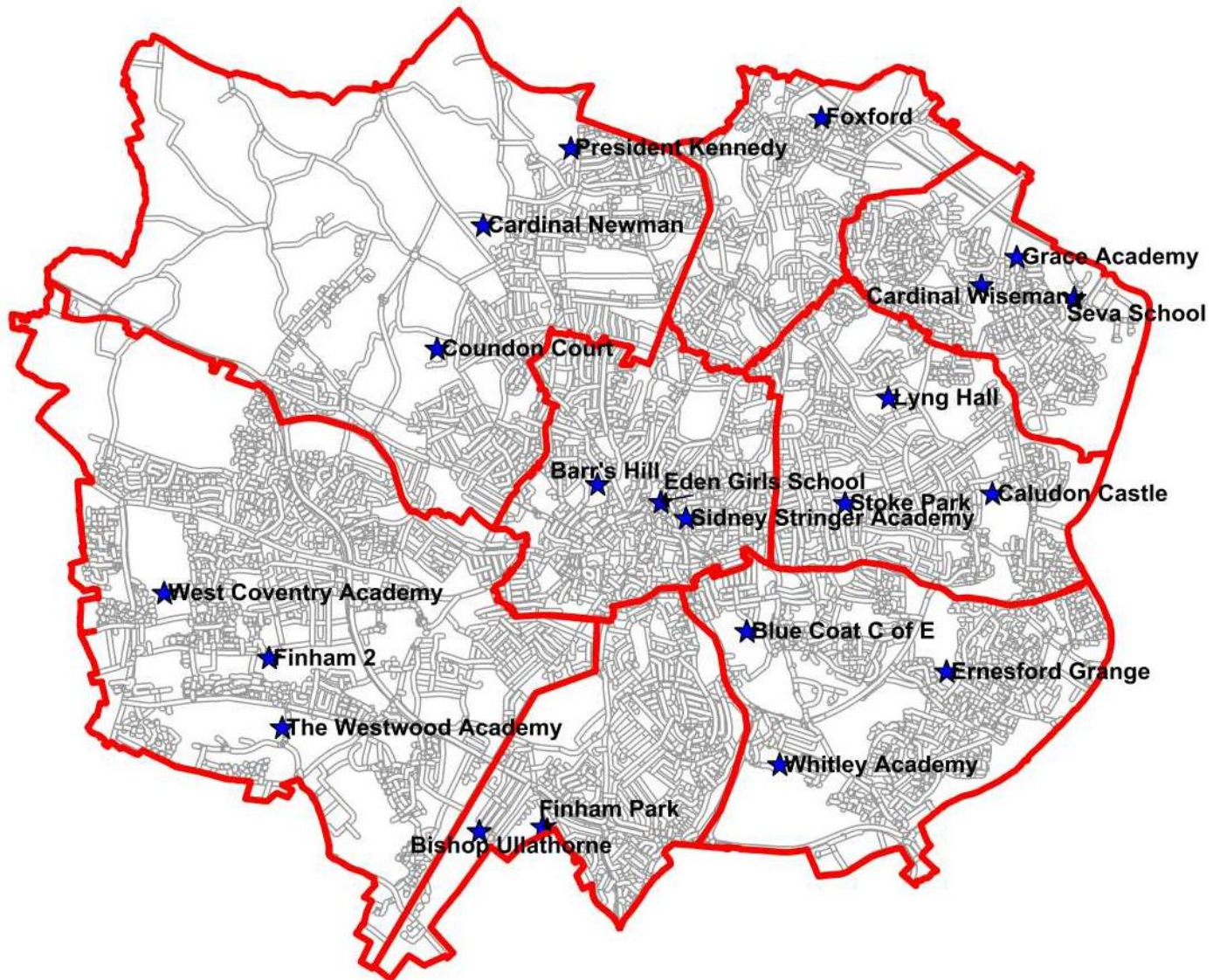


Primary Planning Area	School
<u>North</u>	Holy Family Catholic
	John Shelton
	Parkgate Academy
	Whitmore Park
	Keresley Grange

