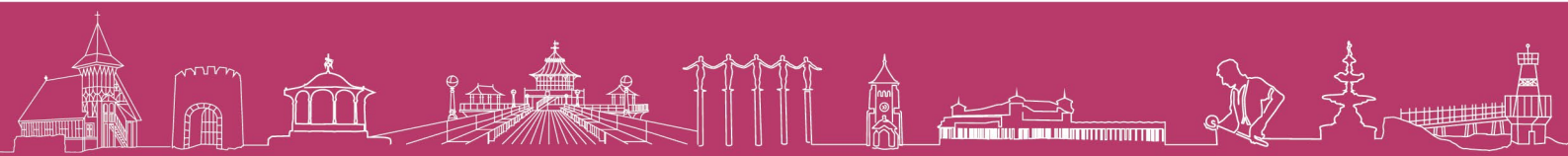
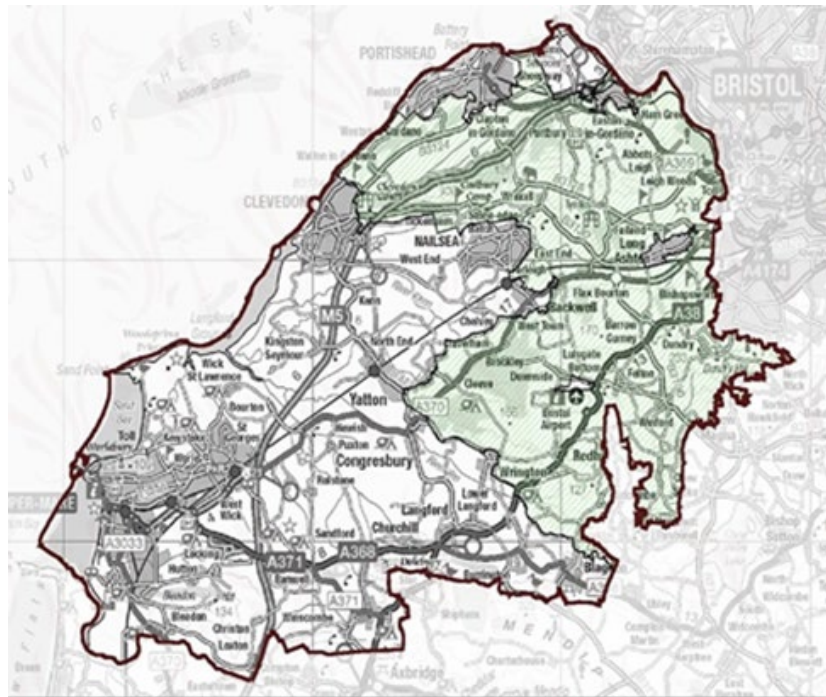


North Somerset School Place Planning Strategy 2024 – 2027



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

- Schools/Partners/Governors
- Pupils via the Youth Council
- Members via the Children and Young Peoples' Services (CYPS) Policy and Scrutiny Panel and Members publications
- Strategic Schools Forum
- Primary Heads' Association of North Somerset (PHANS)/Secondary Heads in North Somerset (SHINS)/ Heads' Association of North Somerset (HANS)/Special Heads of North Somerset (SENS)/School Cluster Groups
- Education Excellence Partnership Board (EEPB)
- Regional Schools' Director (RSD)
- Council's Corporate Management Team
- Council officers including those in the Place and Corporate Directorates
- Diocese of Bath and Wells, Diocese of Clifton and the Methodist Group and the National Secular Society
- Academy Partners via their Multi-Academy Trust (MAT) Trust Boards
- Early Years Partners
- SEND Programme Board
- Springboard
- North Somerset Parent Carers Working Together
- Local Further and Higher Education Partners
- Neighbouring LAs
- Members of the public and other stakeholders via e.Consult
- Town and Parish Council's

North Somerset Council ~ Local Plan (position at 31 July 2024)

Following the launch of consultations on the government's proposed planning reforms, North Somerset Council is reviewing its draft Local Plan 2025 – 2040. The plan – which was first consulted on in 2020 and has been shaped by three more rounds of public consultation – was set to go out for a final round of consultation later this year, before being submitted for independent examination. This consultation will not now take place, pending consideration of the updated government guidance and any further work which may be required.

The government's proposed planning reforms have major implications for our proposed Local Plan. The new standard method has calculated a need for 23,805 dwellings in North Somerset over the next 15 years, almost 9,000 dwellings more than our current Local Plan target. In light of this, the Council is working hard to review our draft plan in the light of the government's announcements and hopes to progress this as quickly as possible.

SCHOOL PLACE PLANNING STRATEGY

2024 - 2027

INTRODUCTION AND CONTEXT

Purpose of the Plan

1.1.1 The School Place Planning Strategy 2024 – 2027 outlines the Local Authority's delivery plans when carrying out its strategic duty to deliver sufficient school places. It details how the Council will ensure that every child aged 4 – 16, those aged 16 – 19 in school sixth forms will have access to a local school place in the 2024/25, 2025/26 and 2026/27 school years. The plans need to meet the needs of a growing population due to new housing in some areas whilst manage a potential reduction in demand in some other areas due to a fall in birth rates that may affect the numbers of pupils starting school for the first time and in transferring to secondary school in areas without significant new residential developments.

The plan provides the underpinning principles and procedures the Council will follow when working with schools and other partners. It provides a strategic overview of school place needs in North Somerset as part of the Council's wider role to provide leadership of education and economic development and to be the local 'Children's Champion'. It is a Local Authority Plan that builds on the principles outlined in North Somerset's Corporate Plan 2024 – 2028 [Organisational priorities | North Somerset Council \(n-somerset.gov.uk\)](https://www.n-somerset.gov.uk/sites/default/files/2020-03/education%20provision%20in%20North%20Somerset%20-%20a%20commissioning%20strategy.pdf) and previous Education Commissioning Strategies - <https://www.n-somerset.gov.uk/sites/default/files/2020-03/education%20provision%20in%20North%20Somerset%20-%20a%20commissioning%20strategy.pdf>

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

The Council is supportive of the potential opportunities that Higher Education provided by Weston College and other nearby universities can add to education across North Somerset and sees this as a key contributor to its economic vision.

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

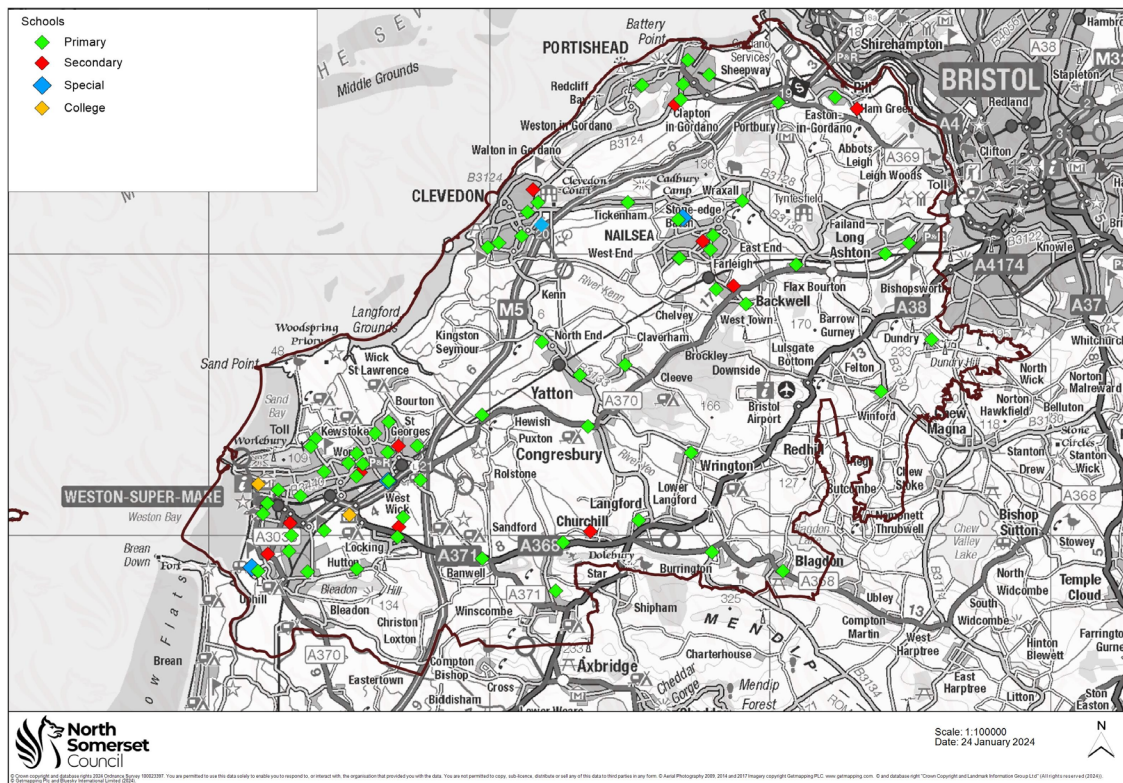
- The Cabot Learning Federation (CLF)
- The Cathedral Schools Trust (CST)
- The Dunstan Catholic Educational Trust
- The Cardinal Newman Catholic Educational Trust
- The Lighthouse Schools Partnership (LSP)
- Educate Together (ET)
- The Futura Learning Trust (FLT)
- Kaleidoscope
- Extend Learning Academies Network (ELAN)
- The Priory Learning Trust (PLT)
- Bath & Wells Multi-Academy Trust
- Midsomer Norton Schools' Partnership
- Wessex Learning Trust

and Weston College, the Regional Schools' Director (RSD) and her officers, the Department for Education (DfE), Early Years providers, Springboard Opportunity Group, North Somerset Parent Carers Working Together, Diocese of Bath & Wells, Diocese of Clifton, the Methodist Ministry.

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

1.2 Overview of North Somerset – including district future needs

1.2.1 The map below shows the administrative boundary of North Somerset, the main settlement areas and primary and secondary schools and academies in September 2023.



1.2.2 North Somerset covers an area of around 374.7km², (145 square miles) with a population of 216,700 (2021 Census), an increase of 7% from around 202,600 in 2011. It lies southwest of Bristol, abutting the city boundary to the north and east. The Severn estuary coast to the west and the Mendip Hills in the south. There is a varied landscape with coastal and rural, international and national designations such as Sites of Special Scientific Interest and the Mendip Hills Area of Outstanding Natural Beauty.

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

1.2.4 The Council's draft new Local Plan is being developed. The Local Plan sets out a blueprint for how North Somerset will develop new housing and infrastructure over the next 15 years. Following the launch of consultations on the government's proposed planning reforms, the new plan is likely to cover the period 2025 – 2040. It aims to meet existing and future needs for new homes, jobs, community facilities, roads and so on. At the same time, it must safeguard our valued heritage assets and natural features.

The government expects up-to-date Local Plans to be in place as soon as possible. Once adopted, decisions on where and how developments take place are plan-led. The plan had reached an advance stage of preparation, called Regulation 19 stage. North Somerset Council was to be undertaking another round of Regulation 19 consultation on its draft Local Plan during the summer 2024, although noting the government's proposed planning reforms, the next steps are under review.

For more information on the North Somerset Local Plan, please visit: <https://n-somerset.gov.uk/my-services/planning-building-control/planning-policy/our-local-plan/local-plan-2039>

Following the consultation, the plan will be submitted for examination by an Inspector.

- 1.2.5 The draft Local Plan in July 2024 proposed housing development sites at the following towns and villages.

Location	No of dwellings
Wolvershill, WsM (north of Banwell)	2,800
Weston-super-Mare	6,243
Wider Weston-super-Mare area	55
Clevedon	292
Nailsea	701
Portishead	492
Backwell	705
Banwell	101
Bleadon	56
Churchill	284
Claverham	24
Congresbury	168
Sandford	84
Winscombe	269
Yatton	207
Other settlements	382
Total	12,863

In addition, 2,871 units are expected to come forward across the district during the plan period on small unidentified windfall sites. When added to the 12,863

capacity of the allocated sites this means we expect total housing delivery of 15,734 between 2025 and 2040. This figure may change in light of the government’s proposed planning reforms to a higher target of 23,805 dwellings.

1.3 Current schools and wider People and Communities Support and Partnerships

Early Years

- 1.3.1 The Council promotes and facilitates the ongoing development of Early Years and Childcare provision for children aged 0 – 14 (or up to 18 for disabled young people) in North Somerset. The Early Years Funded entitlement in North Somerset is mainly provided by the Private, Voluntary and Independent (PVI) sector. According to the Local Authority Interactive Tool (LAIT), North Somerset’s percentage take up of 3- and 4-year-olds benefiting from some free early education was 94% in 2022 and 96% in 2023.

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

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

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

Type of provider	Number of providers	Number of providers	Number of providers
	June 2021	October 2022	June 2023
Childminders	140	110	80

Type of provider	Number of providers	Number of providers	Number of providers
Day nurseries	43	41	44
Governor run nursery on school site	2	2	2
Independent Schools with nursery provision	4	3	3
Pre schools	38	34	31
School nursery class	14	15	15
School with two-year-old nursery provision	3	3	4
Specialist service provider (Springboard)	4	4	4
Out of School provision	67	83	83
Totals	315	295	266

Taken from EY Team CSA 2021-23

A child is currently entitled to 570 hours of funded childcare from the next new term if both of the following conditions are satisfied:

- 1) the child has attained the age of two
- 2) the child or parents meets the eligibility criteria.

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

The Children Act 2016 placed a new legal duty requiring free early years provision to be extended to 1140 hours (or 30 hours per week term time only) for eligible working parents from September 2017 onwards. North Somerset Council works with its early year's providers to meet this extended demand.

The government has announced plans to extend the existing 30-hour funded entitlement, which is currently available to eligible working families of three- and four-year-olds, to all eligible working families of children aged nine months and above by September 2025. The changes are that:

- from April 2024, all eligible working parents of two-year-olds will be able to access funding for 15 hours per week of education and care

- from September 2024, all eligible working parents of children aged nine months up to three-years-old will be able to access funding for 15 hours per week of education and care
- from September 2025, all eligible working parents of children aged nine months up to three-years-old will be able to access funding for 30 hours per week of education and care

As with the current offers, all entitlements apply over 38 weeks of the year, although providers have the option of 'stretching' the offers over a longer period of time.

