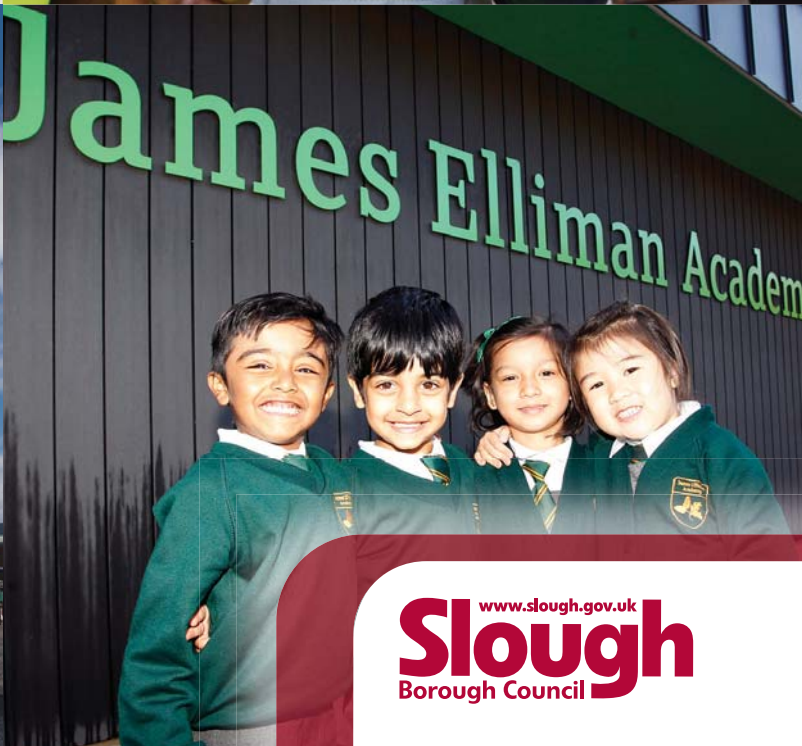


# School Places Strategy 2018-23





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## Key

FE	Form of Entry, this describes a Reception class of 30 pupils and the seven classrooms that are needed for the class to work their way through the school	SBC	Slough Borough Council
NOR	Number on roll, this is a count of the number of pupils in an educational facility	LA	Local Authority or Slough Borough Council
ESFA	Education and Skills Funding Agency (formerly EFA): national body responsible for school funding, delivering Free Schools and monitoring academies	PRU	Pupil Referral Unit also known as Alternative Provision for those not willing or able to attend mainstream school for a short period or long term
DFE	Department for Education is the national body responsible for education, children's services, higher and further education policy	SEND	Special Education Needs and Disabilities, refers to pupils with an EHCP, these pupils will attend a mainstream school possibly in a Resourced Unit or a Special School
SCAP	School Capacity return, is an annual return by SBC to the ESFA to explain projected shortfalls in school places. SEND and PRU places are not captured in this return	EHCP	Education and Health Care Plan: this has replaced statements of SEN, the transition phase to EHCPs for pupils with statements ends in March 2018
		RSC	Regional Schools Commissioner acts on behalf of the Secretary of State for Education and is responsible for intervening when academies or sponsors are underperforming, arranging sponsors for new academies and advising on new free schools.





# 1. Introduction

We are proud to introduce this School Place Strategy which supports the ambition in Slough's Five Year Plan that "Slough children will grow up to be happy, healthy and successful."

This strategy describes Slough's proposals for ensuring there are sufficient, suitable, high quality school places for every Slough child together with the principles that will be applied when expanding or contracting provision.

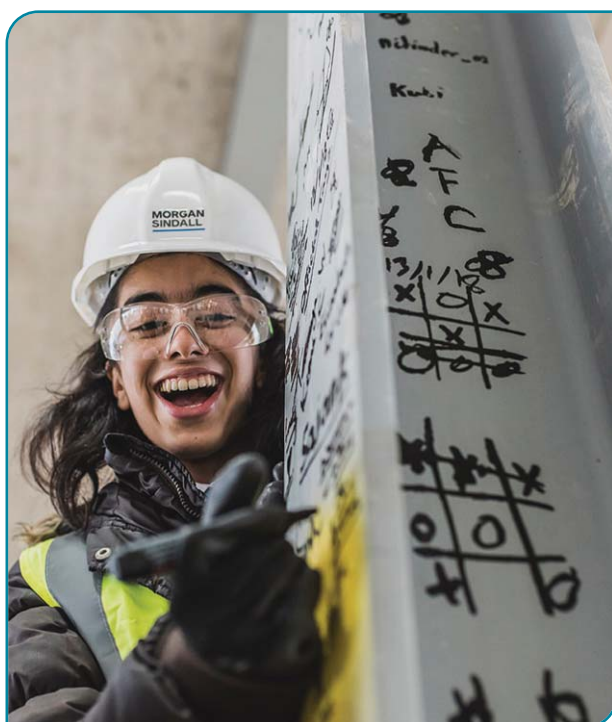
The strategy is underpinned by our commitment to promoting educational excellence. The council wants all pupils go to attend schools rated "Good" or "Outstanding" by Ofsted and to receive a high quality education that will prepare them well for the future. We are proud that to date all schools expanded by Slough have received additional funding to not only provide new classrooms, but also to improve facilities which support improved teaching and learning.

The strategy includes Slough's latest pupil projections, an analysis of projected shortfalls (or surpluses) in school provision and a summary of actions for delivering the new places that are required.

The strategy considers the future demand for early years, primary, secondary, SEN and PRU places. College Education and Higher Education provision are not covered.

The strategy will be updated annually with the latest data and forecasts. This may result in changes to existing proposals as the LA responds to the latest demographic changes in the town.

The Slough School Place Strategy is aligned to other key council strategies and in particular supports delivery of the following:



Council's Five Year Plan	Outcome 1 - Slough children will grow up to be happy, healthy and successful.
Children and Young People's Plan	Priority 7 - to ensure children and young people are engaged and helped to access opportunities that will enable them to reach their full potential.
Slough School Improvement Strategy	Slough's School Improvement Strategy sets out the council's approach to school effectiveness
SEND Strategy 2016-20	
Early Year's Sufficiency Assessment	Childcare Sufficiency Assessment 2017 sets out Slough's future requirements.
Slough Wellbeing Strategy 2016-20	<p>Priority 1: Protecting vulnerable children</p> <p>Slough's ambitions are:</p> <ul style="list-style-type: none"> <li>Clearly we want all children to be safe and protected from abuse and neglect.</li> <li>All children should have the opportunity to achieve the best in life.</li> <li>More young people should be able to leave education with the qualifications and skills they need to fulfil their aspirations.</li> </ul> <p>We will work to ensure that Slough's Children's services are rated by Ofsted as 'good'.</p>

*Shadiq*



**Councillor Shabnum Sadiq**  
Cabinet Member for  
Children and Education

*Cate Duffy*



**Cate Duffy**  
Director of  
Children, Learning and Skills

## 2. Place Planning Summary

Slough Borough Council is responsible for ensuring there are sufficient school places for every resident pupil that requires a school place. The council also has a statutory duty to promote educational excellence for all Slough children and young people in state funded education, regardless of the status of the provider institutions. However, the diverse nature of the school estate means that Slough is responsible for commissioning the majority of school places rather than delivering them. Free Schools, for instance, are approved and built for Slough by a government agency (the ESFA) based on a school place summary that is submitted to them annually.

### a) Early Years

There continues to be a focus on place development for two, three and four year olds in Slough. The council conducts an annual Childcare Sufficiency Assessment to identify and prioritise areas where further place development is required. Capacity is being increased in the private, voluntary and independent sector.

### b) Primary Places

The opening of a new all-through free school in 2017 means that Slough has sufficient Reception classes to meet projected demand and provide some surplus capacity. A certain level of surplus is welcomed in all year groups to accommodate new arrivals to Slough. The number of new arrivals is closely monitored as unexpected increases or decreases can affect the proposals outlined in this report. While there is surplus capacity projected in lower year groups, there is an existing pressure in some higher year groups which is forecast to continue as new arrivals move into the town. To ensure sufficient capacity was available for 2017-18 four bulge classes opened in year groups 1 to 5. Further junior bulge classes may be required over the next few years although a recent slow down in new arrivals has reduced the likelihood that these will be required. Some schools are considering temporary reductions to their admission numbers as a result of the slow down.

### c) Secondary Places

A high number of secondary free schools have opened in Slough in recent years including Grove Academy which opened for September 2017: in total they will provide 22 new forms of entry. In addition to this, projects are underway for adding 6.5 forms of entry at four existing Slough schools. It is expected that together these projects will provide sufficient capacity until 2020-21, when forecasts indicate there will be a pressure on places for 3 or 4 years before demand reduces again creating surplus capacity. As with the primary sector the number of new arrivals is closely monitored.

### d) Post-16

In most cases Post-16 provision is increasing in line with secondary capacity. The higher birth rates will start to significantly affect post-16 demand from 2019 and continue for the next decade.



### e) SEND Places

The majority of pupils with Education Health and Care Plans (EHCP) will be educated in mainstream schools. However a proportion will require specialist provision. Those requiring full time specialist provision attend a Special School while those pupils whose needs can be met through a combination of mainstream and specialist facilities will be allocated a place in a Resource Unit. Slough has a programme underway to expand both types of provision. A number of new resource units have just opened or will soon open and a number of existing SEND Resource Units are being expanded. At the same time capacity in all three of Slough's existing special schools will be expanded through the addition of new buildings.