<u>North Central</u>	Broad Heath
	Edgewick
	Hill Farm Academy
	Stanton Bridge
	Joseph Cash
	St Augustine's Catholic
	John Gulson
	Radford Academy
	St Elizabeth's Catholic
<u>East Central</u>	All Saints' CE
	Frederick Bird
	Gosford Park
	Stoke
	Stoke Heath
	Sacred Heart Catholic
	St Mary & St Benedict Catholic
	Sidney Stringer Academy
	Southfields
<u>West Central</u>	All Souls' Catholic
	Earlsdon
	Hearsall Academy
	Moseley
	St Osburg's Catholic
	Spon Gate
<u>Longford</u>	Alderman's Green
	Courthouse Green Academy
	Grangehurst
	Good Shepherd Catholic Academy
	Holbrook
	Little Heath
	Longford Park
	St Laurence's CE Academy
<u>North East</u>	Henley Green
	Moat House
	Potters Green
	SEVA (Free)
	Whittle
	SS Peter & Paul Catholic
	Walsgrave
	St Patricks Catholic
<u>East</u>	Wyken Croft

	John Fisher Catholic
	Clifford Bridge
	Pearl Hyde
	Ravensdale
	Richard Lee
	St Gregory's Catholic
<u>Binley</u>	Aldermoor Farm
	Ernesford Grange
	St Bartholomew's
	Sowe Valley
	Corpus Christi
<u>South East</u>	St Anne's Catholic
	Stretton CE
	Whitley Abbey
	Willenhall
<u>South</u>	Finham
	Grange Farm
	Howes
	Manor Park
	St Thomas More Catholic
	Stivichall
	Cannon Park
<u>Tile Hill</u>	Templars
	Our Lady of the Assumption Catholic
	Leigh
	Charter
<u>West</u>	Eastern Green Junior
	Limbrick Wood
	Mount Nod
	Park Hill
	St Andrew's Infant
	St John Vianney
<u>North West</u>	Allesley
	Allesley Hall
	St Christopher
	St John CE
	Whoberley Hall
<u>Coundon</u>	Christ the King
	Coundon
	Hollyfast

Appendix 2 – Secondary Planning Areas



Appendix 3 - Education Pupil Yield Methodology

There are two main factors to the contribution's requests, firstly the cost per pupil (Cost Multiplier) which is a Department for Education (DfE) stated amount for Coventry, and secondly the pupil yield anticipated from the development. CCC request contributions,

where required, for Early Years (EY), Primary, Secondary, Sixth Form, and Primary, and Secondary SEN. These requests are in line with changes in Government policy including the funded two-year-olds EY policy with a new entitlement from April 2024, 30 Hrs as of September 2017, nine months to 2 year old funding from September 2024 and the raising of the participation age to 18; as well as ensuring Coventry matches its neighbouring local authorities in terms of level of request.

The way in which Education select schools to secure contributions towards expanding school places, as part of the Section 106 process, is determined by the following criteria:

- Good value for money
- Ensure contributions requested align with CCC's One Strategic Plan and its ongoing programmes
- Select schools close to the development where possible, but must also factor in localised areas of pressure City wide
- All schools are selected equally and fairly

Education do not ask for contributions for one-bedroom dwellings as they are unlikely to generate either primary, secondary or sixth form pupils. For this reason, Education calculates the pupil yield from dwellings which are designed for familial occupation, i.e., 2 bed dwellings and above. Furthermore, a majority of the one bed dwellings within the city are occupied by and designated for use by students and so familial occupation would not occur.

This will continue to be achieved through Section 106 agreements. Education will seek the maximum contribution from developers to support the provision of additional places that is proportionate to the impact of the development. It is critical that developers make a financial contribution to school places, as, without it, CCC will be unable to deliver the required provision. Section 106 also includes asking for Primary and Secondary SEN contributions to aid in commissioning additional special school places as a result of the development. Contributions are requested fairly based on their proximity to the development, all education types are equally considered and some rounding within the pupil yield calculation may see an additional place be requested when rounded up to the nearest whole pupil place.