An annual sufficiency report is produced and published, identifying any gaps in sufficiency to meet the councils' statutory responsibilities.

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

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

Schools

- 1.3.3 On 1 September 2023 there were 80 state-maintained schools/academies in North Somerset. The October 2023 census confirmed schools are delivering education to approximately 31,452 pupils.

The Council has a statutory duty to provide every child in North Somerset with an education. The latest range of school provision as of February 2024 is given below:

Maintained Schools (6)	Academies (74)
<p>Community Primary Kewstoke Primary School</p> <p>VA Primary St Joseph's Catholic Primary School</p> <p>Special Baytree School Ravenswood School Westhaven School</p> <p>PRU Voyage Learning Campus</p>	<p>Primary All Saints East Clevedon C of E Primary School Ashcombe Primary School Backwell C of E Junior School Banwell Primary School Becket Primary School Birdwell Primary School Blagdon Primary School Bournville Primary School Burrington C of E VA Primary School Castle Batch Community Primary School Christ Church C of E Primary School Churchill C of E Primary School Corpus Christi Catholic Primary School Court-de-Wyck Church School Crockerne C of E Primary School Dundry C of E Primary School Flax Bourton C of E Primary School Golden Valley Primary School Grove Junior School Hannah More Infant School Haywood Village Academy Herons' Moor Academy High Down Infant School High Down Junior School Hutton C of E Primary School Kingshill Church School Locking Primary School Mary Elton Primary School Mead Vale Community Primary School Mendip Green Primary School Milton Park Primary School Northleaze C of E Primary School Oldmixon Primary School Parklands Educate Together Primary Portishead Primary School Sandford Primary School St Andrew's Primary School St Anne's Church Academy St Francis Catholic Primary School</p>

Maintained Schools (6)	Academies (74)
	<p> St Georges Church School St John the Evangelist Church School St Mark's Ecumenical Anglican/Methodist Primary School St Martin's C of E Primary School St Mary's C of E VA Primary School St Nicholas Chantry C of E VC Primary School St Peter's C of E Primary School Tickenham C of E Primary School Trinity Anglican Methodist Primary School Uphill Primary Academy Walliscote Primary School West Leigh Infant School Windwhistle Primary School Winford C of E Primary School Winscombe Primary School Worle Village Primary School Worlebury St Paul's Church Primary School Wraxall C of E VA Primary School Wrighton C of E Primary School Yeo Moor Primary School Yatton C of E Junior School Yatton Infant School </p> <p> Secondary Backwell School Broadoak Academy Churchill Academy and Sixth Form Clevedon School Gordano School Hans Price Academy Nailsea School Priory Community School Academy St Katherine's School Winterstoke Hundred Academy Worle Community School Academy </p> <p> Special Lime Hills Academy </p>

1.3.4 Most academy schools work within the following Academy Trusts. The list below is as of April 2024 and is subject to further change as schools transfer and partnerships develop:

Academy Trust	Conversion Date
The Bath and Wells Diocesan Academies Trust	
Court-de-Wyck Church School	01/12/2015
Kingshill Church School	01/04/2013
St Georges Church School	01/09/2016
St John the Evangelist Church School	01/07/2016
St Mark's Ecumenical Anglican/Methodist Primary School	01/09/2016
Trinity Anglican Methodist Primary School	01/03/2016
Worlebury St Paul's CE VA Primary	01/07/2023
Cabot Learning Federation	
Broadoak Academy	01/07/2019
Haywood Village Academy	01/09/2016
Hans Price Academy	01/05/2011
Heron's Moor Primary	01/19/2019
Uphill Primary Academy	01/10/2020
Winterstoke Hundred Academy	01/07/2019
Cardinal Newman Catholic Educational Trust	
St Francis RC Primary	01/03/2022
Cathedral Schools Trust	
St Katherine's School	01/01/2019
The Dunstan Catholic Educational Trust	
Corpus Christi RC Primary	01/03/2022
Educate Together	
Parklands Educate Together Primary School	01/09/2018
Extend Learning Academies Network (ELAN)	
Banwell Primary	01/01/2023
Bournville Primary School	01/10/2017
Locking Primary School	01/10/2017
Mead Vale Primary	01/02/2018
Mendip Green Primary	01/09/2018
Milton Park Primary School	01/10/2017
Oldmixon Primary School	01/10/2017
Walliscote Primary School	01/10/2017
Windwhistle Primary School	01/10/2017
Futura Learning Trust	
Clevedon School	01/02/2012

Academy Trust	Conversion Date
All Saints C of E Primary	01/04/2019
Chestnut Park Primary	01/09/2021
Mary Elton Primary School	01/04/2017
St Nicholas Chantry C of E VC Primary School	01/02/2018
Tickenham C of E Primary School	01/01/2015
Yeo Moor Primary School	01/01/2015
Kaleidoscope	
Ashcombe Primary School	01/09/2017
Becket Primary School	01/09/2017
Crockerne C of E Primary School	01/09/2017
Christ Church C of E Primary School	01/09/2017
Hutton C of E Primary School	01/09/2018
St Martin's C of E Primary School	01/09/2017
Worle Village Primary School	01/09/2017
Lighthouse Schools Partnership	
<u>Portishead Hub</u>	
Gordano School	01/07/2011
High Down Infant School	01/09/2016
High Down Junior School	01/09/2016
Portishead Primary School	01/09/2016
St Mary's C of E VA Primary School	01/09/2016
St Peter's C of E Primary School	01/09/2016
Wraxall C of E Primary School	01/07/2018
<u>Backwell Hub</u>	
Backwell School	01/01/2018
Backwell C of E Junior School	01/02/2018
Blagdon Primary	01/10/2019
Flax Bourton C of E Primary	01/10/2018
Northleaze C of E Primary School	01/02/2018
West Leigh Infant School	01/02/2018
Golden Valley Primary	01/02/2023
Grove Junior School	01/03/2018
Hannah More Infant School	01/03/2018
St Andrew's CE Primary	01/04/2022
Yatton C of E Junior School	01/03/2018
Yatton Infant School	01/03/2018
<u>Chew Valley Hub</u>	
Blagdon Primary	01/03/2018
Winford C of E Primary	01/03/2018
<u>Churchill Hub</u>	
Churchill Secondary	01/04/2023

Academy Trust	Conversion Date
Burrington CE Primary	01/01/2023
Churchill CE Primary	01/02/2023
Wrington CE Primary	01/01/2023
Midsomer Norton Partnership Trust	
Dundry C of E Primary School	01/09/2015
The Priory Learning Trust	
Priory Community School Academy	18/08/2011
Worle Community School Academy	01/03/2017
Castle Batch Community Primary School	01/04/2018
St Anne's Church Academy	01/04/2018
Wessex Academy Trust	
Nailsea School	01/01/2021
Sandford Primary	01/12/2021
Winscombe Primary	01/12/2021

The following school remains as Single Academy Trust:

Single Academy Trusts	
Birdwell Primary School	01/04/2013

The schools below remain as LA maintained establishments, although most have indicated an intention to move to academy status in the 2024/25 school year.

Name and Type of School	Responsible Body
VA School	
St Joseph's RC Primary	Diocese of Clifton
LA Special Schools	
Baytree School	North Somerset Council
Ravenswood School	North Somerset Council
LA Foundation Special School	
Westhaven School	North Somerset Council
Pupil Referral Unit	
Voyage Learning Campus	North Somerset Council

Most primary schools in North Somerset cater for 210 or 420 pupils, with some offering up to 630 places. These sizes of schools are supported by the Council to be appropriate both in terms of education provision and financial sustainability. There are some schools that offer fewer places due to their physical capacity or rural location. These are all members of or are due to join a Multi Academy Trust

(MAT). The Council will work with MATs who need to make changes to an existing academy.

Secondary schools normally cater for between 900 and 1,500 pupils, plus 6th forms where appropriate. These sizes of schools are supported by the Council to be appropriate both in terms of education provision and financial sustainability. There are some schools that offer extra places due to local demand. Where smaller schools operate, often in response to growing demand from new developments, the Council would expect these to aspire to grow to at least a 900-places as soon as practically possible.

Special Schools and Pupil Referral Units

1.3.5 North Somerset currently has four special schools working across five sites, a Pupil Referral Unit that operates across two sites and six Resource Bases attached to mainstream schools. Lime Hills Academy will work from two temporary sites from September 2024 whilst they await the delivery of their permanent site in Churchill that is being delivered by the Department for Education (DfE).

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

Name of School	Age Range	Planned Places	Descriptor	School census data October 2023
Baytree School – sites in Clevedon and Worle	3–19	120	Severe and Profound Learning Difficulties	84
Ravenswood School	3–19	134 – 40	Complex and Severe Learning Difficulties	140
Westhaven School	3–19	156	Complex Learning Difficulties	182
Lime Hills Academy – temporary site in Nailsea and also in Weston super Mare from September 2024	4 - 16	65	Social and Emotional Mental Health	29

Name of School	Age Range	Planned Places	Descriptor	School census data October 2023
Castle Batch Community Primary School	4-11	20	Speech and Language	16
Locking Primary	4 - 11	10	MLD and developmental needs	3
Mendip Green Primary School	4-8*	11	Hearing Impaired/ Communication	15
Mendip Green Primary School	4 - 11	10	ASD	7
Milton Park Primary		10	ASD with MLD	8
Nailsea School	11 - 16	10	High functioning pupils with Autism	9
Totals		546 - 552		493

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

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

As of October 2023, the service is available as follows:

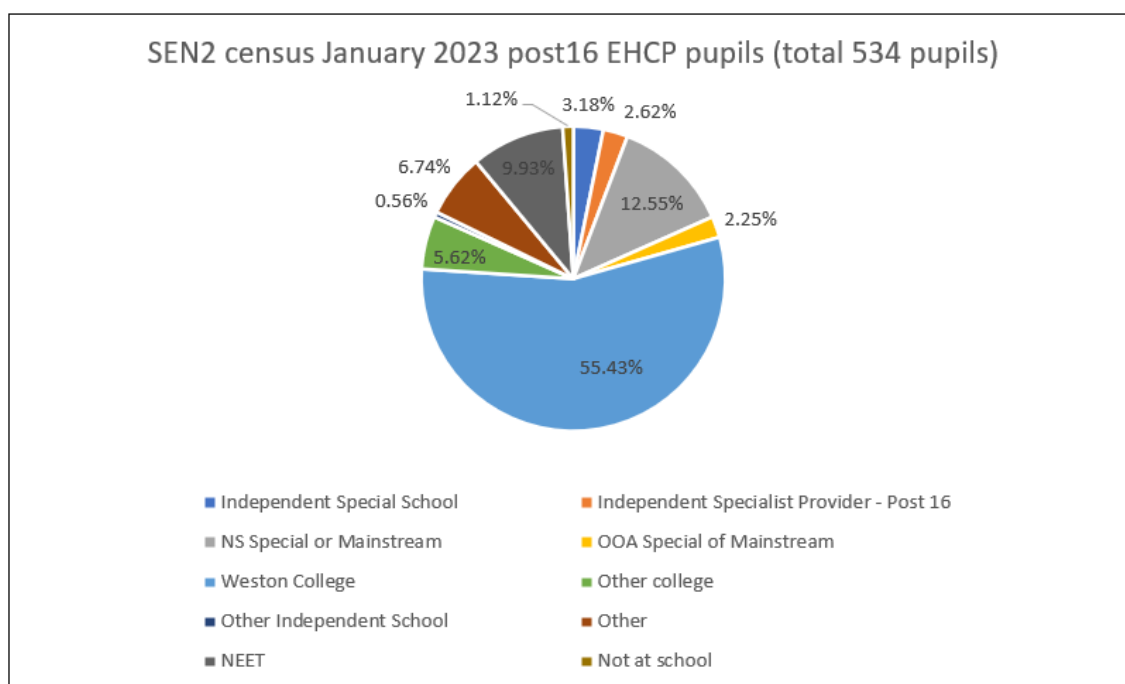
Tuition Service Voyage Learning Campus	PRU provision on VLC roll Mostly Permanently Excluded (PEX) Voyage Learning Campus
Number of places: 25 FTE (more than 25 pupils are supported, attending on a p-t basis) <ul style="list-style-type: none"> Year 3 to Year 11 Transport funded if required	Number of commissioned places: 80 <ul style="list-style-type: none"> KS1/KS2 and Year 7: 30 places (10 PEX and 20 outreach support @ Milton, Weston) Years 8-11: 50 places (40 PEX; 10 outreach support) @Oldmixon, Weston Transport funded if required

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

1.3.7 In September 2023, 500 pupils with SEND attended post-16 provisions in this and our neighbouring LAs as shown below:

Somerset	29
South Gloucestershire	4
Bristol	7
North Somerset	<u>460</u>
In total	500

As reported in our 2023 SEN2 return, 534 pupils with EHCP attended post16 provisions as shown below:



Increases in EHCPs for pupils in primary and secondary-aged education could have an impact on the demand for post-16 places. The significant increase in ECHPs recently and the associated demands placed on mainstream and specialist provisions has been a catalyst in ensuring that the whole community works together to address these needs. This has been developed for some of our SEND pupils with lower levels of need by forming working groups to help establish Nurture Groups within a number of our mainstream schools and also the commissioning of two new Resource Bases from September 2023 with a further three planned to open in September 2024/September 2025. This has helped address the needs of some of our young people and supports provisions to be able to meet their needs locally and within or attached to mainstream provisions whilst they are of compulsory school age. We anticipate that these strategies

should provide the right support to enable many students to move into employment or access further or higher education without the need for extra assistance.

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

It is noted, however, that local provision is not always available or appropriate for all students. Where pupils are settled in a placement outside the district and it would not be in their best interests for this to change, the placement should continue. A review of place availability within the Special Schools in North Somerset will take place during the life of this plan in the hope that we can provide more local places for pupils with SEND within at least one of these schools. It should be accepted that for a minority of students overall, a specialist placement outside of the area will always be in their best interests.