### f) Alternative Provision (or PRU) places

Alternative Provision caters for those pupils who have been excluded or are at risk of exclusion. It has been assumed that the proportion of the population that requires Alternative Provision will remain unchanged and new places have been planned on this basis. The growth required in this sector is being delivered through the expansion of existing schools. For primary pupils Littledown School will expand onto an adjoining site once the refurbishment work completes towards the end of 2018. For secondary pupils two new annexes are planned for Haybrook College, one a replacement building due to be refurbished by the end of 2018 and one an additional building on the Haymill site to complete during 2020.

### g) Capital Funding

The school expansion programme has until this year been financed primarily from grant received from the ESFA in the form of Basic Need funding. Slough receives an annual allocation of funding based on the forecast shortfall of places submitted to the ESFA each year. As allocations are based on the shortfall of statutory age places only (Reception to Year 11) and excludes nursery, post-16 and SEN places, the LA may need to fund some or all of these places. The LA also needs to fund any shortfall in funding if projects cost more per place than the funding received.

## Other Funding Sources

- Free Schools - Where promoters bid directly to the ESFA for Free Schools they are funded externally if successful. The risk with free schools is that the provider, timing, location and admission criteria of the school would be out of the control of the LA and may not meet local needs or Slough's expectations of quality. Alternatively, if an LA is willing to fund the capital cost of the school and has a site available, they can advertise for Free School promoters and hold a competition. This would remove the risks mentioned above.
- Section 106 developer contributions - Slough seeks contributions from developers for all planning applications of more than 15 dwellings. The level of contribution requested is based on the number of pupils produced by each dwelling type and size and a cost to build those places. Viability issues with a particular development can mean that the contributions are reduced or even waived in certain circumstances. The timing of payments from developers can be uncertain as they will build homes to suit their own financial plans rather than those of the LA.
- Ad-hoc grant funding programmes announced by the ESFA.

## Capital Programme to 2023

The draft 5 year capital programme, attached as Appendix 1, shows the projects and funding requirements to provide the projected places set out in this plan. It shows confirmed income and the possible funding gap that will need to be funded by the LA unless new income is received in the meantime. The current programme requires an additional £25M to be borrowed by the LA to balance the programme.



### 3. Legal and policy context

Section 14 of the Education Act 1996 requires a local authority to secure that sufficient schools are available at primary and secondary stages of education for their local area. Sufficient means sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education. Appropriate education means education which offers such variety of instruction and training as may be desirable in view of

- a) the pupils' different ages, abilities and aptitudes, and
- b) the different periods for which they may be expected to remain at school,

and includes practical instruction and training appropriate to pupils' different needs.

A local authority must exercise its functions under this section with a view to security diversity in the provision of schools, and increasing opportunities for parental choice. This duty applies to pupils of compulsory school age only.

In exercising its functions under this section, a local authority shall in particular have regard to:

- a) the need for securing that primary and secondary education are provided in separate schools (except that this duty does not apply to special schools),
- b) the need for securing that special educational provision is made for pupils who have special educational needs, and
- c) the expediency of securing the provision of boarding accommodation for pupils for whom education as boarders is considered by their parents and the authority to be desirable.

The council also has a legal duty to promote educational excellence and high standards in all schools. Slough therefore aims to ensure that all new places are of a **high quality**.

For primary and secondary applicants Slough Borough Council's aim is to offer every parent a school place, either on national offer day for reception and year 7 applicants or within four weeks of applying for a place for in-year applications. The intention is that the place offered will be within a reasonable distance from the home address and if possible at one of the schools preferred by the parent. There is no duty to offer a place at the preferred school although every effort is made to satisfy parental preference.

Current legislation does not allow LAs to open new schools, all new schools must be free schools opened by a group of promoters.



## 4. Demographics and key issues

### 4.1 Demographics

Slough is an urban town in the east of Berkshire, approximately 20 miles west of central London. It is home to 42,365 children and young people, 13,188 of which are aged 0-4. Out of a total population of approximately 145,734, this equates to 29% being below the age of 19, making the population of Slough significantly younger than the average for south east local authorities. The borough also includes a higher proportion of young adults aged 25-44, suggesting a large number of young families are resident.

(Source: ONS 2015 Mid-Year Population Estimates - June 2016)

Slough unitary authority area was ranked 79th out of the 326 English local authorities for deprivation in the 2015 Indices of Deprivation, significantly more deprived than other east Berkshire areas: Reading (143th), Bracknell Forest (287th) and Windsor and Maidenhead (306th).

(Source: Department for Communities and Local Government - Sep 2015)

### 4.2 Slough's Schools

Like other densely populated areas Slough has a high number of schools within a small area. There is a broad range of schools including faith schools (Sikh, Islamic, Roman Catholic and Church of England), grammar schools, single sex (girls' schools) as well as non-denominational, non-selective Community and Foundation schools. For 2017 a new 'all-through' school opened which combines primary and secondary education in one setting. Slough's primary schools are comparatively large with many offering four forms of entry and one primary school offering eight forms of entry split across two sites.

The status of Slough schools is shown in the table below. Slough has a higher than average number of academies, where nationally 23% of schools are academies including free schools.

(Source: nfer May 2017) in Slough the figure is 65%.

### Total number of schools in Slough based on type (Jan 2018)

	Maintained				Academy	Free	Total
	Community	Voluntary Aided	Voluntary Controlled	Foundation			
Nursery	5						5
Primary	3	4	1	2	17	2	29
Secondary	1	1			9	3	14
All-through						1	1
Special	1				2		3
Total	10	5	1	2	28	6	52

## Number of schools by admission criteria (Jan 2018)

- two secondary schools are recorded in more than one column

	Non-selective	Banding	Grammar	Single Sex	Faith
Nursery	5				
Primary	21				8
Secondary	6	1	4	2	3
All-through	1				
Special	3				
Total	36	1	4	2	11

## Types of Schools

- the descriptions below apply to Slough schools

### Maintained Schools - overseen by the LA:

**Community (C)** - the local authority owns the buildings and determines admission arrangements.

**Foundation (F)** - the governing body own the school buildings, employ the staff and determine their own admission arrangements.

**Voluntary Aided (VA)** - a trust or diocesan body own the building, employ the staff and determine their own admission arrangements.

**Voluntary Controlled (VC)** - similar to voluntary aided schools but the local authority employs the staff and determines admission arrangements.

**Grammar schools** - select their pupils based on a test of academic ability. Three of Slough's four grammar schools are now academies, the other is VA.

### Non-maintained schools - independent from the local council:

**Academies** - the trust owns or has a long lease on their site, they operate under a Funding Agreement with the government and can follow a different curriculum.

**Free Schools** - schools that have opened as new academies, rather than being converted to an academy from a maintained school. A free school is still an academy and is funded and controlled in the same way as other academies.

### Other schools

**Independent** - private schools (independent from the local council) where parents pay for the cost of their child's place.

## 4.3 Free Schools and Academies

Section 6A of the Education and Inspections Act 2006 requires local authorities to seek proposals for a new academy if it believes a new school needs to be established in its local area. As part of inviting proposals, the council would be expected to identify a site and funding for any building works. Slough is not able to determine where and when these schools open although the ESFA, who manage the Free School programme, work closely with the LA to time openings to meet local demand. Free Schools once opened are also academies. There are certain exceptions to the requirement to seek proposals for a new academy and these are set out in the legislation and expanded on in the statutory guidance "Opening and closing maintained schools - April 2016".

Academies are able to apply direct to the Secretary of State if they wish to expand or reduce their admission numbers although the Local Authority is consulted on any changes. The council needs to effectively plan school provision in a world where schools themselves have increasing autonomy. The School Places Strategy and local Headteacher consultative forums are the key local vehicles for influencing school plans. The Regional Schools Commissioner (RSC) also has a role to play as their duties include advising on new free school proposals and they are the decision maker when proposals for significant changes to academies are published.

### 4.4 School Performance

The proportion of all Slough schools judged as good and outstanding by Ofsted is 85% (Ofsted Inspection data March 2018). This is 1% below the national average (equal to one school).

The proportion of good and outstanding primary schools (85%) is 4% below the national average but the proportion of good or better secondary schools at 85% is 9% above the national average (Ofsted Inspection Data March 2018).

- In the Early Years Foundation Stage Slough ranks 63rd against all other local authorities for pupils achieving a good level of development in 2017. This is up 20 places from 83rd in 2016.
- At KS2 Slough is ranked 55th against all other local authorities for pupils achieving the expected standards in Reading, Writing and Maths combined which has increased by 8 places since 2016.
- At KS4 Slough is ranked 14th for progress 8 against all other local authorities, increasing by two places from 2016.
- At KS5 Slough is ranked 50th for average point score entry per A-Level and 96th for average point score per Applied General Entry. This represents a rise of 15 places and 42 places respectively.

The following DfE link provides school performance tables and results: <https://www.gov.uk/school-performance-tables>

The following link provides Ofsted reports for schools: <https://reports.ofsted.gov.uk/>

### 4.5 Site availability

One of the biggest challenges facing Slough in seeking to expand the school estate is the shortage of available sites both for extensions to existing schools and for new schools. More than half of all Slough's schools have already expanded or are new schools, others are on small compact sites and others have planning constraints that mean expansion options are limited or undesirable. There is a diminishing pool of schools that could expand further assuming they are willing to consider expansion.





## 4.6 Travel Patterns and Grammar Schools

Primary pupils generally attend schools close to home. Only a small number of pupils cross into neighbouring authorities to attend school. Those who do so tend to live close to the boundary.