Cost Multiplier

There is no nationwide funding formula for Early Years provision, however there is guidance based on the amount of floor space that an Early Years child will need, based on age of the child. Providers must meet the following indoor space requirements:

- Children under two years: 3.5 m² per child
- Two-year olds: 2.5 m² per child

- Children aged three to five years: 2.3 m2 per child

The variation in EY provision, between AM and PM sessions, and the high turnover of providers mean that this can often be a variable that changes monthly. For this reason, the same cost multiplier as primary aged pupils are used.

The Department for Education (DfE) provide an annual update to this figure and for 2020/21 this figure is £17,016.47. The Secondary calculation has been updated by the DfE to a figure of £21,864.18. These new figures have been confirmed by the DfE and are expected to rise in the future in line with inflation. Therefore, the cost per pupil multiplier will be updated as and when the DfE provide the new allocation allowance for Coventry.

The DfE do not provide costs per pupil place for Sixth form pupils. Therefore, the methodology takes the Secondary calculation and adds the additional floor space required for a sixth form pupil. The additional floor space required for a sixth form pupil over a secondary age pupil is a recognised DfE statistic. The basis behind these floor space calculations is the extra equipment and supervision that sixth form pupils require over secondary age pupils. The DfE state the additional floor space required be larger than that for Secondary, working this out as a percentage sixth form pupil require 30% more space than Secondary. Therefore, 30% has been added to the cost multiplier for Secondary to give a total for a single sixth form of £28,423.43.

For SEN, as there is no DfE multiplier, Coventry uses the benchmarking mechanism undertaken by the DfE in 2019, which recommends that 'Special schools require more space per pupil than mainstream schools, and this should be reflected in the assumed costs of provision. The Education Capital Strategy recommends that developer contributions for special or alternative school places are set at four times the cost of mainstream places, consistent with the space standards in Building Bulletin 104. The National School Delivery Cost Benchmarking report for the costs of delivering SEN school places.' recommends a cost of £76,184 average cost per pupil place for SEN, Coventry's cost per pupil multiplier has been updated to match this figure.

Pupil Yield

Early Years

The take up rate for Coventry for the 30hrs was circa 50% and the take-up rate two years old is circa 32% Although the take up rate is much higher for those eligible for funded two-year-old places (75%). These two programmes have effectively doubled the amount of Early Years care required. The impact of the new universal credit benefit system, and the lowering of the benefit cap, will also increase the eligibility of funded two-year-old places and therefore the amount of places required will increase. CCC are currently working to calculate the effect of this. Therefore, the contribution request is calculated from asking for two years' worth 15 Hrs or 0.8 of a FT year group with the take up rate of funded two years and 30 Hrs being added into this. This will be co-ordinated each year with Early Years colleagues as the take up rate for both Government schemes is expected to rise.

Primary and Secondary

Coventry has seen a primary age population increase in recent years with the current reception cohort being 17% higher than the current Year 11. This has been because of larger birth cohorts which have impacted upon available school places. These larger birth cohorts are coming from existing housing stock as well as new homes being put into the city. There has been relatively little new housing in Coventry over this period, but the city has become more attractive for people to raise families in, resulting in a younger population within the city. This trend is expected to continue in the new housing that is being put into the city. The formula for this is by examining the total number of eligible homes within Coventry and the current Number on Roll in Schools, split between Primary and Secondary. This gives the pupil yield for how many school age children the current housing stock within Coventry provide. The pupil yield from a single eligible dwelling for primary is 0.39 and for secondary 0.22 pupils per eligible household.

Sixth Form

The formula for this is calculated from the proportion of children staying on in sixth form and also staying in education between Years 12 and 13. However it is still an inconsistent indicator, therefore the percentage applied to the children staying on rate will be based on the stay-on rate of children the September before the application was received. For the most recent year, the drop off between year 12 and year 13 was 8.9% of the cohort, therefore, to incorporate this into the pupil yield only 1.9 year groups are requested. This has resulted in a drop in the sixth form contribution asked for.