Post – 16 Provision

- 1.3.8 Weston College continues to deliver innovative learning support programmes, through its empowerment-based specialist support model, which promotes a whole-organisation, sustainable approach to inclusive practice. Dynamic, intensive individualised support programmes are delivered by highly qualified SEND practitioners that challenge and enable learners to develop sustainable, transferable skills and strategies to progress onto higher level course, employment or independent living. Simultaneously the specialist staff collaborate with the teachers to develop the skills and knowledge needed to deliver inclusive learning within the classroom, addressing the learner's needs, aspirations and vocational focus. Learners work with the specialist staff to develop strategies to accommodate their differences and inform others how they learn most effectively.

Their specialist areas include:-

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

This is recognised locally and nationally as outstanding and has received many national, regional and local accolades including that of a Centre for Excellence in SEND. This is an unusually comprehensive offer at the FE stage and meets the

range of needs identified in North Somerset. Where students are placed outside the area at post-16, this is generally as a result of requiring specialist residential care alongside learning.

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

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

At the time of writing this strategy Weston College is providing support for 500 High Needs Learners. 296 of these students live in North Somerset and have an Education, Health and Care Plan. These learners represent 55% of this group. On this basis, the college is the single biggest SEND post-16 provider currently for our local students.

Weston College 296
North Somerset Special Schools and Mainstream 67
Other FE colleges 30

Specialist Independent specialist Provision - 34

While post-16 provision at Weston College is not directly commissioned by North Somerset Council, it is essential that it has appropriate synergy and is aligned synchronously to develop and support children and young people with SEND as they move through the system. On this basis, our partnership and joint working with the college is recognised as being of key strategic importance. Weston College is a partner in our SEND Improvement Board which develops responses to changing needs and challenges across the sector. Further consideration of the sufficiency, range and suitability of post-16 provision will be part of the board's work plan during 2023 to 2027. The projections developed for the Specialist Provision Review will be refined and refreshed as part of the development of future editions of this Education Commissioning Strategy.

- 1.3.7 Mainstream post-16 provision in Weston-super-Mare continues to be mainly provided by Weston College and Winterstoke Hundred. The 6 academies across the region outside of Weston super Mare (Backwell School, Churchill Academy and Sixth Form; Clevedon School, Gordano School, Nailsea School and St Katherine's School), all offer a range a 6th form studies. Baytree School,

Ravenswood School and Westhaven School (Special Schools) and Weston College are the main providers of post-16 studies for pupils with SEND.

Elective Home Education

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

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

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

This means that the responsibility for children's education rests with their parents. In England, education is compulsory, but – despite the phrase 'child of compulsory school age' quoted above – going to school is not. State-funded education is made available for all children of compulsory school age whose parents request it, and every child should be in school or receiving alternative provision made by the local authority or the child's school, unless parents themselves can make suitable arrangements. If parents do educate children at home, section 7 means that the child should be getting an 'efficient, suitable full-time education.'

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

One of the most significant issues for local authorities in maintaining adequate oversight is the initial identification of children who are being educated at home. There is no legal duty on parents to inform the local authority that a child is being

home educated. If a child never attends school, an authority may be unaware that he or she is being home educated.

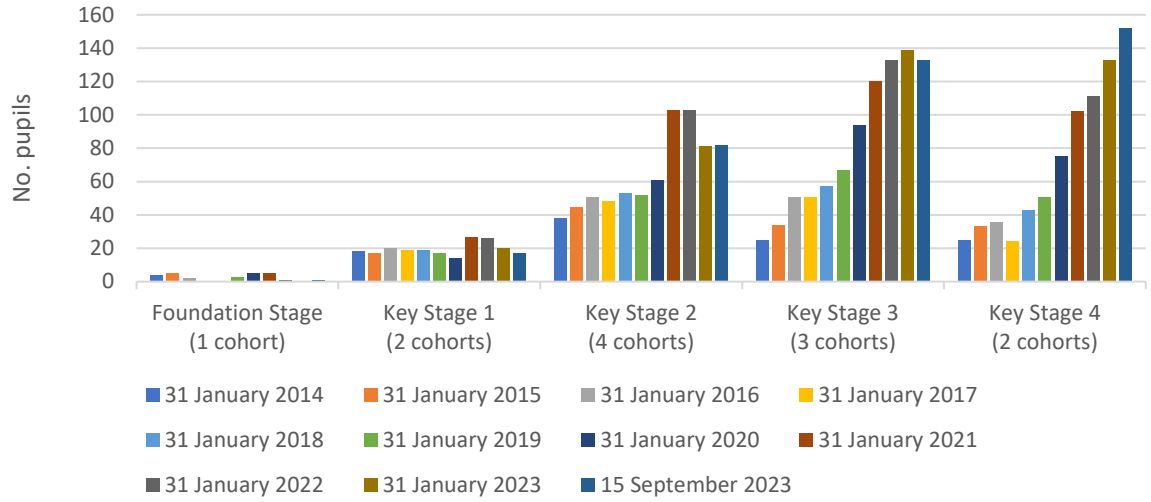
Identification of children who have never attended school and may be home educated forms a significant element of fulfilling an authority's statutory duty under s.436A of the Education Act 1996 - to make arrangements to enable the authority to establish, so far as it is possible to do so, the identities of children in its area who are not receiving a suitable education. The duty applies in relation to children of compulsory school age who are not on a school roll, and who are not receiving a suitable education otherwise than at school (for example, at home, or in alternative provision).

However, this should not be taken as implying that it is the responsibility of parents under s.436A to 'prove' that education at home is suitable. A proportionate approach needs to be taken.

- I. There is no requirement for a home educating parent to register their child with the LA.
- II. It is not the role of the LA to monitor the quality of the education provided. LAs have no duties or powers in this respect.
- III. Home educating parents are not required to follow the national curriculum, there is no requirement to follow any prescribed educational programmes, they do not have to have a set number of hours that should be taught in a day. They are not required to provide a broad and balanced curriculum. However, the child must be in receipt of a "full time", "efficient", and "suitable" education. Although there is no legal definition of what this is.
- IV. Home educators do not have to respond to any queries that the LA make, although it would be sensible for them to do so.
- V. The LA does not have the right to access the homes of home educators.

Within North Somerset there are c400 families who home educate their children. Data for the last seven years and the current picture in key stages is shown below:

Number of Elected Home Educated (EHE) pupils per key stage
Source: Capita



	31 January 2014	31 January 2015	31 January 2016	31 January 2017	31 January 2018	31 January 2019	31 January 2020	31 January 2021	31 January 2022	31 January 2023	15 September 2023
Foundation Stage (1 cohort)	4	5	2	0	0	3	5	5	1	0	1
Key Stage 1 (2 cohorts)	18	17	20	19	19	17	14	27	26	20	17
Key Stage 2 (4 cohorts)	38	45	51	48	53	52	61	103	103	81	82
Key Stage 3 (3 cohorts)	25	34	51	51	57	67	94	120	133	139	133
Key Stage 4 (2 cohorts)	25	33	36	24	43	51	75	102	111	133	152
Total	110	134	160	142	172	190	249	357	374	373	385

The Department for Education have now requested that all Local Authorities in England submit a voluntary census to the Department on the number of children who are electively home educated in the area and also the numbers of children who are children missing education (CME) in the area. We have not previously been required to submit this information. DfE have given clearer guidance on when children should be recorded as EHE and CME. Children who the LA deem are not receiving suitable education should be classified as CME. Children who are not on a school roll or receiving suitable education should be classified as CME, this includes children who may be on a waiting list for a school.

Although we are asked to submit the voluntary census return for EHE and CME, there is still no mandatory registration system for children who are electively home educated.

Within the inspection of Children's Services by OFSTED, there is a clear focus on the children who are EHE in the local authority area. In the recent Inspecting Local Authority Children's Services (ILACS) visit, officers met with the OFSTED inspector to discuss how the LA responds to EHE in the area.

Numbers in North Somerset have risen since Covid-19; however, we have seen children returning to school, over the course of the years since schools fully re-opened. Covid-19 is no longer a category set out by the DfE as a reason for EHE.

There has been no updated guidance from the DfE since 2019 on EHE, however, the DfE have been consulting on changes to the guidance, the results of the consultation have not yet been published. The most significant legal event was in 2021, Goodred Vs Portsmouth CC. The High courts ruled that local authorities could not reasonably ascertain whether a parent was providing a “suitable education”, simply from a report detailing what was being done. However, the judge did stress that all cases must be treated on a case-by-case basis. The reason that this event was significant is that this ruling was in favour of the Local Authority.

In North Somerset we now have a 0.8FTE Elective Home Education Officer; a fixed term Education Welfare Officer for 12 months and have recently recruited to a 0.5FTE Education Welfare Assistant post to support EHE in the area.

There are a couple of active home educating groups in North Somerset. We have established links with the Weston forum. By working together, we hope to gain a better understanding of home educating families in the area as well as providing a forum to discuss local issues and brokering understanding of the role of the LA in oversight of EHE in the area.

Safeguarding

- 1.3.10 The Council works to promote the wellbeing and safety of all children in North Somerset both in schools and across the wider children’s services. All schools and early years settings have a Designated Safeguarding Lead for child protection, who is responsible for taking appropriate action and working with Children’s Services when there is a concern about a child or young person. The North Somerset Safeguarding Children’s Partnership (NSSCP) has responsibility for all children and young people resident in North Somerset. The Council have a Safeguarding in Education Officer who works closely with schools across North Somerset. Policies, procedures and practice are in line with national and local guidance and legislation.
- 1.3.11 The Council, that includes its Councillors and officers, will make certain, as Corporate Parents, that it works with different commissioners to ensure that our children and young people have the best education possible.

Boards and Partnerships

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

The Terms of Reference (TOR) of this Board, last updated in 2017, are under review. At the last review they were as below:

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

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

The Board's remit is to:

- Ensure there is a rigorous focus on high standards and successful outcomes for all children and young people in North Somerset through the promotion of excellence.
- To agree the Maintained School Improvement Commissioning Strategy and support the Local Authority to ensure that all children and young people have access to good and outstanding education learning and achievement.

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

It is likely the TOR and remit will be updated in the spring/summer 2024.

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

1.3.14 All local authorities are required to have a school's forum which has a consultative role in relation to the local distribution of school funding. In North Somerset, we have delegated some of our decision-making responsibilities and we use our Strategic Schools Forum as the main strategic conduit.

It is a consultative body for the following:

- changes to the local funding formula (the local authority makes the final decision)
- proposed changes to the operation of the minimum funding guarantee
- changes to or new contracts affecting schools (school meals, for example)
- arrangements for pupils with special educational needs, in pupil referral units, and in early years provision

It is a decision body for the following:

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

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

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

The Board membership is as below:

- Executive Member for Children's Services, Families and Lifelong Learning Chair)
 - Chief Executive, North Somerset Council (NSC)
 - Chief Executive, Bristol, North Somerset and South Gloucestershire Clinical Commissioning Group (BNSSG CCG)
 - Chief Executive, Sirona Care & Health

The following officers of the local authority and CCG will attend as non-voting members to account for progress towards outcomes, raise issues requiring decision or resources, and to assure the board on matters requiring their consideration and scrutiny:

- Director of Children's Services, NSC
- Director of Commissioning, BNSSG CCG

Additionally, the board will be advised and updated on progress by the sponsors of the 6 identified areas of improvement:

- Chief Executive, North Somerset Parent Carers Working Together (NSPCWT) Parent Carer Forum
- CCG General Practice (GP) Clinical Representative
- School leader representatives from Secondary, Primary and Special Schools
- Assistant Director, Family Support & Safeguarding
- Assistant Director, Education Partnerships
- Heads of Services for Learning and Achievement; Inclusion and SEND and the SEND Manager
- Any member of DfE staff appointed to advise, support or scrutinise activity
- Any member of NHSE (NHS England) staff appointed to advise, support or scrutinise activity

Reports from the board are also escalated to the relevant Leadership Teams within the Local Authority and the NHS' Integrated Care Board (ICB). In addition to the above, the Board assists with the process of preparing for inspections, peer challenges or other regulatory oversight which may arise in respect of the wider local area SEND system.

Young People's Well-being

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

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

Local DfE

- 1.3.17 The Local Authority will continue to develop closer partnerships with the Regional Director for the South West and the officers within the DfE's Regional South West office and to ensure that all young people can develop and achieve their full potential through a rich choice of high-quality provision.

1.4 Legal and Local Policy Context

- 1.4.1 The [School Standards and Framework Act 1998 \(legislation.gov.uk\)](https://www.legislation.gov.uk) sets out how Local Authorities should exercise their statutory duties to secure primary and secondary education to meet the needs of the population in their area. The [Education and Inspections Act 2006 \(legislation.gov.uk\)](https://www.legislation.gov.uk) enhanced the role of Local Authorities, making them strategic commissioners of services with a mandate to promote high standards for all and greater choice and diversity. The [Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk) Section 14A, added by Section 3 of [Education and Inspections Act 2006 \(legislation.gov.uk\)](https://www.legislation.gov.uk) requires Local authorities to consider and respond appropriately to parental representations about school provision in relation to local authorities' functions under Section 14 of [Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk). Local Authorities must reasonably consider parental representations regarding the provision of schools and respond accordingly, including outlining any proposed action or, where it is considered, action is not needed, to explain the reasons for this.

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

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

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

- 1.4.3 The [Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk) Section 14 provides that in respect of provision in primary and secondary schools, in carrying out their duty to provide sufficient school places for the area, local authorities must have particular regard to the need to secure Special Educational Needs provision for pupils with Special Educational Needs.

The Council, working with its partners, is committed to ensuring that all children and young people can reach their academic potential and can lead independent and fulfilling lives".