Four of Slough's 15 secondary schools are grammar schools, so a relatively high proportion of pupils attend grammar schools (28% of year 7 pupils, October Census 2017). There are significant levels of cross border movement by secondary age pupils mainly due to the popularity of the grammar schools. The admissions criteria for three of the four grammar schools now give some priority to pupils living in the Slough area and to date all Slough resident children who applied and were eligible have been offered a place. Even so, three of the four grammars have the majority of the pupils on roll from other LAs. Of the 612 year 7 pupils in Grammar Schools, 375 (61%) live in other authority areas. Slough is however, a net exporter of pupils, meaning more Slough pupils travel to school outside Slough than pupils travelling into Slough from other areas. In January 2017 3,444 Slough residents attended schools outside Slough and 3,272 residents of other boroughs attended Slough schools.

When Crossrail starts running in 2020 it may mean an increase in applications to Slough's grammar schools from outside Slough as travel times reduce. This will be monitored.

## 4.7 New Housing

Slough is a growing community with an increasing demand for additional housing. It is estimated that Slough will require an additional 20,000 homes over the next 20 years, creating a pressure on land and local services including schools. The tables below show the additional homes completed in recent years and expected to be completed by 2019-20. The increase in net completions for 2015-16 can be accounted for by a large increase in 'Office to Residential' conversions, there were 67 in 2014-15 and 323 in 2015-16. This pattern is expected to continue in future years.

	Net Additional Homes	Houses	Flats
2013/14	396	46%	54%
2014/15	507	51%	49%
2015/16	778	34%	66%
2016/17	521	23%	77%
2017/18	846	35%	65%

	Expected completions
2018/19 to 2021/22	800 per year

The level of new housing is closely monitored due to its potential impact on demand for schools places. Where new housing completions are forecast to exceed recent trends then adjustment factors will be applied to pupil forecasts.

In order to measure the impact on demand for school places Slough has carried out a survey in conjunction with other Berkshire Authorities to look at the number of pupils that live in newly built housing. The output from this survey is a series of tables showing the number and age of pupils produced by each house type and house size. The numbers in the output tables are called the Pupil Product Ratios.

It is often the case that families moving into new housing developments already reside in the borough and new families to Slough move into the vacated properties. This can mean that planning school provision as a result of new housing is not straightforward as pupil growth can be across the town as well as in the area of the development. This can mean that there is a lag before local schools see the full impact of new housing developments.

Details of Slough's current Local Plan and progress to date on an update of the plan can be found here: <http://www.slough.gov.uk/council/strategies-plans-and-policies/slough-local-plan-2026.aspx>

**Developer Contributions** - When planning applications are received for new housing developments the Local Authority considers whether there is a shortage of school provision for children moving into the new homes. This only applies to developments of 15 dwellings or more at present. Calculations of the numbers of children forecast to be produced are based on the Pupil Product Ratios mentioned above. For any shortfalls the developer is asked to contribute the capital cost of building the new places.

Slough is currently expanding education provision for all sectors so contributions are always sought from developers. Applications for larger developments may trigger the need for a whole new form of entry to be funded or even a new school. Due to the existing pressure on early years provision across the town Slough may request that accommodation for a nursery is included within most medium and large developments.



## 5. School Place Planning Principles

School place planning, in simple terms, is the comparison of the projected future demand for school places with current school capacity. This can highlight a projected over-supply or under-supply of places, either of which is managed through a delivery plan. The delivery plan will need to be flexible to cope with changing demographics, so that projects can be accelerated or slowed in response to actual demand which can fluctuate.

A small oversupply of places is planned to ensure that the LA can place new arrivals, cope with higher than forecast demand and enable as many parents as possible to secure places at their preferred school.

### Our principles for managing school places are:

1. Prioritise existing schools for expansion where they offer a high quality education
2. Prioritise expansion of popular schools, those with a high number of 1st and 2nd preferences
3. Work closely with the RSC to secure free school promoters with a proven track record in delivering high quality education in the relevant phase
4. Use bulge classes only to meet a short term need for places
5. Ensure primary class sizes are no larger than 30 pupils due to shortfalls in places
6. Prioritise schemes that offer better value for money
7. Avoid creating an over-supply of places unless the places may be required in the longer term
8. Retain a small level of spare capacity to satisfy parental preference
9. Locate new schools or expand existing schools where shortfalls are forecast so pupils can walk to school
10. Consider the amalgamation of separate infant and junior schools whenever the opportunity arises
11. Be sufficiently flexible to respond to an acceleration or deceleration of demand
12. Maximise the available sources of funding for programme delivery
13. Consider the future viability and quality of schools by not supporting single academy trusts or new small schools (Primary schools would ideally be 2FE or larger and secondary schools 6FE or larger).



## 6. Pupil Forecasting

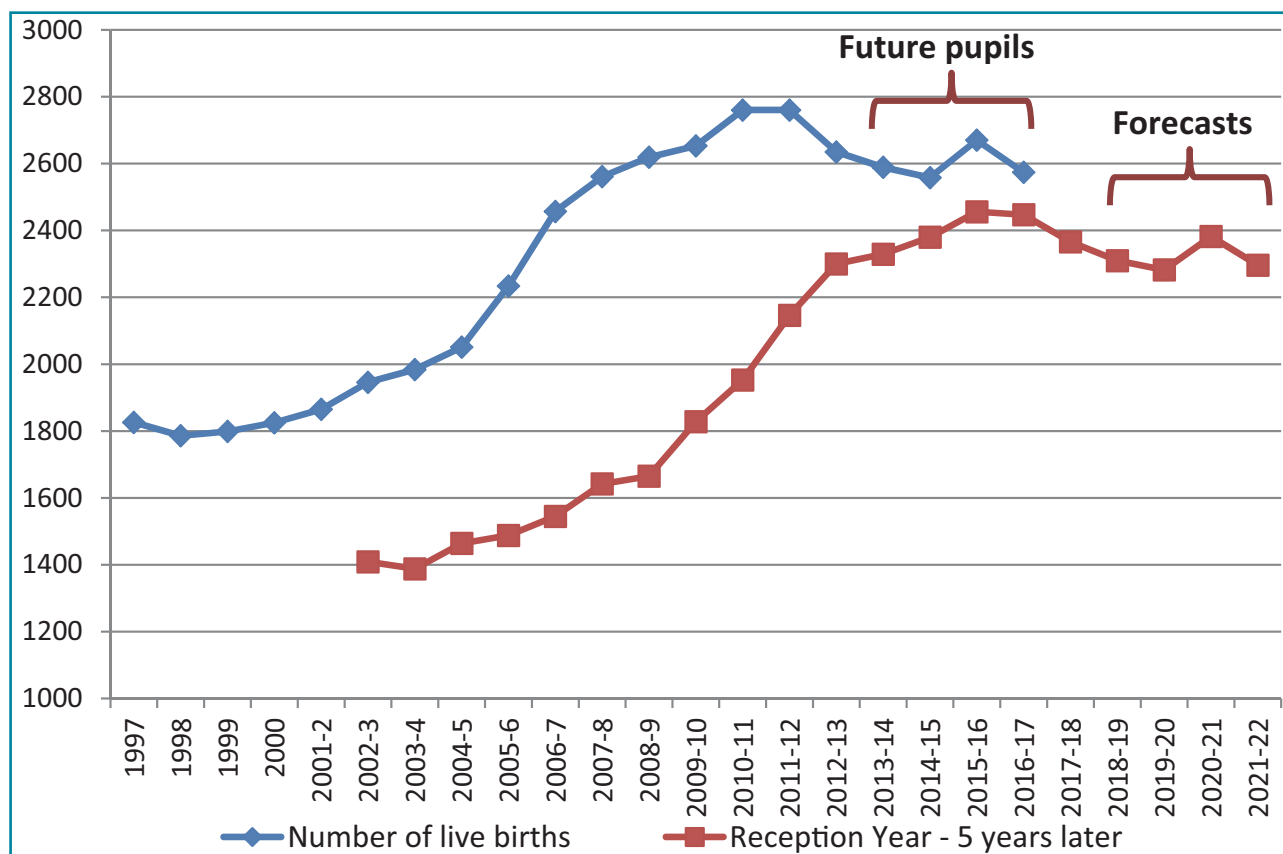
Pupil forecasts are calculated by applying recent trends to current known population data. Slough's forecasts of future Reception demand are mainly based on the number of births in Slough 5 year's before. Forecasts for all other year groups are based on patterns of retention between year groups in recent years, for instance if Year 2 to Year 3 normally grows by 1%, then the current Year 2 cohort is increased by 1% to forecast next year's Year 3. In some circumstances the output will be adjusted to reflect known changes in demographics or school organisation.

### 6.1 Birth Data

The most significant factor affecting demand for Reception places is the number of births in Slough. The graph below shows the number of births each year since 1997.

Numbers have risen steadily since 1999 until 2010-11 and 2011-12 where numbers were at their peak before reducing year on year for the next 3 years. Birth numbers have risen and fallen over the last 5 years and seem to be hovering around the 2600 mark. The pupils born in 2012-13 are those that started in Reception classes in September 2017.

The number of Reception pupils in Slough schools over the last 4 years has been around 89% of the number of births 5 years before (actual numbers are between 88.66% and 89.81%). This percentage is called the 'survival ratio'. A weighted average of survival ratios is applied to new birth data to forecast demand in future years: these forecasts are shown in the graph below. Actual birth data is available to 2016-17, so projections can be produced for Reception demand up to 2021-22.



Sources: ONS live birth data and School Census



## 6.2 In-year Growth

In-year growth is the affect of movement into and around the borough of pupils looking for new school places. Over the last year or so movement into the borough has slowed considerably compared to recent experience, this has meant that pupil forecasts are lower than they were this time last year.