Primary SEND

To calculate the primary SEND contribution Coventry City Council, use the school census published three times annually. This lists the student details for the current mainstream and Broad Spectrum Special School (BSSS) cohort and the number of children within this cohort an EHC plan or SEN statement. By understanding the total number of EHC plans and SEN statements within the current primary cohort, it is possible to calculate the current % of the cohort which require additional needs arising from new housing. By dividing the figures of total cohort by number of EHC's a total of 1.67% is received. This factor will be applied to the pupil yield calculation for primary. This figure will be updated annually as the number of EHC plans is rising in excess of proportionality of the general increase in population.

Secondary SEND

The Secondary SEND pupil yield is calculated using the same method of calculating the current number of secondary age pupils with an EHC plan or Statement and dividing by

the total amount of children in Secondary education. The current amount of EHC plans within Secondary school is 3.3%. This figure will be updated annually as the number of EHC plans is rising more than proportionality of the general increase in population.

Appendix 4 – Forecasting Methodology and Planning Considerations

Introduction

Local authorities use different methods to forecast pupil numbers and take different factors into account, the forecast of pupil numbers is then submitted to the ESFA annually and a basic need allocation is granted based off the information provided. This methodology explains the process by which the pupil forecasts are made.

Primary Reception Forecast

Birth Data is gathered annually from Health. This information is broken down into each individual school's catchment area, using GIS software. For forecasts beyond this point, i.e. When the birth data is not yet available, a three-year weighted average for each catchment area is used, to plot the trends and determine long term sufficiency planning.

A rate of inflation is applied to the birth cohort at the point it enters Reception provision. This figure is a weighted increasing average to reflect trends over the past 2 years. i.e., due to wider evidenced pressures on in-year arrivals to Coventry at an early year's age, from birth to reception intake the birth cohort will grow by c.5%. This 5% figure is applied to each catchment area across the city, as it is difficult to determine due to the transient nature of the pupils, where they are staying permanently in Coventry, and which schools they will apply for. As a result, it was felt fairer to split this 5% equally across the city.

This determines the number of pupils' resident in each school's catchment area broken into year of entry to Reception. To determine the number of pupils expected to be educated in each school and therefore planning area, this number is then broken down into how pupils move across the city. To calculate how this cohort is reflected onto a school level, the variable of parental choice is applied, with a historic percentage on the movement of pupils from each catchment area to all schools in the city being applied.

Where any school has an excess of forecast pupils above its PAN, unless it is agreed that the school can take above PAN, then that excess will be redistributed to other schools within the planning area. The redistribution is added by liaising with the School admissions team, and applying popularity factors to the schools in the planning area. Where all schools in a planning area are oversubscribed, the remaining pupils show as an excess within the planning area.

This calculates the September intake for each Primary School for Reception for the plan period. Any other mitigating factors, such as children residing out of Coventry and attending schools in the city, are where individual rates of increase are applied to specific schools, as this is more of a factor for schools near the city boundaries or with faith-based admission arrangements. Those rates are based on recent trends of children residing out of Coventry in the school. These are manually added after the Coventry applications are factored in, to account for the effective pushback of some of these children to their resident Local Authorities.

Secondary Year 7 Forecasts

For Secondary forecasts the methodology behind them is the same as the Primary element, with the exception that birth data is no longer used and instead the existing year 6 cohort within the city is the initial dataset.

The Year 6 cohort is calculated based on the existing school cohort from information provided by schools for the purposes of admissions co-ordination. CCC accounts for historic loss of pupils at the transfer round as children choose to attend schools in other local authority (LA) areas, including Warwickshire Grammar schools, and private education. This figure is calculated annually as it is dependent upon the amount of places available in other LA schools, however, this figure is typically around 170 pupils. This figure is deducted from the size of the prospective year 6 cohort.

Primary and Secondary In-Year

Once the September intake is calculated. In-Year variations are applied to both the intake and the existing school cohort, the existing school cohort being provided by schools directly as part of in-year processing. There are two forms of In-Year calculations within the forecasting model. These are migration rates and the impact of additional housing across the city.

Coventry has undergone significant in-year pressures (see commentary for more detail) in recent years and using a 2-year weighted average this same migration rate has been applied to future years. To avoid this in-year migrations impact on schools only being applied to schools with surplus places, Coventry applies a city-wide figure which is applied equally to all planning areas and year groups.