- 1.4.4 All local authorities and local-authority-maintained schools must follow statutory guidance when making changes, including school closure. Guidance for [Opening, closing and making changes to schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk) was last updated in August 2022. In addition, LAs have to follow the [Making significant changes \('prescribed alterations'\) to maintained schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) that were last changed in January 2023. These regulations apply to governing bodies, local authorities and decision makers. They set out how to make changes based on:

- [The School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013 \(legislation.gov.uk\)](https://www.legislation.gov.uk)
- [The School Organisation \(Establishment and Discontinuance of Schools\) Regulations 2013 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

Statutory guidance should be followed unless there is a very good reason not to. In the main, local authorities can still propose changes for Community schools, and both Foundation and Voluntary Controlled (VC) schools and local authorities can propose expansions for Foundation and VC schools. At this time, it should be noted that North Somerset has only one community school and no mainstream Foundation and VC schools. It is still responsible for two community special and one Foundation special school plus a Pupil Referral Unit.

Where decisions are made by the Local Authority, significant or contentious determinations are taken by The Executive (where a Statutory Proposal has been published). Smaller changes that do not require a statutory proposal or non-contentious decisions may be taken by the Executive Member for Children's Services, Families, and Lifelong Learning. In most cases the decision makers will take advice from the Children and Young People's Services Scrutiny Panel or the Panel's Steering Group and/or the Director of Children's Services or her officers. Expansions at a mainstream school that do not require a physical enlargement to the premises of the school are not covered by the Prescribed Alterations Regulations. An increase in pupil numbers may be achieved solely by increasing the Planned Admission Number (PAN) in line with arrangements and processes outlined in the [School admissions code - GOV.UK \(www.gov.uk\)](https://www.gov.uk).

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

- 1.4.5 There is different guidance for academy trusts planning to make organisational changes or close an academy by mutual agreement with the Secretary of State. The latest updates on 30 January 2023 include [Academies: making significant changes or closure by agreement - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/academies-making-significant-changes-or-closure-by-agreement)
Changes can include:

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

Depending on the proposals for change, one of two processes are followed – the 'fast track' application or the 'full business' case. The process route is determined by the complexity of the change. Controversial changes are also subject to full business cases. The Council is a key consultee in all academy changes and the Regional Director for the South West must have regard to the Council's position when making their determinations. Officers are often asked to contribute to consultations and will support school in their processes and consultations.

The Regional Director for the South West will make decisions on behalf of the Secretary of State (SoS) for Education. In making decisions on proposals, they are advised by their Head Teacher Board (HTB).

- 1.4.6 There is a Government expectation that within the schools' system, academy status will become the norm. 94% of all North Somerset schools were academies in September 2023. Where there is a need for a new school, the first choice must be a new academy or free school. Only where the Local Authority is unable to identify a suitable sponsor to open a new school, it will be *'able to contact the Secretary of State for Education so that together such a sponsor can be found.'*

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

must also have regard to the presumption that successful and popular schools should be expanded.

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

- 1.4.7 Where a local authority determines there is a need for a new school it must follow the [Establishing a new academy: free school presumption - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/establishing-a-new-academy-free-school-presumption) process. This was last updated by the DfE on 30 January 2023. The guidance is for local authorities and new school proposers and applies to academies and free schools.

The [Education Act 2011](https://www.gov.uk/government/legislation/education-act-2011) changed the arrangements for establishing new schools and introduced section 6A, which is known as the academy or free school presumption. Local authorities can adapt the DfE's model specification to specify what they need from proposers, but both proposers and local authorities must follow national guidelines when seeking proposals or making applications. The presumption process is the main route by which local authorities establish new schools to meet the need for additional places, both in terms of basic need and the need for diverse provision within their areas. It can be used to deliver all types of schools, including mainstream, alternative provision, special schools, and faith/church schools. Local authorities are responsible for determining the specification for the new school and lead and implement the project to establish the school. The Department for Education provides support and advice to local authorities and sponsors throughout the process. Whilst the local authority is able to express a preference for its preferred sponsor, the Regional Director for the South West, via the local Headteachers Board, or the SoS decides and appoints the successful sponsor. Any new school opening is subject to the sponsor securing a Funding Agreement with the DfE.

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

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

Under the presumption route the local authority is responsible for providing the site for the new school. It is the department's expectation that the site is made available free or on a peppercorn basis by the local authority to the trust. The local authority is also responsible for meeting the associated capital and pre/post-

opening revenue costs. Basic need capital funding is provided on an unringfenced basis, so that local authorities can provide the places that they need, including through new presumption schools.

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

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

The Council has undertaken three Presumption route school competitions since 2014 and is currently processing a fourth. It is highly likely a further two competitions will be followed during the life of this plan.

- 1.4.8 The [School admissions code - GOV.UK \(www.gov.uk\)](http://www.gov.uk) is issued under Section 84 of the [School Standards and Framework Act 1998 \(legislation.gov.uk\)](http://legislation.gov.uk) ('SSFA 1998'). The Code applies to admissions to all maintained schools and academies in England and is followed alongside the [School admission appeals code - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and other guidance and laws that affect admissions and admission appeals in England. These Codes imposes mandatory requirements and include guidelines setting out aims, objectives and other matters in relation to the discharge of functions relating to admissions by all admission authorities. The Council will follow the guidelines and requirements of the School Admissions Code and the School Admissions Appeals Code. It will challenge school and academies who fail to follow these requirements in accordance with the obligations for local authorities set out in these guidelines.
- 1.4.9 All admission authorities must follow their [Fair access protocols: advice for local authorities and school admission authorities \(publishing.service.gov.uk\)](http://publishing.service.gov.uk) FAPs exist to ensure that vulnerable children, and those who are having difficulty securing a school place in-year, are allocated a place as quickly as possible. Every local authority must have a FAP in place. Once it is agreed with the majority of schools in its area, all admission authorities must participate in it. North Somerset's [Fair access protocol | North Somerset Council \(n-somerset.gov.uk\)](http://n-somerset.gov.uk) was agreed by the majority of North Somerset Schools for use for the start of the 2022/23 school year.

Admission authorities must not refuse to admit a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for special educational needs.

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

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

We will actively work to the following principles:

- To support the aspiration of 'Local schools for Local Children' – all children should be able to attend a school that enables them to achieve their potential close to where they live. This may be within North Somerset or the nearest school outside the district if they have needs that, due to their individual nature, are best met at a specialist school or college. We will work to the belief that every child should have access to a good or outstanding school in a safe environment and that all students should have access to the best education possible.
- To improve the outcomes of all children under 5 – early years services must be accessible to all and early years providers must work to close the gaps between groups with the poorest outcomes and the more and most able.
- To provide inclusive learning opportunities for children and young people to be able to attend mainstream school sites where this is in the interests of the child or young person. This will include the creation and ongoing support of specialist Resource Bases attached to mainstream schools that will act as an expert provision to assist children and young people with Education, Health and Care Plans transition to and from mainstream school or from the base to a special school as needed. For some children and young people, a placement in a special school or another specialist provision is the right choice to meet their needs.
- The expectation that all schools, colleges or other education and training providers in North Somerset will welcome and provide effectively for all children and young people – no pupil should be refused a place unless there are significant educational reasons to do so.

- Moral purpose –all partners should work together and accept the joint collective responsibility to ensure that every child can reach their maximum potential and make a full contribution to society.
- To promote life-long opportunities preparing students for their future after school - all schools will enable all children and young people to flourish by contributing to their community and the economy.
- To be a champion of children and young people – we will make decisions in the interests of children, actively championing the needs of every child, and ensuring they are happy, active and safe. We will ensure that as Corporate Parents we work with our different commissioners to ensure that our children and young people have the best education possible.

Effective planning will:

- Provide schools and other education providers with the information necessary to enable them to make informed decisions about how they will provide sustainable ‘inclusive and improving’ education, achieve the highest possible standards and ensure the full participation of all learners, especially the most vulnerable and disadvantaged.
- Plan to commission the right numbers of school places close to where children and young people live. This will include promoting new school places in areas of residential growth as well as suggesting or supporting a decrease in the capacity or closure (if appropriate) of existing education provisions to ensure the strategic overall viability of schools and academies. Multi-Academy Trusts also have a responsibility to ensure the viability of their establishments and may need to action difficult choices where a school’s intake is no longer needed to match its physical capacity due to demographic reductions in the local population.
- Promote the creation of new schools in areas of residential growth to ensure that new schools become central to a significant new development, whilst noting that some demand for the existing provider may remain as is or decline.
- Encourage all existing settings to provide the maximum number of places possible within the existing capacities of their sites where needed. The Council will challenge schools and academies (academies via the SofS/RSC) to admit more pupils where it considers the establishment has the capacity to do so and the projections support a sustainable increase in class structures.

- Challenge schools in areas of residential growth who wish to reduce their PAN when either the projections or the Local Plan indicated future growth and these places will be needed in the future.
- Encourage all schools to promote Nurture principles within their settings, providing space for bespoke Nurture Groups where possible.
- Where financially possible, provide learning facilities fit for 21st century living, teaching and learning. This includes developing sites and buildings that promote active activities such as walking, cycling or scooting to school, having production kitchens on site, promoting school allotments and other measures to help tackle childhood obesity.

The Council will use its capital resources wisely to meet the needs of learners. (This may necessitate making difficult decisions about the viability of some sites where other local facilities can meet the demand for places. It will look to secure resources generated from closing a facility or site to be used to update other provisions for a greater number of learners where it is able to do so).

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

1.4.12 Our Expectations of Ourselves

In considering the needs of North Somerset we will:

- Work with stakeholders and partners to understand local aspirations and pre-school, school and post-16 provision place needs, overseeing responses to demand and suggesting, supporting and working with schools and MATs to progress the removal of surplus places as required.

- Provide a robust lead in the allocation of school places, challenging and insisting that, where in the interests of the child or young person, schools offer places. We will use either our existing powers of direction or will refer cases to the Secretary of State/Regional Schools' Director's office for determination if necessary.
- Maximise capital resources and use them efficiently, to provide permanent solutions to any deficits in places at schools with sustainable good or outstanding Ofsted outcomes where:
 - there is proven demand for places.
 - the site can normally accommodate at least an extra 0.5 form of entry from current published admission levels with the resulting increased buildings and resources if required; and
 - the increase fits with the Council's strategic principles as outlined in this Commissioning Strategy.This all will be subject to having sufficient funding to provide a fit-for-purpose outcome.
- Work with schools and MATs to ascertain if surplus school capacity can be used to create specialist Resource Bases to support the inclusion of pupils with SEND within mainstream settings where appropriate.
- Work with local schools to create 'breach' classes at schools with sustainable good or outstanding Ofsted outcomes, where permanent increases in demand are not sustainable in the longer term, or where sufficient resources to create permanent solutions are not available. Temporary breach classes will only normally be provided where the school is able to support the increase in pupils from their revenue allocations in accordance with the Council's Exceptional Growth Policy.
- Work towards having local schools that pupils can access sustainably, thereby assisting the Council's aspiration to be carbon neutral by 2030.
- Provide (at least) 5-year pupil projections, working with schools and other partners to meet the short and long-term needs of local communities within the funding available, sharing requirements for additional places regularly with our partners and other providers.
- Encourage schools and education partners to express interest in expanding their provision in order to meet Basic Need where appropriate.
- Ensure that any new buildings the Council provides are flexible and capable (funding permitting) of being adapted and remodelled to meet current and future needs for all learners.
- Lead and facilitate an ethos of ensuring that all learning providers within North Somerset are committed to working together to meet the best interests of children and families. This may involve acting as a facilitating service.
- Work to achieve commitment from any new education partners to subscribe to North Somerset Council's learning community principles.
- Where possible and appropriate, enable schools to facilitate access to wider community resources.

- Plan for the long-term future, taking into account expected areas of population and housing growth and areas of population decline, seeking to secure strategic solutions that will most effectively meet our statutory place duties to existing and future communities.
- Be reasonable and fair in our expectations of others.

1.4.13 Our Expectations of Others

We expect our partners to:

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

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

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

- Be central and accessible to the community(ies) it serves.
- Provide genuinely personalised learning experiences for all its children and young people.
- Enable full participation for all children and young people (2 -19/25 as appropriate). Where possible, new schools will include Early Years facilities. Early Years providers should work with the local authority to provide good and outstanding provision for all children benefiting their social, physical and cognitive development and outcomes, and helping to prepare them for school.
- Work with other local schools and partners for the benefit of the whole community.
- Provide engaging environments for parents, carers and the local community.
- Provide a wide curriculum of learning that leads to high standards and good behaviour within specialist facilities.
- Create spaces for all pupils, including those with Nurture and additional needs.
- Be willing to share their facilities with the local community, building in safeguards to enable this to be possible both during (where appropriate) and outside the school day.
- Provide at least good/outstanding standards of education with outstanding leadership.
- Provide 21st century learning facilities for all pupils, where children and young people can be inspired to learn and develop educationally, morally, economically and emotionally in safe, secure and physically stable environment within a financially robust establishment.

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

- The availability and affordability of land in preferred locations
- Funding limitations of both capital and revenue resources
- The need to secure partners to bring the school forward (for example an academy or free school; developers etc.)
- Government regulations that may change or that may apply at the time

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

1.5 Standards and Successes

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

As of July 2023, **84%** of North Somerset schools with Ofsted ratings were good or outstanding schools; there are two schools that have not been inspected since opening. The latest comparable figures for the whole of England show that 88% of all schools are good or outstanding.^[1]

As of July 2023, **89%** of our primary schools with Ofsted ratings were rated good or outstanding. This is just under the latest figures for England (90%) and slightly above the South West (87%).

As of July 2023, **73%** of our secondary schools with Ofsted ratings were rated good or outstanding. This is under the latest figures for England (81%) and the South West (79%).

As of July 2023, **67%** of our special schools were rated good or better. This is under the latest figures for England (89%) and the Southwest (77%). However, it is worth noting that we have only three special schools and one is awaiting re-inspection after an RI.

For Early Years settings, according to the Ofsted Inspection Data source, as of 31 August 2022 North Somerset had 15% outstanding and 81% Good EY's outcomes. National comparisons are 16% Outstanding and 81% Good.