In-year growth is used here to mean new arrivals to Slough applying for school places outside the usual start points of Reception and Year 7 including those starting after September in Reception and Year 7. The level of new arrivals will be influenced by many factors including the number of dwellings built in the town, the number of Houses of Multiple Occupation (HMO), local policy and national issues outside Slough's control.

Until very recently the effect of in-year growth has been that the cohort size grows by between 4 and 6 classes as pupils move up through the school from Reception to Year 6. To plan for this growth,

up to six surplus Reception classes would be required to avoid shortages and the need for bulge classes. An alternative option is to have more junior year groups available than infant year groups.

The table below shows the number of new arrivals into Slough schools between January School Censuses. The first highlighted number, 72, represents the growth in cohort size between January 2011 and January 2012. The coloured diagonal line shows the growth in the cohort size for one primary year group from Reception through to Year 6; this cohort grew by 162 pupils or 27 pupils on average each year. Over the last five years for cohorts that have reached Year 6 the average growth was lower at 25 per year.

Note that the situation is very different for secondary classes, where there is an overall reduction in cohort size. While there can be some growth in any one year between Years 8 to Year 10, there is usually a large reduction from Year 10 to 11.

	Year R→1	Year 1→2	Year 2→3	Year 3→4	Year 4→5	Year 5→6		Year 7→8	Year 8→9	Year 9→10	Year 10→11
2009/10	47	10	-11	25	28	5		0	0	-14	-48
2010/11	30	27	14	31	34	14		-12	-3	8	-37
2011/12	72	18	34	48	42	-6		6	-11	-3	-55
2012/13	46	12	21	46	8	18		0	-6	-8	-59
2013/14	10	16	33	33	25	5		-5	3	-19	-51
2014/15	34	2	10	11	22	10		1	20	4	-40
2015/16	34	40	11	13	11	14		33	16	-20	-53
2016/17	20	13	4	18	34	23		-29	-9	-26	-56
Average growth per year						27					-15
2017/18	5	-32	-25	-19	-7	-2		-10	-29	-28	-43

### 6.3 Demographic Changes in 2017-18

Adding the 2017-18 data to the table above demonstrates that for the first time primary cohort sizes are reducing. Year groups 2 and 3 are around a class lower than the year before and on average the primary year groups reduced by half a class.

The data is still being analysed to understand the causes of these changes, they may be linked to the changes in Universal Credit or Brexit or a combination of these and other reasons. Initial findings suggest that the slow down is as much from countries outside the EU as inside.

It is unknown at this point whether this is a new trend for Slough or it is a one-off year. The data will be closely monitored to track any further demographic changes.

### 6.4 Data Sharing

Relying too heavily on birth data when forecasting Reception demand five years ahead could mean that local population shifts are not identified until applications are received by the Local Authority in the year pupils are due to start. This can lead to a late realisation that numbers will be higher or lower than originally forecast. For this reason it is important for the Authority to incorporate more data sources provided by partners particularly the NHS. More work needs to be done putting in place protocols and procedures for accessing and sharing data with the NHS.



## 7. Primary Place Planning

The Local Authority aims to provide the right number of high quality school places in the right part of town, at the right time to meet future need. This can sometimes mean a reduction in places as well as expansion.

**Buffer Classes:** Slough plans for a small oversupply of places in all year groups. An extra 60 places (two buffer classes) are added to forecasts for each year group to ensure places for:

- growth between January and July,
- unexpected growth above forecast levels,
- new arrivals to Slough above those forecast to arrive and
- some pupil movement between schools to satisfy parental preference.

**Oversupply:** While some surplus places are required it is important not to generate an oversupply of places in a sector or one part of the town. An oversupply can be destabilising for one or more schools leading to questions of viability, quality and potentially to unplanned closures. Where forecasts indicate a growing surplus of places it may be necessary to consider introducing a reduction programme to manage the situation.

**Flexibility:** Unexpected increases or decreases in pupil demand can occur as a result of local or national changes requiring a flexible programme

that can be accelerated or slowed in response to emerging situations. Flexibility is achieved by having a pipeline of projects ready to start when required.

**Gradual Opening:** When new school places become available either at a new school or as part of an expansion project not all the classes are open to pupils in the first year. Usually only the lowest year group will open in the first year and these pupils will gradually move up through the school one year at a time. This means that new schools or expanding schools will often have spare classes that will be needed over time.

### 7.1 Projected Surplus of Places

The table below shows that there are currently places available in all primary year groups and this remains the case over the next five years compared to projections. There is some pressure on places in higher year groups as the number of places available is below the target of 60 surplus places but places remain available for all new arrivals. Based on these figures and the slow down in new applications no further bulge classes will be required. The level of surplus places in lower year groups is higher than planned and it is likely that further schools will look to reduce their admission numbers as a consequence.

**Table showing projected surplus places to 2022/23 (January)**

Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2017/18	165	79	117	105	59	53	34
2018/19	220	151	84	132	106	48	43
2019/20	217	205	155	99	133	95	38
2020/21	177	203	210	170	100	122	85
2021/22	263	163	207	225	171	89	112
2022/23	263	249	167	222	225	160	78

**2018-19:** There is a pressure on places in Years 5 and 6 but with more than a class available it is thought that these places will be sufficient until the cohort moves onto secondary school. The picture is different for Year R as the reducing birth levels have started to have an effect and Grove Academy has now opened.

**2022-23:** If there are no further school organisational changes beyond those already agreed then Slough will have more than 5 surplus classes in every year group except Year 6. Year R and Year 1 are projected to have more than eight surplus classes.

## 7.2 Reception Classes

This section looks more closely at the growing surplus in Reception places to 2022-23.

Over the last 10 years there have been many more infant pupils than junior pupils in Slough schools. This will soon start to reverse as the declining birth numbers take affect on demand for places in lower year groups. This demographic change together with the opening of Grove Academy in 2017 will create a growing surplus of places in schools in lower year groups. This is shown in the table below where the number of surplus Reception classes is forecast to rise from 5.5 (6.7%) in 2017-18 to 8.8 (10.8%) by 2019-20, while the target surplus is two classes (2.5%).

Foxborough Primary School decided to reduce their Planned Admission Number for 2017 from 60 to 30 in anticipation of this growing surplus. From 2019 James Elliman will reduce their admission number to 90. These changes have already been assumed in the table above where the number of available classes has been reduced from 83.4 in 2016-17 to 82.4 in 2017-18 to 81.4 in 2019-20.

The next section presents details of the expansion programme to ensure sufficient places are available for 2018-19 through to 2022-23.

## 7.3 Contingency Planning - Options for Increasing Primary Places

Slough's forecasts are generally based on patterns of pupil movement over the preceding years, so they can't predict any changes in pattern that may occur. The main risk over the next five years is that the rate of new arrivals to Slough increases and this increases the pressure on upper year groups where the level of surplus places is lower than in younger year groups.

The main solution for creating places in upper year groups is to open new bulge classes. Although there has been a recent slow down in applications from new arrivals this may change and applications start to increase again.

Year (May)	Reception demand	Available	Reception surplus
2016/17	81.6	83.4	1.8
2017/18	78.9	82.4	3.5
2018/19	77.0	82.4	5.4
2019/20	76.1	81.4	5.3
2020/21	79.5	81.4	1.9
2021/22	76.6	81.4	4.8
2022/23	76.6	81.4	4.8

Grove Academy	New Reception surplus (Target = 2)
+2	5.5
+2	7.4
+2	7.3
+4	5.9
+4	8.8
+4	8.8



Should new classes be required then discussions would be held with the following schools:

- Marish Primary School - 2 bulge classes are being built and a further class is available using existing accommodation.
- Priory School - the school opened a bulge class in 2017-18 and have offered another class using accommodation that has become available following the opening of their new SEND Resource Unit.
- Grove Academy - the school opened 3 bulge classes in 2017-18. As a new school some year groups are operating with only one class, these year groups could increase by a class.

As a last resort where there is a small shortage of places and a whole class is not required then larger class sizes of up to 32 pupils will be considered. The maximum class size for infant age pupils is limited by regulations to 30 however larger classes are permitted where there is a basic need argument.

## 7.4 Removing Surplus Capacity

It is not efficient for the primary school estate to operate with a large surplus in capacity. If Slough's projections prove to be accurate and no unexpected demographic changes occur then the LA will coordinate a planned reduction in capacity. However, given the uncertainty around demographic change and the fact that once capacity is removed it may be difficult to reinstate Slough prefers to take a cautious approach and will monitor the situation longer before deciding if a reduction programme is required.

It is anticipated that further schools will respond to a significant reduction in applications for places at their school by proactively looking to reduce their admission numbers. Schools must consult to do this and the authority will have to coordinate any reductions as far as possible to ensure that sufficient capacity remains to cope with inward migration as cohorts move up through the year groups.



## 8. Secondary Place Planning

The rapid expansion seen in the primary sector since 2007 has been impacting on secondary schools since 2012. Slough has kept ahead of demand by planning and supporting a huge expansion of secondary places. Since 2012, 4 new secondary free schools have opened providing 22 new forms of entry a further 6.5 forms of entry are being added at existing secondary schools. This represents a growth of 50% by 2020.

There are a number of factors affecting secondary place planning that are different from those considered for primary place planning:

**Forecasting:** While forecasting secondary demand is made easier in some respects by knowing the exact number of Year 6 pupils in Slough schools, the effect of grammar schools and cross border movement creates a higher margin for error for Year 7 forecasts than other year groups.

**Transfer Ratio:** The net growth in the cohort size from Year 6 to Year 7 has been consistent over the last 4 years varying between 106.92% and 107.34%. Applying a 3 year weighted average produces a figure of 107.07%; this is the ratio that has been used to produce this year's forecasts. Rates over the longer term have been as low as 101% and as high as 109%, the recent consistency is quite unusual.