CCC maintains a database of housing developments, these housing developments are within the Local Plan or have already been approved as windfall sites. This database corresponds to the forecasting model and generates the estimated pupil yield from each housing development broken down by the number of homes being built per year. The pupil yield numbers are then added to individual schools based upon proximity to each housing development and the likelihood of those pupils attending that school. For the purposes of SCAP, which requires planning area forecasts, these are amalgamated into planning

areas. This pupil yield is calculated using formulae that are based off city wide pupil yields. In some cases, assumptions are made as to the rate the houses will be built, if this is not identified within the Local Plan or where practicalities of completion may mean the housing has been brought forward/pushed back.

Sixth Form

For Sixth form, a city-wide stay on rate has been applied based on current information on the transfer of pupils from the previous year 11 cohort to the year 12 now. The school's intake figures for Year 13 are generated from actual school values within the year 12 and the stay on rate from the previous year. These forecasts are then placed within the context of the projected Year 11 cohort for the forecast years. This transfer round considers the pupils transferring to other phases of education, such as apprenticeship, or FE colleges, which CCC do not forecast for.

Additional Detail

It should be stressed that the projections are only indicative. For instance, where the projection for the city is more than total amount of places available and an individual school forecast exceeds the capacity of that school, therefore no redistribution can occur as there are insufficient city-wide school places, the projections do not imply that the school will be required to admit the additional pupils.

Appendix 5 – Primary Forecasts

The forecasts below have been calculated using the above methodology (assuming continuation of current levels of in-year growth). The assumptions within the methodology are being continually reviewed to ensure accuracy of forecasts.

Primary Planning Area	Year	Reception Forecasts	PAN	Available Capacity	Total NOR Forecasts	Overall Capacity	Available Capacity
North	2023/24	315	315	0%	2226	2217	0%
	2024/25	303	315	4%	2298	2217	-4%
	2025/26	312	315	1%	2380	2217	-7%
	2026/27	317	315	-1%	2390	2217	-8%
	2027/28	326	315	-3%	2456	2217	-11%
North Central	2023/24	486	480	-1%	3577	3480	-3%
	2024/25	457	480	5%	3532	3450	-2%
	2025/26	460	480	4%	3505	3420	-2%
	2026/27	468	480	3%	3483	3390	-3%
	2027/28	487	480	-1%	3475	3390	-2%

East Central	2023/24	525	525	0%	3816	3765	-1%
	2024/25	494	555	11%	3792	3765	-1%
	2025/26	496	555	11%	3760	3795	1%
	2026/27	509	555	8%	3787	3795	0%
	2027/28	527	555	5%	3782	3825	1%
West Central	2023/24	225	225	0%	1574	1575	0%
	2024/25	212	225	6%	1624	1575	-3%
	2025/26	214	225	5%	1653	1575	-5%
	2026/27	219	225	3%	1679	1575	-7%
	2027/28	207	225	8%	1669	1575	-6%
Longford	2023/24	420	450	7%	3162	3150	0%
	2024/25	397	450	12%	3156	3120	-1%
	2025/26	400	450	11%	3120	3120	0%
	2026/27	409	450	9%	3108	3120	0%
	2027/28	399	450	11%	3072	3120	2%
North East	2023/24	356	360	1%	2582	2610	1%
	2024/25	336	360	7%	2568	2610	2%
	2025/26	338	360	6%	2581	2580	0%
	2026/27	345	360	4%	2598	2580	-1%
	2027/28	322	360	11%	2573	2520	-2%
East	2023/24	432	435	1%	3060	3045	0%
	2024/25	407	435	7%	3073	3045	-1%
	2025/26	408	435	6%	3073	3045	-1%
	2026/27	416	435	4%	3086	3045	-1%
	2027/28	435	435	0%	3103	3045	-2%
Binley	2023/24	268	270	1%	1865	1902	2%
	2024/25	253	270	6%	1898	1902	0%
	2025/26	255	270	5%	1930	1902	-1%
	2026/27	261	270	3%	1953	1902	-3%
	2027/28	256	270	5%	1964	1902	-3%
South East	2023/24	180	180	0%	1267	1260	-1%
	2024/25	169	180	6%	1322	1260	-5%
	2025/26	170	180	5%	1343	1260	-7%
	2026/27	173	180	4%	1366	1260	-8%
	2027/28	165	180	8%	1366	1260	-8%
South	2023/24	360	360	0%	2655	2625	-1%
	2024/25	339	360	6%	2646	2580	-3%
	2025/26	340	360	5%	2623	2595	-1%
	2026/27	347	360	4%	2632	2550	-3%
	2027/28	365	360	-1%	2622	2535	-3%
Tile Hill	2023/24	189	195	3%	1375	1365	-1%
	2024/25	180	195	8%	1410	1365	-3%