The effects of Covid-19 have had far reaching impact in terms of schools, who remained open throughout the initial and further lockdown periods to vulnerable children and those of key workers. Following a DfE decision there were no formal examinations during the summers of 2020 and 2021, with individual student's results being the result of teacher and centre assessments respectively. The 2023 data is considered to be in line with 2019 data nationally, in terms of the

^[1] North Somerset OfSTED ratings were analysed from data held by the Pupil Places and Planning team as of 1 October 2023. Regional and national figures are as of 31 August 2023 and were obtained from the OfSTED Management Information on state funded schools.

content of examination specifications as well as grade boundaries and subsequent examination results.

Further information including performance over time can be found on the Ofsted Inspection Report pages at: [Find an Ofsted inspection report - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

- 1.5.2 The essential raw materials for generating social, economic and cultural capital and good health are skills and knowledge. In providing places for learning for the 21st century and beyond, schools can be centres for all forms of learning, providing opportunities appropriate to the needs of all members of their community. The Council is supportive of schools increasingly being centres for community engagement, social interaction and gateways to access services and support. Schools also offer a potential future location for the development of community-led, locally delivered services, which will meet the needs of children and young people, alongside other members of the community. The Council's ability to influence this practice is diminishing however as more existing schools convert to academy status and new schools are formed that are outside of Council 'control'.

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

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

All three schools have early years facilities on site.

The latest Presumption Route Competition that opened on 19 September 2023 and closed on 11 December 2023, with interviews in March 2024 and a decision expected by the DfE in the summer 2024 includes adjacent community sports facilities and outdoor sports pitches within its campus.

1.5.3 The Council has a strong success rate when delivering its basic need capital programmes. Recent Council projects have been delivered on time and within budget tolerances. Overall costs have been competitive and there is a high level of satisfaction from schools.

The DfE annually publishes a [Local authority school places scorecards - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/collections/local-authority-school-places-scorecards) that assesses and compares local authority delivery in terms of their pupil projections and capital project delivery. The latest scorecards for 2022 data were published on 23 June 2023.

Across North Somerset there has been a 11.3% increase in primary school places between 2009/10 to 2022/23. There were 11.9% of unfilled places in 2021/22. By 2024/25 there is estimated to be 17.8% of spare primary places unless academies and MATs make reductions.

Our one year ahead primary pupil forecast accuracy is determined as having a -1.4% accuracy, with a -2.2% accuracy for two years ahead. The starting point for accuracy is 0. We are included in the 50% of all local authorities found to have a forecasting accuracy falling between the required limits.

98.8% of applicants who applied on time for a new primary school place received an offer at one of their top three preferences. This compares with 98.3% of applicants across England. 99.3% of applicants received their top offer of a school place compared with the 98.1% England average.

Our one year ahead secondary pupil forecast accuracy is determined as having a -0.2% accuracy, with a +0.6% accuracy for two years ahead. The starting point for accuracy is 0. We are included in the 50% of all local authorities found to have a forecasting accuracy falling between the required limits.

99% of applicants who applied on time for a new secondary school place received an offer at one of their top three preferences. This compares with 94.1% of applicants across England. 98.6% of applicants received their top offer of a school place compared with the 94.4% England average.

£70m of basic need allocation has been made available to create primary and secondary places between 2011 to 2024.

Primary Places

During the period of the current plan (2021 to 2024) the following new places were delivered by the Council:		Planning Area	No. of new places	Year of increase	Permanent/ Result of temporary one-year 'breach' increase to meet short-term extra demand
Chestnut Park Primary, Yatton		Backwell	30 places per cohort (210 overall) plus pre-school places	Opened September 2021	Permanent
Total Places			Permanent ~ 210		

Secondary Places

During the period of the current plan (2018 to 2021) the following new places were delivered by the Council:	Planning Area	No. of new places	Year of increase	Permanent/ Result of temporary one-year 'breach' increase to meet short-term extra demand
Gordano School	Portishead	54 in 2021 28 in 2022	2021 and 2022	Breach
Winterstoke Hundred Academy	WsM	900	2023/24	Permanent
Total Places		Breach Only ~ 82 Permanent ~ 900		

Special School Places and Resource Bases

During the period of the current plan (2021 to 2024) the following new places were and are being delivered by the Council:	Planning Area	No. of new places	Year of increase	Permanent/ Result of temporary one-year 'beach' increase to meet short-term extra demand
Baytree School	Whole District	New site, increasing capacity by 48 places overall to 120 places (with the potential for 157 places)	2023	Permanent
Lime Hills Academy	Wsm Whole District	The opening of 29 places in 2022, and moving to 54 by September 2024 with a further 11 due to be delivered by the DfE by September 2026	2022	Temporary currently (Permanent new school expected by September 2026)
Mendip Green Primary	Whole District	The creation of a 10-place Resource Base for pupils with ASD	2021	Permanent
Milton Park Primary	Whole District	The creation of a 10-place Resource Base for ASD with MLD	2023	Permanent
Locking Primary	Whole District	The creation of a 10-place Resource Base for MLD with Developmental Needs	2023	Permanent
TBA	Whole District	The creation of a 10-place Resource Base ASD with Anxiety	2024	Permanent
Priory Community School Academy	Whole District	The creation of a 10-place Resource Base for ASD with Anxiety	2024	Permanent
Hannah More & Grove Infant and Junior	Whole District	The creation of a 10-place Resource Base for Speech and Language	2024	Permanent
Total Places		Breach Only ~0 Permanent ~137 - 174		

Nurture Groups

During the period of the current plan (2021 to 2024) the following Nurture Places were/are in the process of being delivered by the Council:	Planning Area	No. of new places	Year of opening
Backwell School (Secondary)	Backwell	10	2022
Bournville Primary	WsM South	10	2022
Priory Community School ~ An Academy Trust	WsM North	10	2022
Yatton Infant and Junior Schools	Backwell (Yatton)	10	2022
Yeo Moor Primary	Clevedon	10	2022
Crockerne CE Primary	Pill	10	2023
Broadoak Academy (Secondary)	WsM South	10	2023
Hans Price Academy (Secondary)	WsM Central	10	2023
Christchurch CE Primary	WsM Central	10	2024/2025
Gordano School (Secondary)	Portishead	10	2024
Mead Vale Primary	WsM North	10	2024
Portishead Primary	Portishead	10	2024
St Andrew's CE Primary	Churchill North	10	2024
Total Places		Permanent ~130	

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

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

The Winterstoke Hundred Academy's second site on the Parklands development in Weston super Mare opened to students in January 2024.

1.5.5 Delivery plans for SEND between 2024 – 2027 (funding permitting) for new provisions from 2025 onwards are as below:

Actions	Timescales	No. of pupils
Delivery a further 6 x Nurture Groups in primary and secondary sites across the district	2025 – 2028, funding and need permitting	60 - 120
Work with the DfE to deliver the Lime Hills permanent site	By September 2026	65
Review SEMH Special School Placement Demand	By September 2026	As required
Delivery a further 2 x ASD (with anxiety is required) Resource Bases, one in primary and another on a secondary site across the district, and preferably Weston Hillside and Winterstoke	2025 – 2027, funding permitting	20
Delivery a further 1 x MLD primary-aged Resource Base preferably in Clevedon or nearby	2025 – 2027, funding permitting	10
Delivery two further SLCN primary-aged Resource Bases in WsM, preferably in WsM south and Winterstoke wards	2025– 2027, funding permitting	20

Actions	Timescales	No. of pupils
Deliver the 2nd site for Baytree School and have both sites fully operational from September 2024	By September 2024	120
Review the Net capacity of each of the sites following the DfE's national assessment of special schools	By September 2025	All
Following the NCA review above, to ensure that spaces across the three permanent site schools (4 sites) are fully and appropriately utilised to meet demand.	By September 2025	All
To agree SLAs with all special schools and adapt the commissioning of places to meet future demand where necessary.	September 2026	All
To progress a phased return of the pupils attending out of district schools where in the interests of the child and young person so the reliance on new school placements outside of North Somerset so that out of area placements can be reduced/eliminated where this is in the interests of the child .	September 2024 and ongoing	All
To identify a new site for the Voyage Learning Campus' secondary-aged pupils within or close to	By December 2024	TBA

Actions	Timescales	No. of pupils
Weston super Mare and commence and cost plans for the delivery of a new site.		
To secure funding and obtain planning approval to deliver a new VLC secondary-aged PRU site	By September 2027	TBA
To upgrade the VLC site in Milton to ensure it is fit for purpose for primary -aged PRU pupils and those with anxiety/ medical needs. To also provide outreach opportunities and spaces on the site.	By September 2025	

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

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

<ul style="list-style-type: none"> • Pupils • Existing and potential parents • Diocesan partners • Police • Key health partners • Youth Networks • Local residents • Trust bodies • Free School promoters • Regional Schools’ Commissioner • Springboard Opportunities Group • North Somerset Parent Carers Working Together 	<ul style="list-style-type: none"> • Early Years Providers • Businesses • Community Partnership Groups • Governors • Neighbouring local authorities • Other Admission Authorities • Neighbouring Local Authorities • Department for Education (DfE) • Academies and academy trusts • School Youth Councils
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Executive Summary

1. Background

- 1.1 The draft School Place Planning Strategy 2024 – 2027 is the Council's School Place delivery plan. It sets out how the Council intends to work with existing and new partners to meet demand for mainstream and specialist school places for children and young people with special educational needs and disabilities (SEND). Places should be in accessible locations close to their demand and, for both mainstream and SEND places, as local as possible. The Council is committed to working with the schools, academies and Multi-Academy Trusts serving North Somerset, with the Diocese of Clifton and the Diocese of Bath & Wells, with early years private, voluntary and independent organisations, other education stakeholders and with the Regional Schools' Director and DfE colleagues in coequal partnerships. Together, as partners, we are required to meet the needs of our local communities and enable all children and young people to reach their potential and be ready for their next steps towards further/higher education and the world of employment.
- 1.2 There are eighty schools in North Somerset and the Council is currently the 'Responsible Body' for six of them as the other 74 schools have now converted to Academy status. Whilst the Council's role in running schools has changed, North Somerset will continue to focus on delivering our core functions of securing sufficient places, working as partners within the schools' system, and being the champions for parents and the local community. Schools and academies and other educational settings have a major impact on the lives of the pupils they serve. They also make a significant contribution to achieving the Council's key outcomes as laid out in North Somerset's Corporate Plan. This strategic plan sets out how the Council's statutory obligations in securing sufficient school places will be delivered.
- 1.3 The plan has been circulated for consideration by the public on e.consult and directly to all schools and academies and other key local stakeholders. Prior to its public circulation, an earlier draft was discussed with and sent to school and academy representatives via the Education Excellence Partnership Board (EPPB). Informal and formal consultations have been undertaken covering the period December 2023 to March 2024. Overall, there have not been any objections to the principles and recommendations made, although the SEND community have been vocal about their desire for school placements to continue where children and young people are already attending independent specialist facilities, especially where these are outside of North Somerset. They also want children and young people to have the ongoing option to attend specialist facilities outside of North Somerset where a parent feels this is in the best interests of their child.
- 1.4 The renamed School Place Planning Strategy 2024 – 2027 includes appendices covering:

- Appendix 1a – Part A ~ Cluster Data
- Appendix 1b – Part B ~ Cluster Plans
- Appendix 2 – Plans for SEND
- Appendix 3 – Developer Contributions
- Appendix 3, Annex 2 – New School Matrix
- Appendix 4 – Capital Funding

2. Policy

- 2.1 Whilst there is no statutory duty on Council's to consult and publish their pupil place strategies, the School Place Planning Strategy 2024 – 2027 has been produced to enable the school place needs of this Council to be strategically developed. The Council aspires to meet local demand for school places as close to a student's home as possible and to act in the interest of local children and young people.

3. Details

- 3.1 The Council has a statutory duty to secure school places for its children and young people. The School Place Planning Strategy ~ 2024–2027 sets out the Council's proposed school place commissioning strategies for the next 3 years. Through this commissioning activity, the aim is to secure enough school places in the right locations for North Somerset residents.
- 3.2 The main plan has been updated to reflect the latest local guidance, current demographics and future housing developments aligned to the draft Local Plan (now amended to 2025 – 2040). It confirms which schools are academies (74 of 80, previously 61) and which remain LA maintained (6, previously 17). It details the new schools delivered (2) along with Multi-Academy Trust alignments and other education-based provisions and partnership arrangements. Finally, it provides the legal and local policy context against which decisions are recommended and taken.
- 3.3 The School Place Planning Strategy considers the Council's other statutory duty to secure new housing for current and new residents as outlined in the draft Local Plan 2025 – 2040. This will affect the numbers and distribution of school places as set out in Appendix 1b. If the Local Plan has more or fewer houses added or removed after Inspection, the strategy may need to be adjusted to reflect this. It is a Local Authority Plan with Member sign-off. In brief, it works to the principles of:
- Local schools for local children, supporting the creation of new schools in areas of residential growth.
 - Improving outcomes for the under 5s
 - Enabling children and young people to attend mainstream places wherever possible, to support an inclusive schools' system.
 - All schools welcoming and providing effectively for all children and young people.

- Partners accepting their collective responsibility for ensuring children and young people can reach their potential and make a full contribution to society.
 - Promoting Lifelong Learning.
 - North Somerset Council being a Champion for Children.
- 3.4 The strategy is consistent with our Corporate Plan ambitions to ensure that *Our children and young people are cared for, safe, supported, and are given equality of opportunity to thrive* and that *Our towns and villages are thriving and sustainable places to live, work and visit*. Early years provisions, schools and family hubs in place and in development are integral elements of existing and new communities where *Our communities are caring, healthy and safe, and where people help each other to live well*. Within all that we do, we must ensure that *Our Council delivers consistently good services and value for money to support our community*.
- 3.5 The principles in this updated plan remain largely unchanged from previous strategies. Where changes have been made following consultation, these are shown via the tracked changes format.
- 3.6 The plan recommends that the Council will:
- Provide schools and other education providers with the information necessary to enable them to make informed decisions about how they will provide sustainable ‘inclusive and improving’ education; achieve the highest possible standards; and ensure the full participation of all learners, especially the most vulnerable and disadvantaged.
 - Seek to commission the right numbers of school places close to where children and young people live.
 - Promote the creation of new schools in areas of residential growth to ensure that new schools become central to a significant new development. It notes that demand for existing providers may remain as it currently is or decline.
 - Encourage all existing settings to provide the maximum number of places possible within the existing capacities of their sites where needed.
 - Challenge schools in areas of residential growth who wish to reduce their Planned Admission Number (PAN) to retain it or have the option to re-introduce this higher number when either the projections or the Local Plan indicate future growth. This will ensure places will be available in the future.
 - Encourage all schools to promote Nurture principles within their settings, providing space for bespoke Nurture Groups where possible.
 - Where financially possible, provide learning facilities fit for 21st century living, teaching and learning. This includes developing sites and buildings that promote active activities such as walking, cycling or scooting to school, having production kitchens on site, promoting school allotments and other measures to help tackle childhood obesity.