**In-year growth:** In-year growth does not currently affect secondary schools in the same way as primary schools as mentioned in section 6.2. Recent experience shows a slight decline in cohort size (on average) as pupils move up through the year groups. For this reason long term place planning focusses on ensuring the right number of Year 7 places. This is different to primary place planning where inward migration has had a more significant impact in recent years.

**Cross border movement:** A wider radius is considered for secondary place planning than primary. Slough is a small authority with a range of schools available within a 3 mile radius in most parts of the town. Over 3400 pupils a day opt to attend a school outside Slough while a slightly lower number come into Slough each day. The majority of this movement is from secondary pupils. This pattern could change if new schools open outside the borough in areas close to Slough.

**Numbers over PAN:** Slough secondary schools have generally admitted at least 2FE over their total combined planned admission numbers. It is assumed that this trend will continue and '+2' has been added to the 'FE available' column in the table below to reflect this.

### 8.1 The Secondary Expansion Programme

Forecasts indicate that Slough needs to plan for creating an additional 30 forms of entry between 2012 and 2020. The recently opened free schools together with expansion projects underway at existing schools will create 28.5 of these forms of entry. Based on current forecasts all schools will be full for 2020-21 and a small temporary shortfall of places is expected from 2021-22 before demand starts reducing and surplus places begin to grow again from 2024-25.

More details on planned projects and opening dates are set out in the table overleaf.

### Secondary expansion programme including projected shortfalls

Year	FE available in Slough	Forms of Entry (FE) required - forecasts	Projected Surplus	Assumptions:
2016-17	69.5+1	69.9	0.6	Schools continue to admit above PAN increasing FE available in future years
2017-18	76.8+2	75.5	4.3	Lynch Hill increase PAN to 180, + 3FE Grove Academy opens with + 4FE Langley Grammar expansion + 1FE St Josephs will not admit over PAN for future years - 1FE
2018-19	80+2	80.8	1.2	Westgate + 2FE Wexham + 0.5FE Upton Court Grammar expansion + 1FE
2019-20	82+2	83.7	0.3	Wexham add + 2FE
2020-21	84+2	86.0	0	Grove Academy + 2FE
2021-22	84+2	86.5	-0.5	Slough schools full Out of borough places may be available
2022-23	84+2	87.6	-1.6	
2023-24	84+2	87.8	-1.8	
2024-25	84+2	85.2	0.8	
2025-26	84+2	83.2	2.8	
2026-27	84+2	82.2	3.8	

## 8.2 Peak Years

The cohort that will reach year 7 in 2022-23 is the first of the two 'peak years', where the number of births reached its highest level, before starting to reduce. There needs to be some caution in building for a peak level if numbers are expected to reduce in later years. When new schools or expansions first open they can create a surplus of places, this may be necessary to ensure sufficient capacity is available for known future growth.

## 8.3 2021-22 onwards - options

If current projects complete as expected then new places may not be required until 2021 based on current forecasts.

The following options are being considered for delivering any additional forms of entry that are required:

## 8.4 Monitoring and Review

Long term secondary forecasts will be sensitive to changes in the pattern of in-year growth seen in Slough's primary schools. In-year applications will be monitored closely and forecasts reviewed if necessary to reflect any significant changes in demographics.

Option	Pros	Cons
Bulge classes	Can open at short notice Best solution for temporary growth	Inconvenient for schools Unsuitable for permanent growth Unsuitable for high level of growth
New free school	Externally funded Can provide high number of places if demand requires	Lack of site availability Can create a surplus if demand reduces Long lead-in time Uncertainty around deliverability
Expand existing Slough schools	No new site required Can increase viability of school	Funded by LA Build phase may negatively impact on teaching and learning
Expand non-Slough schools	No new site required Ensure schools remain viable	Funded by Slough Investing Slough resources outside Slough May not be supported by Cabinet



## 8.5 Post-16 Place Planning

Forecasting for post-16 places is carried out in the same way as other secondary year groups and forecasts are based on the pattern of retention over the last three years.

The retention rate for pupils from Year 11 to Year 12 is around 74% and from Year 12 to Year 13 is around 81%. This means that between Year 11 and Year 13 around 40% of pupils find an alternative setting for their education or training. The Raising of the Participation Age means that all young people must now remain in education or training until 18 years of age.

A major provider of post-16 education in the town is East Berkshire College, which provides an alternative option for pupils who do not want to stay on at school but want to continue studying.

Forecast growth between January 2018 and January 2029 when post-16 numbers are expected to peak is 1133 pupils. The new places that are being delivered through projects already underway will add 950 new places. For January 2018 Slough schools had 245 surplus places. The new places being built plus the current surplus capacity together provide 1195 places. Based on these figures Slough has enough places already being planned to meet the projected demand for 2028-29, when numbers on roll are expected to reach their peak.

School Name	Total on Roll (Jan 2018)	SCAP Capacity	Future Growth
Baylis Court School	117	160	
Beechwood School	82	150	
Ditton Park Academy	0		200
Eden Girls School	0		200
Grove Academy	0		200
Herschel Grammar School	273	277	
Langley Academy	245	250	
Langley Grammar School	306	370	
Lynch Hill Enterprise Academy	0		240
Slough & Eton C of E Business & Enterprise College	278	260	
St Bernard's Catholic Grammar School	209	250	
St Joseph's Catholic High School	151	140	
Upton Court Grammar School	251	300	
Westgate School	148	140	35
Wexham School	142	150	75
<b>Totals</b>	<b>2,202</b>	<b>2,447</b>	<b>950</b>

## 9. Early Years

The Local Authority has a statutory duty (contained in the Childcare Act 2006 and 2016) to ensure, as far as reasonably practicable, that there are sufficient childcare places to ensure that families can:

- a) access the funded early education entitlements for their child;
- b) take up, or remain in work; or
- c) undertake education or training, which could reasonably lead to work.

Delivery of early learning and childcare provision in Slough is through a mixed market of private and voluntary providers, including childminders, children centres, day nurseries and pre-schools, and through schools, including academies and free schools. There are currently five local authority maintained nursery schools.

The council publishes an annual Childcare Sufficiency Assessment which is available at <https://www.slough.gov.uk/council/strategies-plans-and-policies/childcare-sufficiency-assessment.aspx>

### 9.1 Early education and childcare sufficiency

Provision of early education and childcare is vital for the local economy, and for developing stronger communities. The aim of childcare is to ensure parents are supported to be economically active, either in work, or in study or training for work. Early education focuses on the specific learning needs of very young children, to prepare children for lifelong learning and ensure that they are ready to go to school. Funded early education for 2 year old children aims to reduce levels of inequality and narrow the pre-school educational gap between disadvantaged and other children.

Sufficient early years provision means families being able to access their free early learning entitlement of 570 hours over a minimum of 38 weeks per year for some 2 year old and all 3 and 4 year old children. The Childcare Act 2016 extended the entitlement to free early learning, doubling it to 1,140 hours for children, aged 3 and 4, of eligible

working parents from September 2017. Alongside the free entitlement some parents may wish to purchase additional childcare hours from their provider where, for example, they require more childcare in order to be able to work.

The Childcare Sufficiency Assessment informs the early years service about the potential sufficiency or insufficiency of child care places in Children's Centre Areas (wards) across Slough, now and in the future. In order to address immediate issues and compile increasingly detailed information for future planning, actions have been identified to drive forward work in specific wards in 2018, prior to a further refresh in autumn 2018.

### Planned Growth

1,520 total number of early years places required between 2017-2022  
 280 places required for 2 year olds  
 814 places required for 3 & 4 year olds  
 445 places required for under 5 year olds for childcare purposes

Local authorities are not expected to deliver early years provision themselves but to work with providers in order to ensure there is sufficient provision available to meet families' needs. It is expected that local authorities only directly deliver provision in exceptional circumstances, such as where nobody else is willing to do so or it is clearly more appropriate for the authority to do so. (Note: provision delivered by a local authority maintained school is not regarded as provision made by a local authority.) Slough will continue to support the sector with new place development opportunities, including expansion where applicable in maintained schools and with private, voluntary and independent providers.

## 10. Special Education Needs (SEN) and Alternative Provision (PRU) Places

### SEND Strategy and principles for providing SEN Places:

The Local Area SEND Strategy: 2016-2020 sets out as its strategic vision:

*'Investing in and developing good quality local provision which is responsive and meets the needs of children and young people with SEND within Slough'*

Whilst this strategy stresses the need for a more inclusive approach to meeting additional needs within mainstream settings, Slough's overarching principle is to enable all children and young people to access the educational placement best suited to their particular needs, whether that is in a mainstream setting, a specialist provision in a mainstream setting or within a specialist setting.

This strategy confirms Slough's commitment to maintain, improve and extend a continuum of quality provision and services for children and young people with complex needs and to develop closer partnerships between mainstream and specialist providers.



Slough's 'local first' approach, Slough provision - Slough children, reflects a commitment to ensure that, wherever possible, children and young people with SEND can receive the specialist provision they need within the Borough.

Exceptions to this "local first" policy are:

- Provisions within the Children and Families Act (2014) that require the LA to comply with a child's parent or the young person's request to name their preferred school, college or other institution in their Education Health and Care Plan, unless that would be unsuitable for the child or young person's assessed need or incompatible with the efficient education of others or efficient use of resources
- Specialist provision for the very small number of children and young people whose needs are so severe, complex and exceptional that it is unrealistic for a relatively small LA to commission on its own.

The Children and Families Act (2014) extends to 25 the age of young people with SEND for whom the LA made need to hold an Education, Health and Care Plan (EHCP).