	2025/26	181	195	7%	1432	1365	-5%
	2026/27	184	195	6%	1456	1365	-7%
	2027/28	183	195	6%	1457	1365	-7%
West	2023/24	225	225	0%	1574	1575	0%
	2024/25	212	225	6%	1624	1575	-3%
	2025/26	214	225	5%	1653	1575	-5%
	2026/27	219	225	3%	1679	1575	-7%
	2027/28	207	225	8%	1669	1575	-6%
North West	2023/24	187	210	11%	1409	1470	4%
	2024/25	178	210	15%	1450	1470	1%
	2025/26	182	210	13%	1478	1470	-1%
	2026/27	186	210	11%	1486	1470	-1%
	2027/28	186	210	11%	1491	1470	-1%
Coundon	2023/24	202	210	4%	1584	1530	-4%
	2024/25	190	210	9%	1577	1530	-3%
	2025/26	191	210	9%	1591	1500	-6%
	2026/27	196	210	7%	1574	1470	-7%
	2027/28	203	210	3%	1550	1470	-5%
City Wide	2023/24	4370	4440	2%	31726	31569	0%
	2024/25	4128	4470	8%	31968	31464	-2%
	2025/26	4162	4470	7%	32121	31419	-2%
	2026/27	4249	4470	5%	32274	31314	-3%
	2027/28	4268	4470	5%	32246	31269	-3%

Appendix 6 – Secondary Forecasts

The forecasts below have been calculated using the above methodology (assuming continuation of current levels of in-year growth). The assumptions within the methodology are being continually reviewed to ensure accuracy of forecasts.

Secondary Planning Area	Year	Year 7 Forecast	PAN	Available Capacity	Total NOR Forecasts	Overall Capacity	Available Capacity
Central	2023/24	555	540	-3%	2638	2621	-1%
	2024/25	550	540	-2%	2717	2670	-2%
	2025/26	571	540	-6%	2818	2700	-4%
	2026/27	582	540	-8%	2888	2700	-7%
	2027/28	610	540	-13%	2956	2700	-9%
North West	2023/24	905	895	-1%	4560	4505	-1%
	2024/25	913	895	-2%	4638	4475	-4%

	2025/26	956	895	-7%	4712	4475	-5%
	2026/27	987	895	-10%	4824	4475	-8%
	2027/28	1018	895	-14%	4946	4475	-11%
Foxford	2023/24	212	210	-1%	977	960	-2%
	2024/25	214	210	-2%	1025	990	-4%
	2025/26	238	210	-13%	1095	1020	-7%
	2026/27	233	210	-11%	1149	1050	-9%
	2027/28	243	210	-16%	1209	1050	-15%
South	2023/24	500	480	-4%	2368	2370	0%
	2024/25	459	480	4%	2426	2430	0%
	2025/26	487	480	-1%	2505	2430	-3%
	2026/27	509	480	-6%	2535	2400	-6%
	2027/28	547	480	-14%	2572	2400	-7%
East	2023/24	630	630	0%	3039	3000	-1%
	2024/25	630	630	0%	3060	3060	0%
	2025/26	597	630	5%	3121	3120	0%
	2026/27	605	630	4%	3152	3150	0%
	2027/28	644	630	-2%	3193	3150	-1%
North East	2023/24	563	600	6%	2613	2806	7%
	2024/25	579	600	4%	2742	2900	5%
	2025/26	588	600	2%	2872	2940	2%
	2026/27	591	600	2%	2900	3000	3%
	2027/28	603	600	-1%	2998	3000	0%
South East	2023/24	690	685	-1%	3280	3355	2%
	2024/25	654	685	5%	3339	3425	3%
	2025/26	660	685	4%	3396	3455	2%
	2026/27	661	685	4%	3403	3425	1%
	2027/28	680	685	1%	3420	3425	0%
South West	2023/24	574	574	0%	2993	2996	0%
	2024/25	533	574	7%	3041	3026	0%
	2025/26	516	574	10%	3040	3026	0%
	2026/27	520	574	9%	3024	3026	0%
	2027/28	550	574	4%	3054	3026	-1%
City Wide	2023/24	4629	4614	0%	22468	22613	1%
	2024/25	4531	4614	2%	22988	22976	0%
	2025/26	4613	4614	0%	23559	23166	-2%
	2026/27	4688	4614	-2%	23875	23226	-3%
	2027/28	4895	4614	-6%	24348	23226	-5%