- 3.7 We will use capital resources wisely to meet the needs of all learners. This may necessitate making difficult decisions about the viability of some school sites where other local facilities can meet the demand for places. The strategy encourages the use of resources generated from closing a facility or site to meet the alternative needs of learners where appropriate.

Appendix 1a

The appendix 1a of the strategy document provides the latest publishable data. This has been used to inform planning needs. In general, the projections are showing a local decline in birth rates, reflecting the national trend. This is impacting on the previous levels of demand for mainstream primary and secondary places except in areas of residential growth. SEND demand is, however, increasing. Our projection methodology was reviewed by an independent consultant in 2023 who found our practices and planning arrangements to be sound and appropriate.

Appendix 1b

The appendix 1b of the strategy document includes a review of the previous plan's activities alongside action plans for the next 3 years. Areas that could have been subject to challenge include the:

- Need to reduce school place capacity in areas without current population growth where the birth rate is seen to be declining (Backwell, Churchill, Clevedon, Nailsea, WsM North).
- The addition of a new secondary school in/around Yatton – site only at this stage.
- Consideration of the Local Plan changes in/around areas where new places could be harder to deliver.
- Continuation of plans to increase capacity in residential growth areas such as Weston super Mare when there may be spare places in nearby villages and in other parts of our larger towns.
- Review/further increases of SEND places at existing schools.

The appendix RAG ratings have been updated to show progress made since the consultation. As these are in table format, track changes have not been used.

Appendix 2

The appendix 2 of the strategy document includes plans that are working to the 'Safety Valve' principle of creating more SEND places locally. They have been based on the eight areas of need (subject to funding):

- Area 1 ~ Social and Emotional Mental Health (SEMH) – to deliver 6 x new Nurture Groups and to work alongside the DfE to deliver a permanent and 2nd temporary site for Lime Hills Academy.
- Area 2 ~ Autism – 2 x further 10-place Resource Bases (may include Autism with Anxiety) for primary (1) and secondary (1) phases in Weston super Mare.
- Area 3 ~ Moderate Learning Difficulties - 1 x primary phase base in Clevedon (or nearby).
- Area 4 ~ Speech and Language - 2 x primary Resource Bases in Weston super Mare.
- Area 5 ~ Profound and Moderate Learning Difficulties – a review of places at Baytree School (that could offer up to 160 places in total across its two sites) and a re-assessment and re-alignment of the physical places and place needs across our special schools.
- Area 6 ~ Hearing and Visually Impairment – to keep under review.
- Area 7 ~ Pupil Referral Unit – to deliver a new secondary site (funding and site permitting) and enhance primary, medical and intervention placements at the site in Milton, Weston super Mare.
- Area 8 ~ Reasonable adjustments (as funding allows) to enable pupils with SEND to stay in mainstream placements.

Appendix 3

The appendix 3 – Developer Contributions of the strategy document provides a summary of how we claim s106 and Community Infrastructure Levy monies. It provides guidance on new school competitions and includes a list of the physical requirements for new schools, used when negotiating with developers and when setting the briefs for the physical requirements for new or expanded schools.

The rates of contributions based on DfE guidance and national benchmarking comparisons, are as listed below:

	New School - Regional (SW) Average cost per place (2022)	Expansion - Regional (SW) Average cost per place (2022)	Average Regional (SW) New & Expansion cost per place (2022)	Average Regional (SW) New & Expansion cost per Mainstream place (2022) + 10% uplift for sustainability as per DfE guidance ⁷
Early Years ¹	£23,424	£19,619	£21,522	£23,674
Primary ²	£23,424	£19,619	£21,522	£23,674
Secondary ²	£28,377	£26,984	£27,681	£30,449
Post- 16 ³	£28,377	£26,984	£27,681	£30,449
SEND Primary ⁴	£93,696	£78,476	£86,086	£94,695
SEND Secondary ⁵	£113,508	£107,936	£110,722	£121,794
SEND All through ⁶	£103,602	£93,206	£98,404	£108,244
DfE Score Card 2022 (published June 2023) Link				
1 - EY As per DfE guidance this is the same figure as primary 2 As per 2022 DfE score card published June 2023 3 - Post 16 as per DfE guidance this is the same figure as secondary 4 - As per DfE guidance this is primary x 4 5 - As per DfE guidance this is secondary x 4 6 - This is the average of primary and secondary x 4 7- As per DfE guidance this has an uplift of 10% to accommodate higher sustainability standards including considerations for net zero carbon				

These may be subject to change annually.

Appendix 4

The appendix 4 – capital section of the of the strategy document details the funding available to deliver our capital plans. It should be noted that our aspirations exceed the budgets available. Funding is as below:

Basic Need - must be used to create new places.

	2022/23	2023/24	2024/25	2025/26	Totals
	£ financial year	£ financial year	£ financial year	£ financial year	£
Basic Need	0	6,694,758	0	1,441,812	8,136,570

School Condition Allocation – to be spend on the maintenance of school buildings.

2022/23	2023/24	2024/25
£ per financial year	£ per financial year	£ per financial year
284,340	206,824	209,107

Devolved Capital – given to schools to pay for minor repairs and maintenance.

	£ (2022/23)	£ (2023/224)	£ (2024/25)
Kewstoke Primary	4,983	4,896	4,770
Baytree Special	7,620	7,822	8,253
Ravenswood Special	10,429	10,936	11,138
VLC – Milton and Oldmixon sites	7,594	6,962	6,734
Westhaven Special	13,315	13,619	13,214
Totals	43,941	44,235	44,109

SEND – to pay for new SEND places or reasonable adjustments.

Allocations				
	2022/23 £	2023/24 £	2024/25 £	Totals £
High Needs Provision Capital Allocations (HNPCA)	1,696,470	2,713,824 <u>2,851,161</u> 5,564,985	1,159,472	8,450,927
Safety Value Allocations		2,918,000		
Totals	1,696,470	8,482,985	1,159,472	11,338,927

Appendix 1 – Part A School Clusters Detailed Data 2024 – 2027

Map Ref	This number relates to the number on the map showing the location of the schools in the cluster. Primary schools are shown as blue dots and secondary as green. The larger the dot, the bigger the school in terms of the numbers of pupils it can have on roll.
School	School name and link to school website
Multi Academy Trust	If the school is an academy and part of a Multi Academy Trust, the name of the trust is given
Latest Ofsted inspection	The judgement and date of the most recent Ofsted inspection (published prior to 1 August 2024)
FGA	First Geographical Area – some schools have FGAs as part of their admissions arrangements meaning children living inside their defined FGA have a higher priority in their admissions oversubscription criteria than those living outside.
Net Capacity	Net Capacity recorded on https://get-information-schools.service.gov.uk/
PAN	Published Admission Number – the number of pupils the school will admit at the normal point of entry. This is Reception year for primary and infant schools, Year 3 for junior schools and Year 7 for secondary schools.
Pupil Capacity % full Trend Y6-R (primary schools) or Y11 to 7 (secondary schools)	<p>The total number of places available in the school as at January 2024 census (taking into account both the PAN and Capped admission numbers where applicable)</p> <p>The percentage of these places that were filled as at January 2024 census</p> <p>The trend in pupil numbers as at January 2024 census:</p> <ul style="list-style-type: none"> • Increasing – generally more children in the younger cohorts than the older ones ↑ • Decreasing – generally fewer children in the younger cohorts than the older ones ↓ • Fluctuating – cohort numbers going up and down, no pattern ~ • Stable – cohort number generally the same across all year groups ↔
Annual transport costs	The annual Home to School Transport (including SEND) cost for 2022/23 to transport eligible pupils to this school
Expansion feasible?	Information on the school site and options or feasibility to expand capacity (if a feasibility study is required before this can be determined, the text will reflect this). This section also includes any relevant historical information about the site.

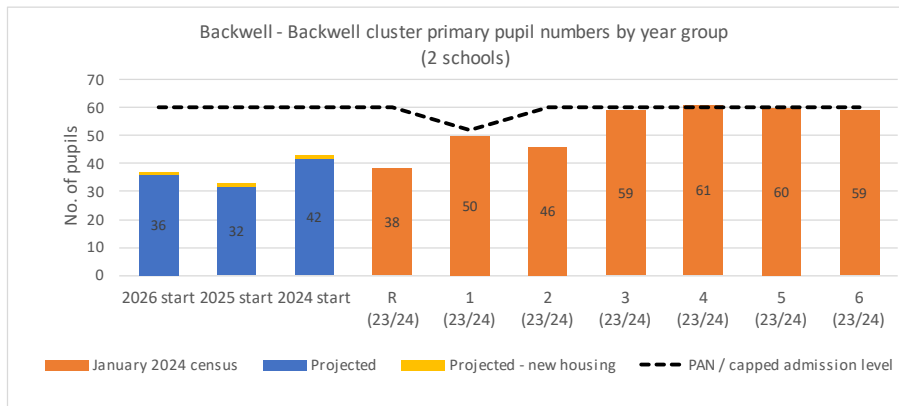
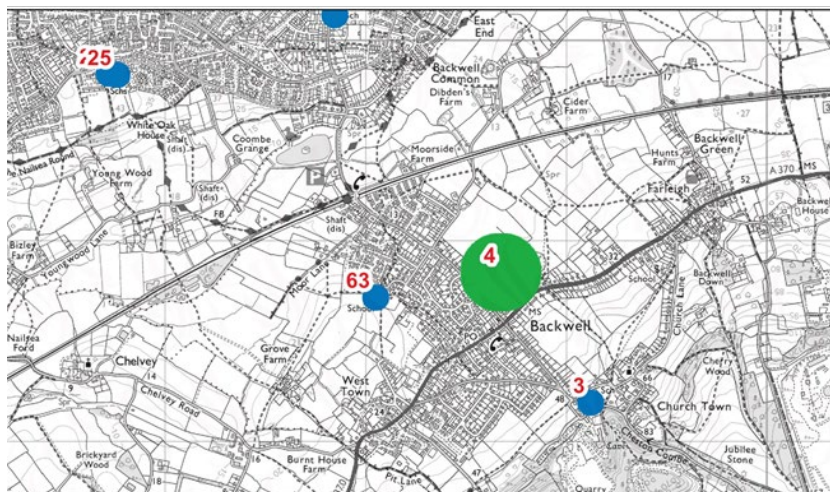
The information below has charts, tables and maps for each cluster area relating to primary and secondary current and projected pupil numbers and new housing (properties occupied – according to Council Tax records October 2023). **The 2024 – 2028/30 pupil projections were submitted to the DfE for approval in July 2024. Until they have been signed off nationally, they cannot be published. Not all graphs and projections necessarily correlate.**

The clusters are:

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

Backwell - Backwell Primary Cluster - current picture

2 primary-age schools, 373 pupils, schools are 91% full, 60 Reception places



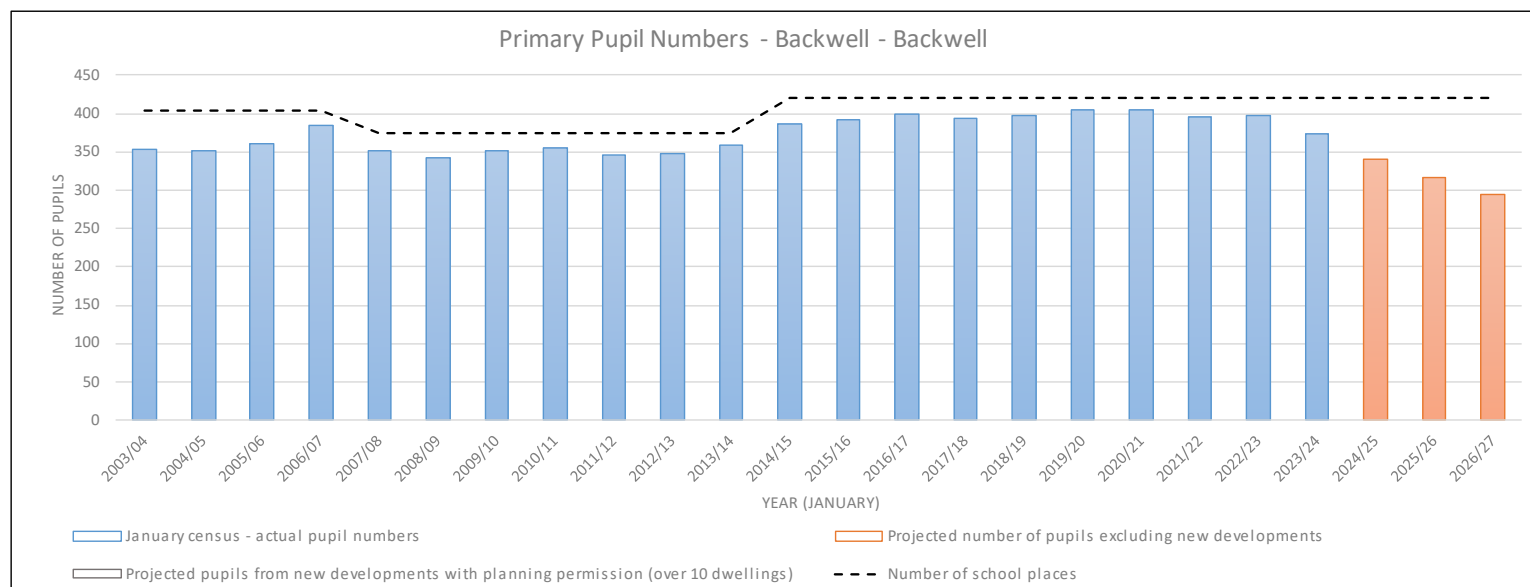
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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
3	Backwell Church of England Junior School	Lighthouse Schools Partnership	Outstanding 20/03/2014	7-11	240	60	240 100% full Stable--	£58,900	An assessment of the site has shown that plans for expansion are cost prohibitive.
63	West Leigh Infant School	Lighthouse Schools Partnership	Good 19/10/2022	5-11	180	60	172 78% full Fluctuating ~	£58,900	This school has previously been expanded from 135 to 180 places. No further expansion is possible on the current site.