### 10.1 SEN and PRU Forecasts

Slough Borough Council is taking a long term strategic approach to school places to ensure all Slough children and young people secure a school place to 2023.

Forecasts for SEND and PRU growth are generally based on population growth within the town. For instance, if in recent years 1% of the population attends special schools then this percentage is applied to the mainstream school forecasts to calculate future demand. Current demographics and parental preferences are closely monitored for any changes to previous patterns and forecasts amended to reflect these changes.

However, the relatively small number of pupils together with the individual nature of their needs makes it more difficult to forecast changes in the range of specialist provision needed than for mainstream primary and secondary schools.

## Trends and Pressures:

### 10.1.1 Demographic trends – children and young people in Slough

The reports to Cabinet in April 2016 and March 2017 set out the implications of population growth in Slough for specialist SEND and PRU places. Since March 2017 Slough has been working on a delivery programme for creating the SEND and PRU places required to 2022. Table 1 below summarises the forecast growth and planned new places from that report. Note that the planned expansion of Arbour Vale School is now 40 places down from the 90 places proposed in 2016.

### 10.1.2 Increased Demand

There has been a significant and sustained increase in the number of children and young people for whom the LA holds a statutory plan (statement or EHCP). As at January 2018 (SEN2 return), the LA holds a total of 1,295 EHCPs – a growth of almost 75% since 2010. This equates to 3.5% of the school population.

Figure A below shows how the number of statutory plans has increased (overall and by education phase) since 2010.

**Table 1:**

	Forecast growth in 2016	New places planned
<b>Resourced Mainstream Provision</b>	<b>50</b>	<b>72</b>
Marish Primary School (primary)		27
Priory School (primary)		10
Ditton Park Academy (secondary)		20
Grove Academy (secondary)		15
<b>Special School Provision</b>	<b>119</b>	<b>70</b>
Littledown (primary)		15-20
Haybrook (secondary)		10
Arbour Vale (secondary)		40

**Figure A: Number of statutory plans held by the LA since January 2010 (SEN2 returns)**

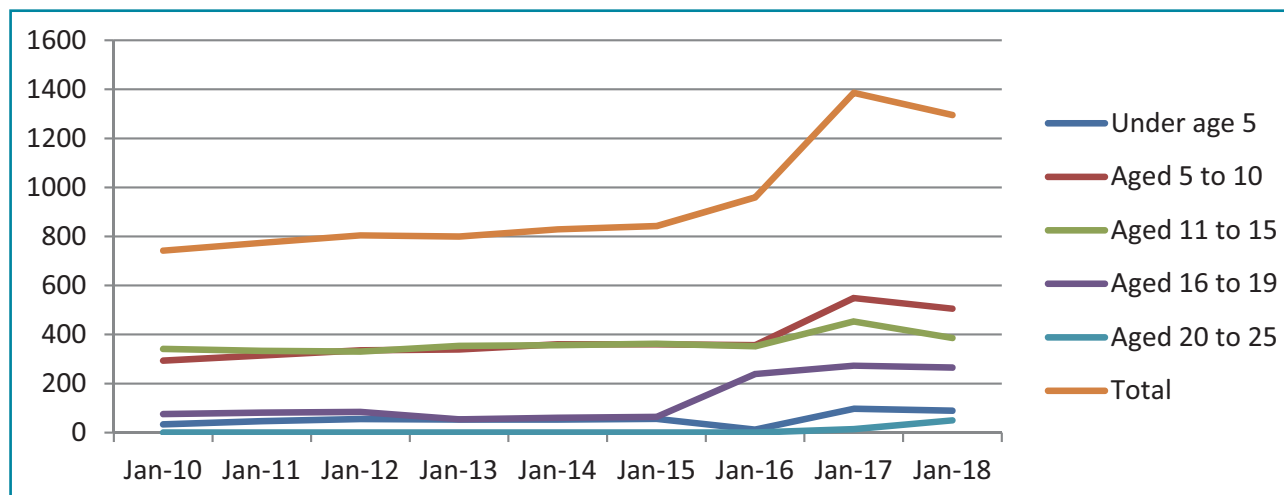




Figure B shows how the number of new statutory plans issued by the LA has grown significantly since 2015. However, this increase can be explained at least in part by the extension of SEND regulations to young people up to the age of 25.

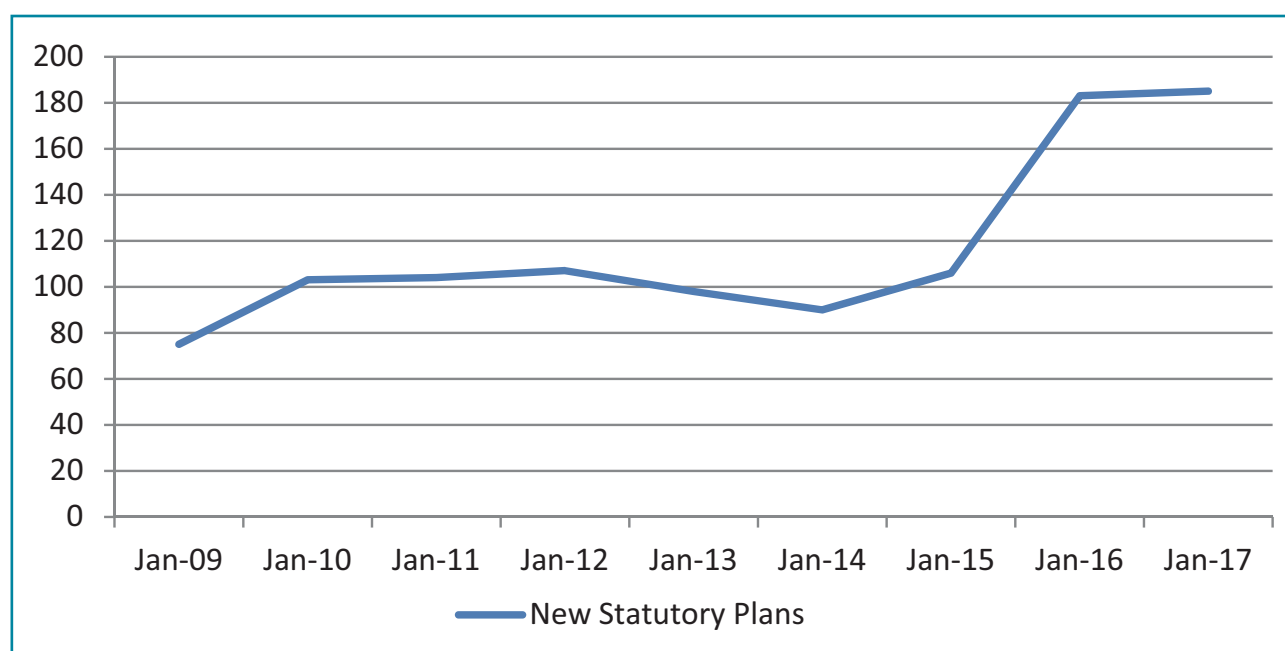
### 10.1.3 Changes in the pattern of demand

Children and young people with needs on the autistic spectrum (ASD): Consistent with national trends, Slough has seen an increase in the number of children and young people with ASD, including those for whom it needs to make specialist provision. This increase is particularly marked in primary and special schools.

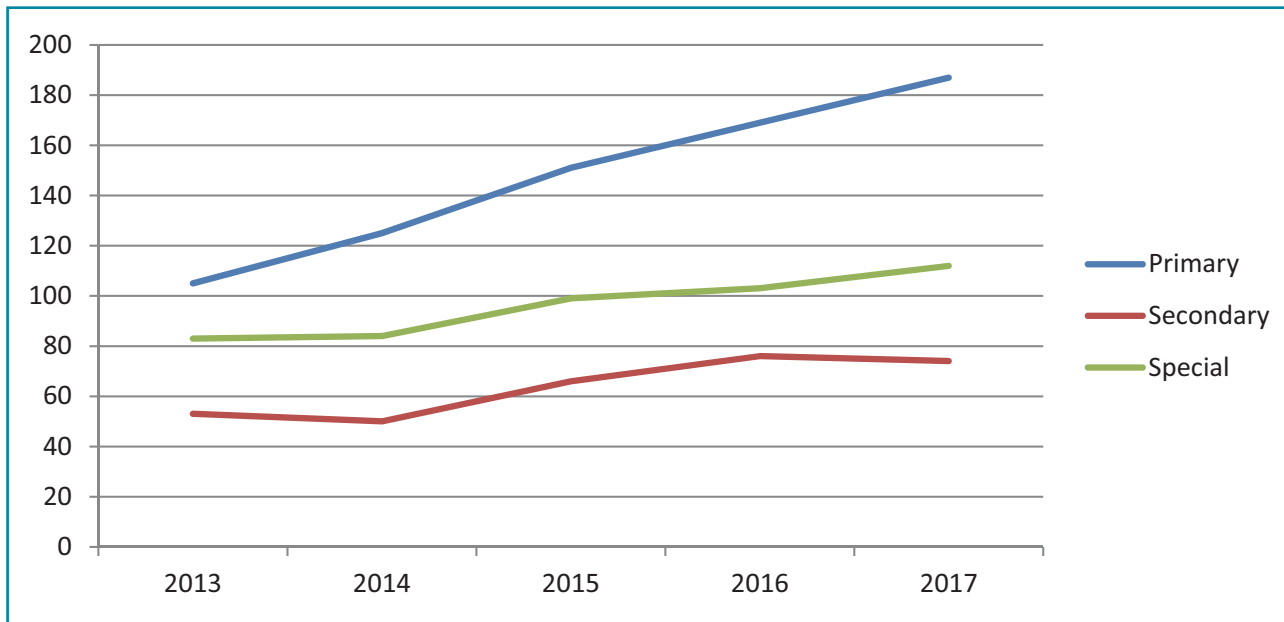
It is important to note that pupils with ASD constitute a higher proportion of the special school population and a lower proportion of the mainstream school population in Slough compared to the national average.