Appendix 7 – SEN Projected Methodology

1. Introduction

Working in partnership Coventry City Council (CCC)'s Special Educational Needs (SEN) team and The Education Capital Strategy team have utilised the DfE's guidance on forecasting specialist places, as outlined in 'Forecasting demand for SEND Provision – Guidance for Local Authorities', April 2023, to arrive at a set of forecasts showing the demand for specialist placements for Coventry residents. This planning and forecasting of high needs provision has involved all relevant teams across the local authority – including education service delivery, school's revenue & capital finance teams, as well as the Council's Corporate Property department – and been overseen by senior leaders appraised of the need for a strategic approach and of the risks and issues involved.

To conform to the expectations as set out by the DfE as part of the School Capacity (SCAP) return⁸, Coventry forecast for the number of specialist places required to accommodate pupils with an Education, Health & Care plan (EHCP) in each statutory school age year group. Reception to Year 13 is forecast for each academic year for five years at primary phase and seven years at secondary phase. Reviewing EHCP rate by phase (e.g. primary) will not sufficiently capture differences in EHCP prevalence.

As required for the DfE's SCAP return, forecasts are produced, by the following types of specialist provision:

- SEN Unit & Resourced provision⁹
- Special schools (state maintained and non-maintained)
- Independent special schools
- Alternative provision

The DfE currently requires forecasts only at local authority level, rather than subsets within Coventry. As Coventry is unitary and geographically small, CCCC have adopted this approach. There is also no requirement from the DfE on providing different forecasts for the different types of SEN – mainly Broad Spectrum, Autism Spectrum Condition, or Social, Emotional, & Mental Health (SEMH).

2. Methodology - overview

The methodology comprises several steps, with one common step at the beginning before splitting into distinct primary and secondary phase methodologies to determine the number

⁸ The SCAP return is a statutory annual data collection based around providing the Department for Education with the anticipated capacity and pupils numbers for the foreseeable future.

⁹ The distinction between the Resourced Provision and SEN Units, is most succinctly found here - <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>. In summary, SEN units are special provisions within a mainstream school where the pupils with SEN are taught mainly within separate classes for at least half of their time, whereas Resourced provisions are places that are reserved at a mainstream school for pupils with a specific type of SEN, taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school.

of specialist placements required and then splitting this between the various types of provision available within Coventry:

- Setting out the number of pupils who are currently attending a specialist provision within Coventry broken down by year group. This is based upon information gathered by CCC's pupil database. This forms the basis of the projections for the existing school cohort. Using this allows for a more accurate reflection of the current picture as a baseline rather than using % calculations as a proportion of the entire school cohort.

Primary

- For Reception intake, for each academic year, the anticipated number of places required is calculated from the early year's cohort with a EHCP from the benchmark of the past 3 years of pupils who have required a specialist place. (Double-weighted for the most recent year).
- For each academic year new arrivals to the city who require a specialist placement are factored in– this is a static rate applied from previous trends on new arrivals and presumes an equal split across all year groups.
- Accounting for additional pupils from other local authorities that are likely to seek accommodation in specialist provision in Coventry in year of entry ('Out of County'). This is based on historical patterns. However, numbers for this are relatively low and can be discounted without changing the overall trend in terms of demand for specialist placements.
- Calculating the sum of these factors, including current NOR, in-year arrivals, and other LA pupils requiring a place, to determine the amount of specialist placements needed.
- This process is then continued for each academic year, with the existing school cohort being rolled forward each year.