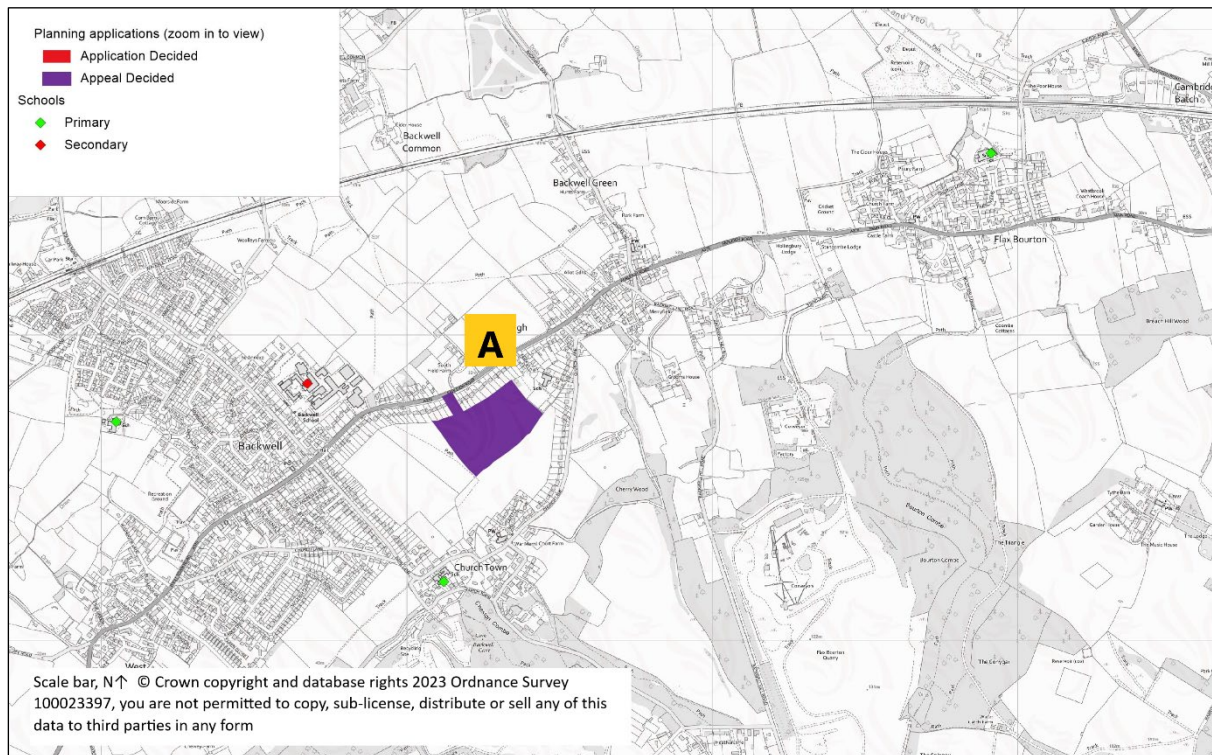
North Somerset Pupil Projections 2023-2027																
Primary School Projections including housing gain.	School Places					Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2023-2027 Year R Pupil Projections sheet)					
Backwell - Backwell Group	Net Capacity	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027
Backwell Church of England Junior School	Academy	240	240	240	240	240	236	228	218	206	192	4	12	22	34	48
West Leigh Infant School	Academy	180	180	180	180	180	150	141	123	110	102	30	39	57	70	78
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	0	0	0	0	0	0	0	0	0
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	0	0	0	0	0	0	0	0	0
Group total		420	420	420	420	420	386	369	341	316	294	34	51	79	104	126

Backwell – Backwell Primary Cluster future projections

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



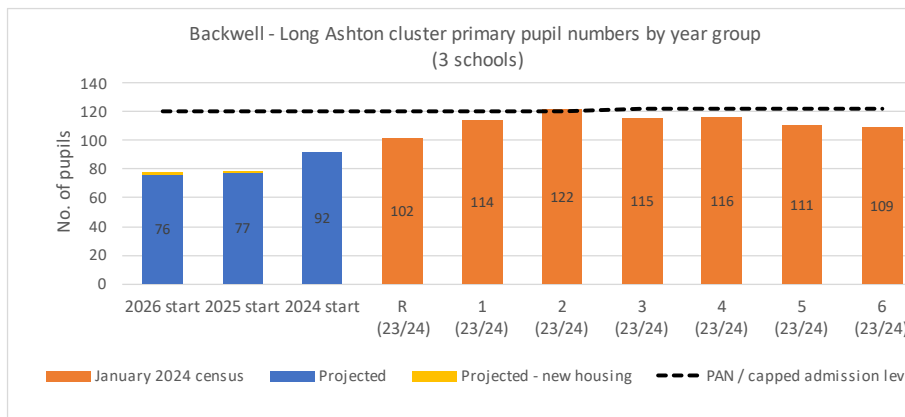
Backwell – Backwell Cluster – new housing



Map Ref	Backwell - Backwell	Permission Date	Site	No. of dwell.	Properties occupied April 2024
A	21/P/1766/OUT	15/09/2021	Land At Farleigh Farm And 54 And 56 Farleigh Road Backwell	125	0
Total				125	0

Backwell – Long Ashton Primary Cluster - current picture

3 primary-age schools, 789 pupils, schools are 93% full, 120 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
7	Birdwell Primary School	Single academy	Good 21/10/2021	3-11	450	60	420 95% full Stable--	£0	This school has been expanded twice previously to meet local demand.
21	Flax Bourton Church of England Primary School	Lighthouse Schools Partnership	Outstanding 11/03/2015	4-11	210	30	218 91% full Stable --	£0	This school was expanded to a 210- place school in 2018.

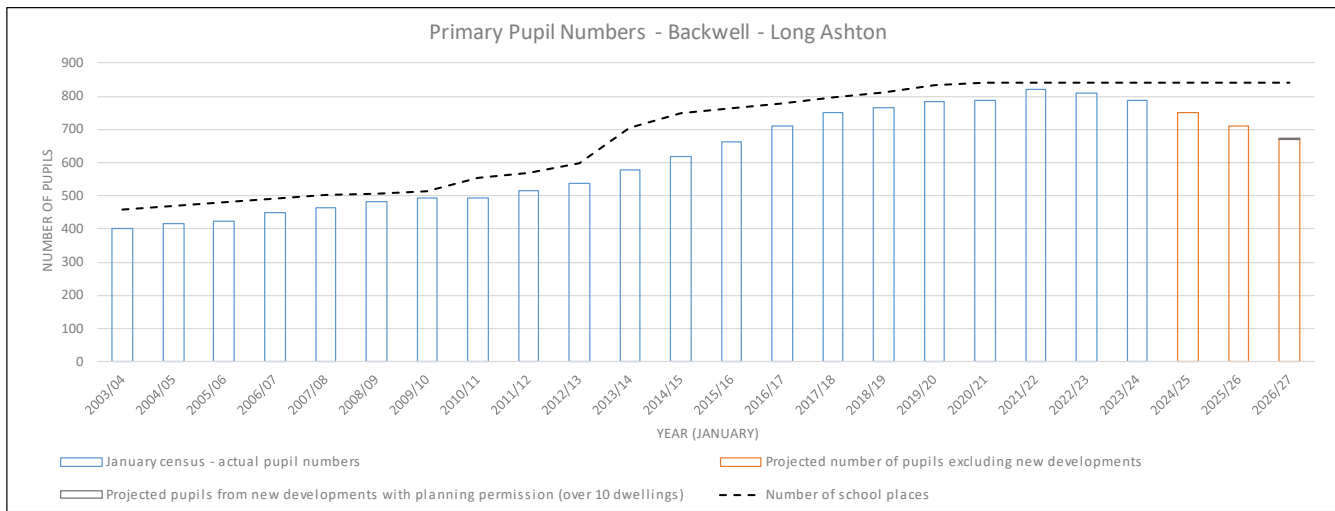
Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
40	Northleaze Church of England Primary School	Lighthouse Schools Partnership	Good 11/05/2022	4-11	210	30	210 90% full Stable --	£0	An assessment of the site has shown that it is too small to be expanded.

North Somerset Pupil Projections 2023-2027

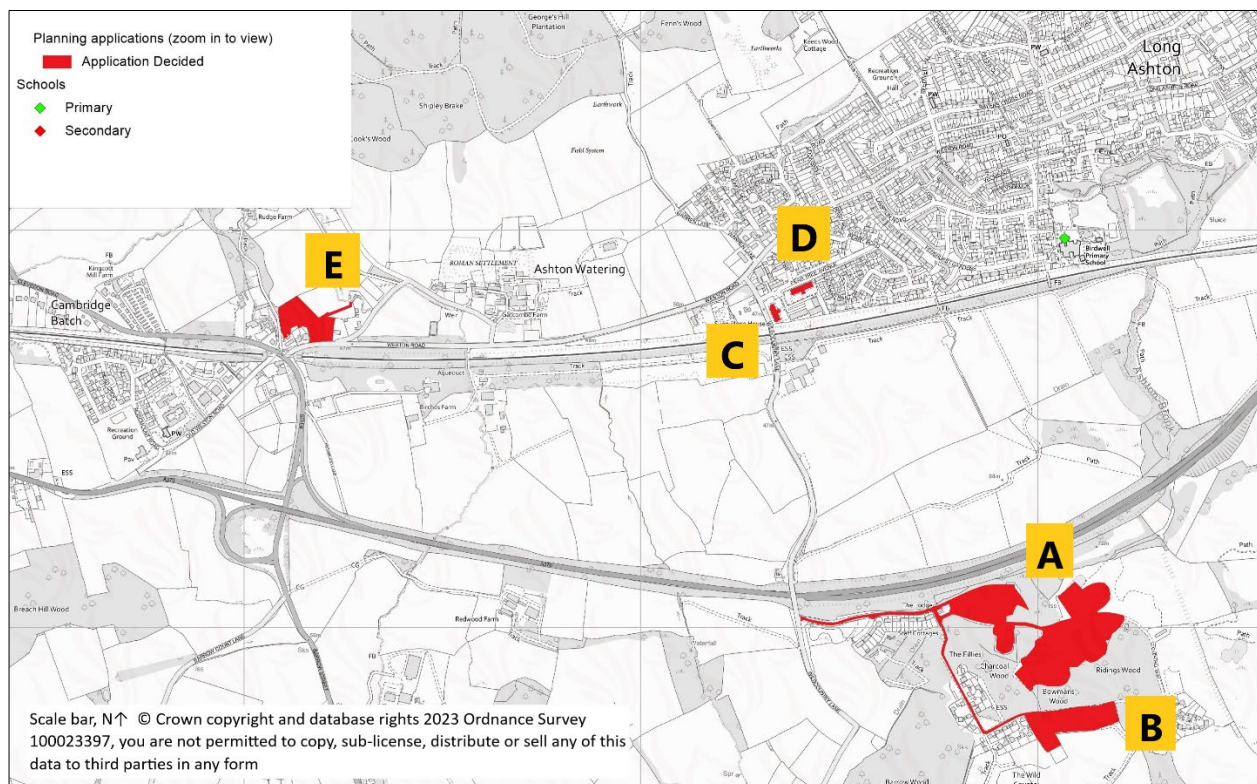
Primary School Projections including housing gain.	School Places					Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2023-2027 Year R Pupil Projections sheet)						
	Net Capacity	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	
Backwell - Long Ashton Group																	
Birdwell Primary School	Academy	420	420	420	420	420	408	394	375	355	334	12	26	45	65	86	
Flax Bourton Church of England Primary School	Academy	210	210	210	210	210	209	205	193	182	172	1	5	17	28	38	
Northleaze Church of England Primary School	Academy	210	210	210	210	210	196	193	184	174	165	14	17	26	36	45	
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0	
Estimated Year R pupils from new housing							0	0	0	0	0	0	0	0	0	0	0
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	0	0	1	1	0	0	0	-1	-1	
Group total		840	840	840	840	840	813	792	752	712	672	27	48	88	128	168	

Backwell – Long Ashton Primary Cluster future projections

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



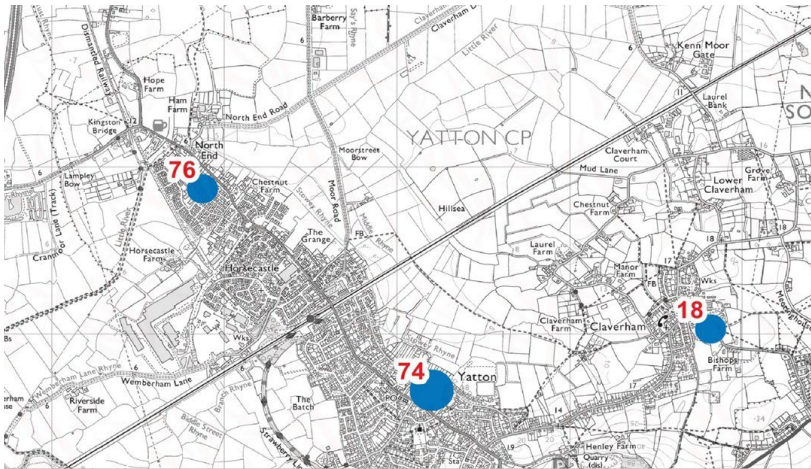
Backwell – Long Ashton Cluster – new housing