Conversely, while the total number of children and young people with moderate learning difficulties (MLD) that attend a special school has fallen, children and young people with MLD constitute a higher proportion of the special school and lower proportion of the mainstream school populations compared to other LAs nationally. This is important because it is reasonable to expect that all but those with significant additional needs should attend a mainstream or resourced mainstream provision.

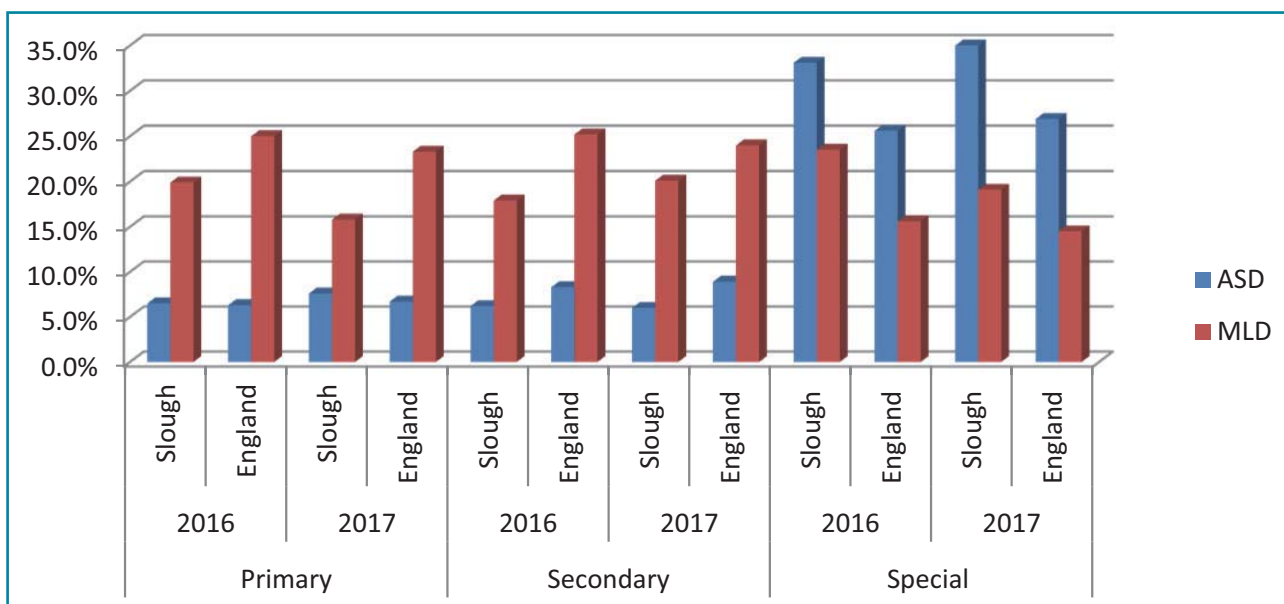
**Figure B: New statutory plans**



**Figure C: the number of children and young people with ASD in state funded schools in Slough**



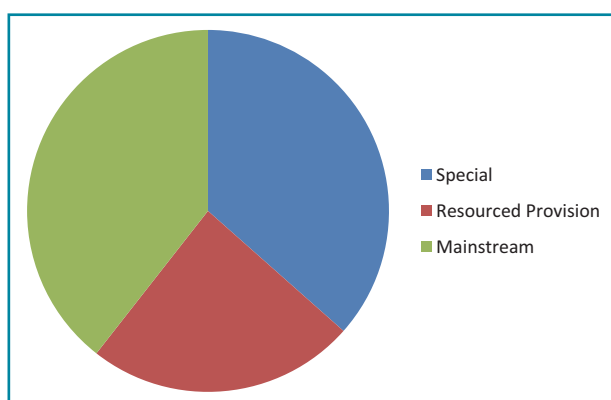
**Figure D: the proportion of children and young people with ASD and MLD in state funded schools for whom the LA holds an EHCP**



### 10.1.4 Special resourced mainstream provision

Compared to most other LAs, Slough commissions a high level of special resourced mainstream provision. Figure E below shows the balance between placements in mainstream, special resourced mainstream and special school provision for children and young people with a statutory plan.

**Figure E**



- a. Balance between primary and secondary specialist resourced mainstream provision:

The LA plans to commission 277 places in specialist resourced mainstream provision in 2018-19. Of these, 202 or 73% will be in nursery or primary schools, potentially creating pressures on secondary places. It is important to note that, following the additional support provided in primary resource provision, many children will be enabled to transition to mainstream secondary school. It is therefore not expected that secondary resource places would match those in the primary phase.

- b. Complex needs in special resourced mainstream provision:

This pressure is further complicated by a number of children placed in the primary specialist resourced provision, particularly Marish Primary and Priory School who present needs that are so severe and complex that transition to similar mainstream provision for Year 7 may not be suitable.

Meanwhile there are some children in specialist provision who receive top up funding of £5K, broadly in line with children whose needs can be met in mainstream.

This pattern suggests that there is a need to ensure that placements to existing provision could be better utilised to more appropriately meet the needs of children with SEND.

## 10.2 Out of Borough Placements

In 2017-18, a total of 145 children and young people with a statutory plan attended provision outside of the Borough:

Independent Special Schools	37 students (18 in 2016-17)
Out of Borough maintained special schools	49 students
Out of Borough mainstream schools	59 students

It is inevitable that some children and young people will continue to be placed in provision outside Slough. This reflects the presumption within the Children and Families Act (2014) that the LA will comply with parental preference - unless to do so would be inappropriate - and a very small number of children and young people whose needs are so severe, complex and exceptional that it may be more realistic for a relatively small LA such as Slough to commission provision collaboratively with regional partners.

The large majority of placements in independent special schools are for children and young people with complex ASD and/or SEMH (Social, Emotional and Mental Health needs). This reflects a growing trend in the number of children and young people with ASD/Complex Needs.

### 10.3 Post-16 placements

As of June 2018, 124 students access Post 16 provision including 96 students studying in-borough (Windsor Forest Group, formally East Berkshire College). This number includes students accessing independent college places and reflects the entitlement to education up to the age of 25 introduced by the SEND reforms of 2014.

Table 2 below outlines the number of students accessing education beyond the age of 16 and how this is distributed by age.

	Total post 16 with EHCP	17-18	19+
Number	124 pupils	47	77
%	100%	38%	62%

This data represents two typical cohorts that access Further Education, students from:

- Specialist provision (i.e. Arbour Vale School), transitioning into Further Education from age 19 who typically follow a discrete Supported Studies/Foundation course
- Mainstream secondary settings that have Education, Health and Care Plans and access L1/2/3 vocational courses within the Further Education Sector.

### 10.4 Residential Placements

Children and young people with SEND may require a residential placement in exceptional circumstances where:

- a child's educational needs cannot be met in provision within reasonable travelling distance from home, or there are unsatisfactory home circumstances
- a child is in the care of the local authority (Child Looked After), or a Child in Need, and social care professionals determine that the needs of the child or young person cannot be met at home, or that there are significant risks to the child or young person living at home, and
- it has not been possible or value for money to make local care arrangements.

#### Arbour Vale House

Arbour Vale House is Slough's only residential school building for children and young people. It was built with a capacity to meet the needs of up to ten children and young people.

Current forecasts suggest that Slough will have an ongoing requirement for at least five places at the House. Each placement involves a joint funding agreement between two teams within the council; Education and Social Care.



## 10.5 Implications for SEND Place Planning

Slough is delivering its SEND expansion programme to address the trends and pressures identified above. The next steps are:

1. Finalise the number of new places required at Arbour Vale School to meet the rising demand for places for secondary-age children and young people with complex needs and
2. Working closely with schools to ensure that, going forward, children and young people always secure the provision that best meets their needs, so that:
  - a. those with the most complex needs secure Special School provision
  - b. those with MLD are generally placed within Mainstream Resourced provision.



## 10.6 PRU Places - Alternative Provision

Alternative provision (AP) is education for pupils who do not attend mainstream school for various reasons such as school exclusion, behaviour issues, school refusal or illness. Alternative Provision is often called Pupil Referral Units or PRUs where it is provided by the LA. It is also possible to have alternative provision academies.

Slough's PRU provision is provided by two special schools; Littledown School which caters for primary age children and Haybrook College which caters for secondary age pupils.

	2017/18	2018/19	2019/20	2020/21
Littledown	13	15	17	19
Haybrook	92	112	122	132

Based on recent experience the demand for PRU places is increasing roughly in line with the population growth. Slough has planned the expansion of this sector on this basis. The proposed growth in places over the next few years is shown below. Capital investment details are shown in Appendix 2.

# Appendix 1: Draft School Places Capital Programme 2017-23

The table below summarises the capital requirements for the next five years to deliver Slough's school expansion programme. It also shows the expected income and the projected shortfall in funding that will need to be funded by the LA.