Academic Year	Yr0	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
2023/2024	54	59	78	79	80	86	97
2024/2025	58	61	63	88	87	82	93
2025/2026	65	61	61	73	93	95	91
2026/2027	67	68	63	75	79	99	102
2027/2028	70	76	74	81	81	87	104 ¹⁰

Secondary

- Calculating the number of pupils who will be in Year 6 for each academic year currently in a specialist setting.
- For the Year 6/Year 7 transfer factoring in the number of pupils who transfer from a Year 6 mainstream school place to a Year 7 Specialist school placement - this is a

¹⁰ Please see the One Strategic Plan for Education for the final figures, these are purely indicative.

percentage static rate but flexible number as it is dependent upon the size of the Year 6 cohort within a mainstream school and that 20% will require a specialist placement at secondary age.

- For each academic year factoring in the new arrivals to the city who require a specialist placement – this is a static rate applied from previous trends on new arrivals and presumes an equal split across all year groups.
- Accounting for additional pupils from other local authorities that are likely to seek accommodation in specialist provision in Coventry in year of entry ('Out of County'). This is based on historical patterns.
- In a similar vein to primary, calculating the sum of these factors to determine the amount of specialist placements needed.
- This process is then continued for each academic year, with the existing school cohort being rolled forward each year.

Academic Year	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13	Yr14	Total
2023/2024	128	129	108	121	104	79	72	36	1310
2024/2025	146	134	127	120	121	81	79	72	1412
2025/2026	148	148	134	141	117	96	81	79	1483
2026/2027	153	138	149	147	137	90	96	81	1544
2027/2028	164	155	139	164	145	107	90	96	1633 ¹¹

Determining the split of Specialist Placements

- Once the number of specialist placements has been determined, the anticipated placement by type of provision needs to be determined, as per historic and place planning strategy – Coventry Inclusion Strategy, and One Strategic Plan for Education.
- The historic data is gathered from analysis of the school cohort and their current type of placement,¹² using the formula:
- Number of pupils in [relevant provision type] ÷ the total number of pupils with EHCPs in that year.
- With the place planning strategy for future years coming from the proposals developed by the SEN working group and how Coventry wants to influence its placement split across sites. This developing of strategy allows the LA to consider local policy that will have an impact on those future trends, for example a drive towards inclusion within mainstream provision and attempting to lessen the number of pupils placed within the independent sector.
- A table of anticipated placement rates for various types of provision is provided separately for primary & secondary age pupils for each academic year based on a trend analysis of their historic data and as part of the One Coventry Plan for providing additional SEN provision across the city.
- For example, of Secondary, see below.

¹¹ Please see the One Strategic Plan for Education for the final figures, these are purely indicative.

¹² This also allows shifts in the balance of provision that existing pupils are attending to be evidenced against strategy and shows that between current and forecast placement rates there is no significant unplanned shift.

Secondary Placement Rates	SEN Unit & Resource Provision	Special Schools	Independent	Alternative Provision
Current Academic Year	2%	89%	10%	0%
2023/24	2%	89%	10%	0%
2024/25	4%	86%	10%	0%
2025/26	4%	87%	9%	0%
2026/27	4%	87%	9%	0%
2027/28	4%	88%	8%	0%
2028/29	4%	88%	8%	0%
2029/30	4%	88%	8%	0%

- Once these rates have been established, applying the % rate for each specialist type of provision to total EHCPs who require a specialist place by year, provides a forecast for primary & secondary pupils in each year group who will need a place as required by the SCAP return.
- CCC believes this approach reflects demand from the perspective of the commissioning body operating a financially sustainable local offer, i.e. the demand a reasonable and effective Local Authority will experience after taking account of existing placement policies, the local SEND strategy, likely pupil and parent preferences and any local reform measures as set out above.