Denotes contingency sums totalling £6,050

(000s)		2017-18 (outturn)	2018-19	2019-20	2020-21	2021-22	2022-23
Primary Expansion Programme	Expansion of existing schools incl. Cipp Primary	£799	£901				
	Claycots Town Hall, St Mary's and James Elliman	£11,288	£1,132				
	Contingency classes	£0	£0	£500	£0		
Secondary Expansion Programme	Free School contributions incl. Grove Academy	£1,550	£309	£9,500			
	Westgate and Wexham	£8,400	£9,709	£375			
	Langley Grammar	£1,700	£1,800				
	Secondary contingency		£0	£0	£0	£0	£0
SEND & PRU Expansion Programme	Resource units including at free schools	£3,566	£2,689	£2,510	£250	£250	£250
	Haybrook expansion projects	£167	£2,364	£2,550	£150		
	Littledown expansion into Thomas Grey	£54	£1,047	£0			
	Arbour Vale expansion	£159	£400	£5,500	£2,200		
	Contingency funding for Haybrook College	£0	£0	£4,800	£0	£0	£0
	Early Years	£397	£254	£250	£250	£250	£250
Expenditure Totals		£26,380	£20,603	£27,275	£2,600	£250	£250

Available funding/income

carry forward (Basic Need, s106)	£0	£11,782	-£5,513	-£29,869	-£26,151	-£25,401
section 106 (prov sum)	£0	£1,000	£1,000	£1,000	£1,000	£1,000
Basic Need + SEND	£0	£2,308	£1,919	£5,319	tbc	tbc

Balance	£11,782	-£5,513	-£29,869	-£26,151	-£25,401	-£24,651
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By the end of the five year programme there is a projected shortfall of £25M, this assumes there will be no new income except £1M per year from section 106 developer contributions. In reality some new income may be received, including:

- new allocations of Basic Need grant for the two years from 2021-22
- section 106 developer contributions may be higher (or lower) than the assumed £1M per year.

The programme includes a small contingency for primary places (£0.5M) and £4.8M for SEND and PRU projects. There is a risk that SEND and PRU projects once developed require further funding. There is no contingency included for creating additional secondary school places from 2021-22 when forecasts indicate pressure increasing in demand for Year 7 places.

## Appendix 2: Summary of Slough's current SEND provision

Provision	Overview	Commissioned places for September 2018
<b>Specialist</b>		
Arbour Vale	Specialist, all-through (2-19)	290
Littledown	Primary Social, Emotional and Mental Health (SEMH) needs	38
Haybrook College	Secondary SEMH needs	70
<b>Resourced Mainstream Provision</b>		
Baylis Court Nursery		4
Chalvey Nursery		10
Slough Centre Nursery		6
<b>Total Nursery Resourced Mainstream Provision</b>		<b>20</b>
Colnbrook CE Primary		10
Castlevew Primary		22
Foxborough Primary		8
Godolphin Infant		10
Godolphin Junior		8
Marish Primary		45
Priory School		71
Ryvers School		8
St Ethelbert's RC Primary		10
<b>Total Primary Resourced Mainstream Provision</b>		<b>192</b>
Ditton Park Academy		8
The Langley Academy		8
Slough & Eton College		23
The Westgate School		15
Wexham School		21
<b>Total Secondary Resourced Mainstream Provision</b>		<b>75</b>
<b>Total Resourced Mainstream Provision</b>		<b>287</b>

# Appendix 3: Summary of Slough's Expansion Programmes\*

## Primary Expansions Since 2007

Starting Position in 2007 - Number of primary forms of entry	56
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School	Date school admitted extra pupils	Type of Project	Budget	Total new places created	Permanent forms of entry added
Wexham Court Primary School	2008	Expansion	£4,000,000	210	1
Western House Primary School	2009	Expansion	£3,020,000	210	1
Parlaunt Park Primary School	2009	Refurbishment and expansion	£4,000,000	210	1
Cippenham Primary School	2009	Conversion and expansion	£3,000,000	360	2
Willow Primary	2010	New school	£4,350,000	420	2
Priory School	2010	Expansion	£2,000,000	210	1
Castlevue Primary School	2010	Expansion	£1,400,000	120	
Claycots Monksfield Way	2011	Expansion	£1,750,000	210	1
Ryvers Primary School	2011	Expansion	£2,000,000	210	1
Lynch Hill Primary School	2011	Expansion	£2,000,000	210	1
Langley Hall Primary Academy (free school)	2011	New school	externally funded	364	2
Godolphin Infant and Junior Schools	2011	Expansion	£2,720,000	210	1
Penn Wood Primary School	2011	Expansion	£2,040,000	210	1
Montem Primary School	2011	Expansion	£2,000,000	210	1
Marish Primary School	2011	Bulge classes	£100,000	60	
Town Hall conversion for Claycots	2012	New site	£2,890,000	420	2
St Anthony's RC Primary School	2012	Expansion	£2,000,000	210	1
Langley Hall Primary Academy (free school)	2013	New school	externally funded	364	2
Claycots Town Hall	2013	Expansion	£3,000,000	210	1
St Mary's CE Primary School	2013	Refurbishment and expansion	£8,000,000	210	1
Langley Academy Primary School (free School)	2015	New school	externally funded + £650,000	630	3
James Elliman Primary School	2015	Expansion	£6,000,000	210	1
Claycots Town Hall	2015	Expansion	£7,000,000	210	1
Foxborough Primary School	2015	Bulge class	£240,000	30	
Grove Academy (free school)	2017	New school	externally funded	840	4
Marish Primary School	2019	Bulge classes	£1,000,000	60	
<b>Total LA funding and total growth</b>			<b>£65,160,000</b>	<b>6,818</b>	<b>32</b>



## Secondary Expansions Since 2014

Starting Position in 2014 - Number of secondary forms of entry					56.5
School	Date school admitted extra pupils	Type of Project	Budget	Total new places created	Permanent forms of entry added
Ditton Park Academy (free school)	2014	New school	externally funded + £477,000	1100	6
Eden Girls' School (free school)	2014	New school	externally funded	800	4
Lynch Hill Enterprise Academy (free school)	2014	New school	externally funded	1140	6
Grove Academy (free school)	2017	New school	externally funded + £10,700,000	1940	6
Langley Grammar	2017	Expansion	£3,400,000	210	1
Wexham School	2018	Expansion	£12,000,000	375	2.5
Westgate School	2018	Expansion	£8,000,000	335	2
Upton Court Grammar School	2018	Expansion	externally funded	100^	1
<b>Total LA funding and total growth</b>			<b>£34,577,000</b>	<b>6000</b>	<b>28.5</b>

^ subject to confirmation from the school

## SEND and PRU Expansions Since 2012

School	Type of Places	Date pupil admitted	Budgets	Places created	Places reprovided
Castlevew School	Resource Unit	2012	£75,000	15	
Baylis Court Nursery	Resource Unit	2012	£100,000	4	
Slough Centre Nursery	Resource Unit	2012	£100,000	6	
Godolphin Infant	Resource Unit	2012	£133,000	9	
Godolphin Junior	Resource Unit	2012	£300,000	12	
Priory School	Resource Unit	2012	£65,000	15	
Marish Primary School	Resource Unit	2012	£270,000	18	
Slough and Eton CE BE College	Resource Unit	2012	£260,000	10	
Haybrook College (Haymill)	Special and PRU	2014	£3,700,000	27	78
Haybrook College (High St)	PRU	2014	£350,000		30
Haybrook College (Thomas Grey)	PRU	2016	£1,500,000	20	20
Littledown School	Special	2017	£1,200,000	15	
Ditton Park Academy	Resource Unit	2017	£388,000	15	
Priory School	Resource Unit	2018	£2,900,000	10	50
Marish Primary School	Resource Unit	2019	£3,700,000	27	18
Grove Academy	Resource Unit	2020	£610,000	15	
Arbour Vale	Special	2020	£8,100,000	40	
Haybrook College (Haymill)	Special and PRU	2020	£3,600,000	50	20
<b>Total LA funding and total growth</b>			<b>£27,351,000</b>	<b>291.5</b>	<b>260.5</b>

\* The figures given above were correct at the time of writing; the budgets for ongoing projects will be subject to change. The number of places at some facilities have changed since first opening.



## School Places Strategy 2018-23

If you would like assistance with the translation of the information in this document, please ask an English speaking person to request this by calling 01753 875728.

यदि आप इस दस्तावेज़ में दी गई जानकारी के अनुवाद किए जाने की सहायता चाहते हैं तो कृपया किसी अंग्रेजी भाषी व्यक्ति से यह अनुरोध करने के लिए 01753 875728 पर बात करके कहें.

ਜੇ ਤੁਸੀਂ ਇਸ ਦਸਤਾਵੇਜ਼ ਵਿਚਲੀ ਜਾਣਕਾਰੀ ਦਾ ਅਨੁਵਾਦ ਕਰਨ ਲਈ ਸਹਾਇਤਾ ਚਾਹੁੰਦੇ ਹੋ, ਤਾਂ ਕਿਸੇ ਅੰਗਰੇਜ਼ੀ ਬੋਲਣ ਵਾਲੇ ਵਿਅਕਤੀ ਨੂੰ 01753 875728 ਉੱਤੇ ਕਾਲ ਕਰਕੇ ਇਸ ਬਾਰੇ ਬੇਨਤੀ ਕਰਨ ਲਈ ਕਹੋ।

Aby uzyskać pomoc odnośnie tłumaczenia instrukcji zawartych w niniejszym dokumencie, należy zwrócić się do osoby mówiącej po angielsku, aby zadzwoniła w tej sprawie pod numer 01753 875728.

Haddii aad doonayso caawinaad ah in lagu turjibaano warbixinta dukumeentigaan ku qoran, fadlan weydiiso in qof ku hadla Inriis uu ku Waco 01753 875728 si uu kugu codsado.

اگر آپ کو اس دستاویز میں دی گئی معلومات کے ترجمے کے سلسلے میں مدد چاہئے تو، براہ کرم ایک انگریزی بولنے والے شخص سے 01753 875728 پر کال کر کے اس کی درخواست کرنے کے لئے کہیں۔