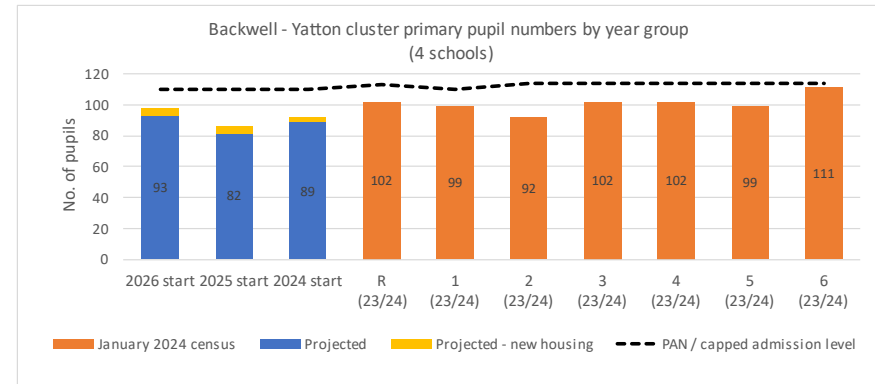
Map Ref	Backwell - Long Ashton	Permission Date	Site	No. of dwell.	Properties occupied April 2024
A	15/P/2301/F	12/01/2018	Former Barrow Hospital Wild Country Lane Barrow Gurney	66	22
B	15/P/2302/F	12/01/2018	Former Barrow Hospital Wild Country Lane Barrow Gurney	14	0
C	20/P/1665/COA	07/10/2020	Unit A Estune Business Park Wild Country Lane Long Ashton	18	0
D	20/P/2574/COA	12/01/2021	Unit C Estune Business Park Wild Country Lane Long Ashton	24	0
E	23/P/0365/FUL	17/10/2023	Cambridge Batch Garage Weston Road Long Ashton BS48 3QR	11	0
Total				133	22

Backwell – Yatton Primary Cluster - current picture

4 primary-age schools, 707 pupils, schools are 89% full, 113 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
76	Chestnut Park Primary School	Futura Learning Partnership	Outstanding 22/02/2024	2-11	210	30	90 77% full Increasing ↑	£0	The school opened in September 2021. It has been designed to facilitate a 210-place expansion in the future.
18	Court-De-Wyck Church of England Primary School	Bath & Wells MAT	Good 12/05/2023	4-11	160	20	163 79% full Fluctuating ~	£23,040	This site has the capacity to increase to 210 places having previously been a 210-place school. New classroom(s) would be required.

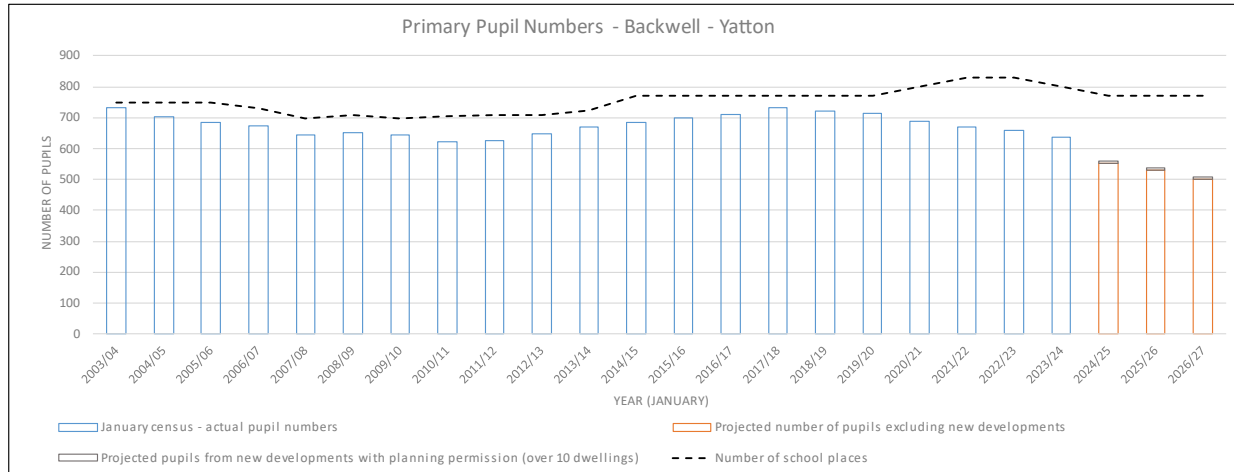
Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
73	Yatton Infant School	Lighthouse Schools Partnership	Good 06/10/2022	4-11	270	60	180 98% full Stable --	£43,424	The Yatton Infant and Junior Schools together accommodate their combined capacity of 630 places. The site where they are located is not large enough for any expansions without compromising play space. Parts of the infant school's buildings are being re-built following a fire that occurred at Easter 2023.
74	Yatton Church of England Junior School	Lighthouse Schools Partnership	Good 26/05/2022	7-11	360	90	360 93% full Fluctuating ~	£0	See Yatton Infant School.

North Somerset Pupil Projections 2023-2027

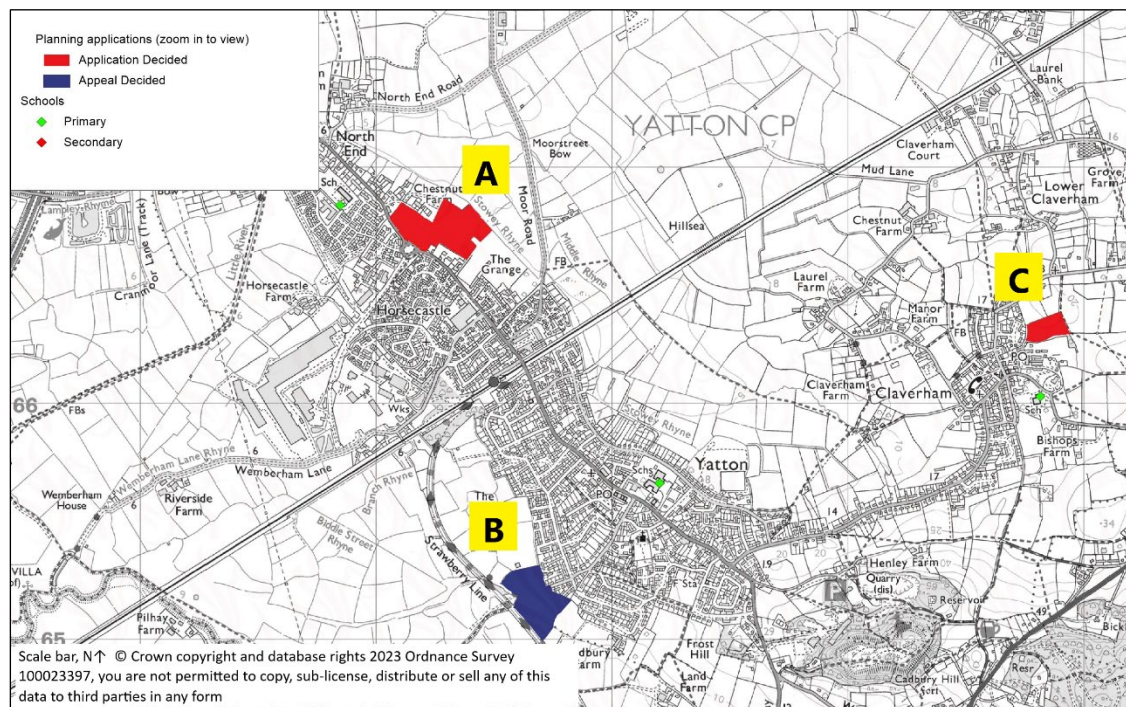
Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2023-2027 Year R Pupil Projections sheet)				
	Net Capacity	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027
Backwell Yatton Group																
Court-De-Wyck Church School	Academy	140	140	140	140	140	142	136	130	130	125	-2	4	10	10	15
Yatton Infant School	Academy	270	240	210	180	180	157	164	159	165	164	113	76	51	15	16
Yatton Church of England Junior School	Academy	360	360	330	300	270	325	284	265	234	213	35	76	65	66	57
Chestnut Park Primary	Academy	90	120	150	180	210	58	74	89	106	122	32	46	61	74	88
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	1	1	1	1	0	-1	-1	-1	-1
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	6	7	7	7	0	-6	-7	-7	-7
Group total		860	860	830	800	800	682	665	651	643	632	178	195	179	157	168

Backwell – Yatton Primary Cluster future projections

All schools in the cluster are projected to have decreasing pupil numbers with the exception of Chestnut Park, which serves a new development. Yatton Infant and Junior Schools are both reducing their PAN to reflect the lower demand in their locality.



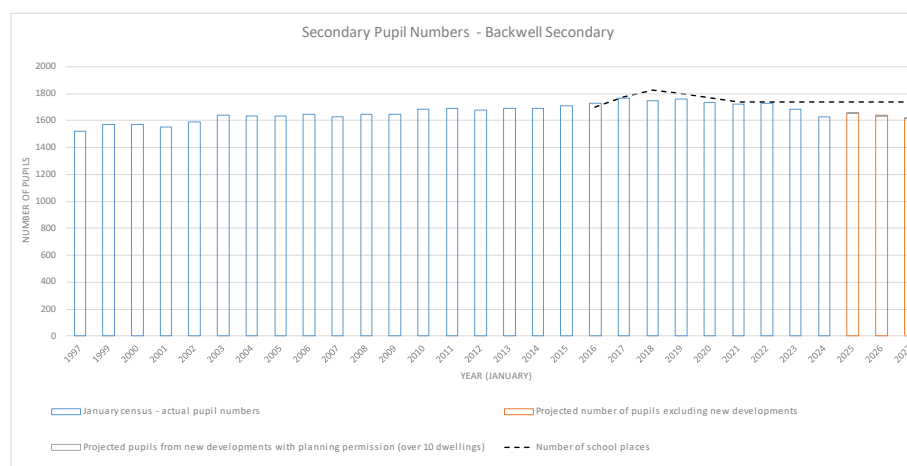
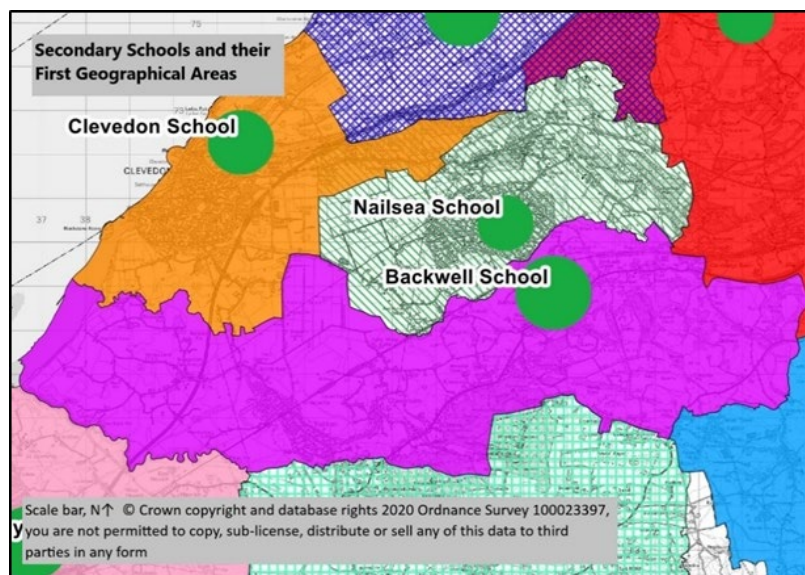
Backwell – Yatton Cluster – new housing



Map Ref	Backwell - Yatton	Permission Date	Site	No. of dwell.	Properties occupied April 2024
A	19/P/1884/RM	01/07/2020	Land East Of North End North End Road Yatton	154	106
B	21/P/0236/OUT	12/05/2021	Land At Rectory Farm Chescombe Road Yatton	100	0
C	21/P/1247/FUL	03/08/2023	The Northern Field At The Former Claverham Works Bishops Road Claverham	24	0
Total				278	106

Backwell Secondary Cluster – current picture

1 secondary-age school, 1341 pupils (Year 7-11), school is 99% full, 270 Year 7 places



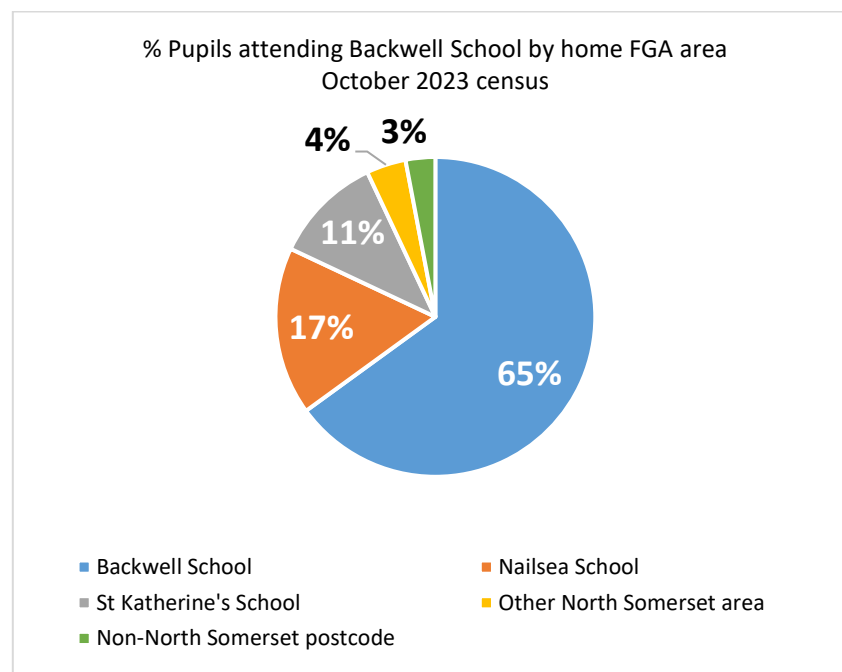
Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y11-7	Annual transport costs	Site considerations
4	Backwell School	Lighthouse Schools Partnership	Good 29/01/2020	11-18	1728	270	1308 99% full Stable --	£496,580	A feasibility study would be required before any changes could be considered.

Backwell Secondary Cluster – future projections

SECONDARY SCHOOL PREDICTED PUPIL NUMBERS 2023 - 2029

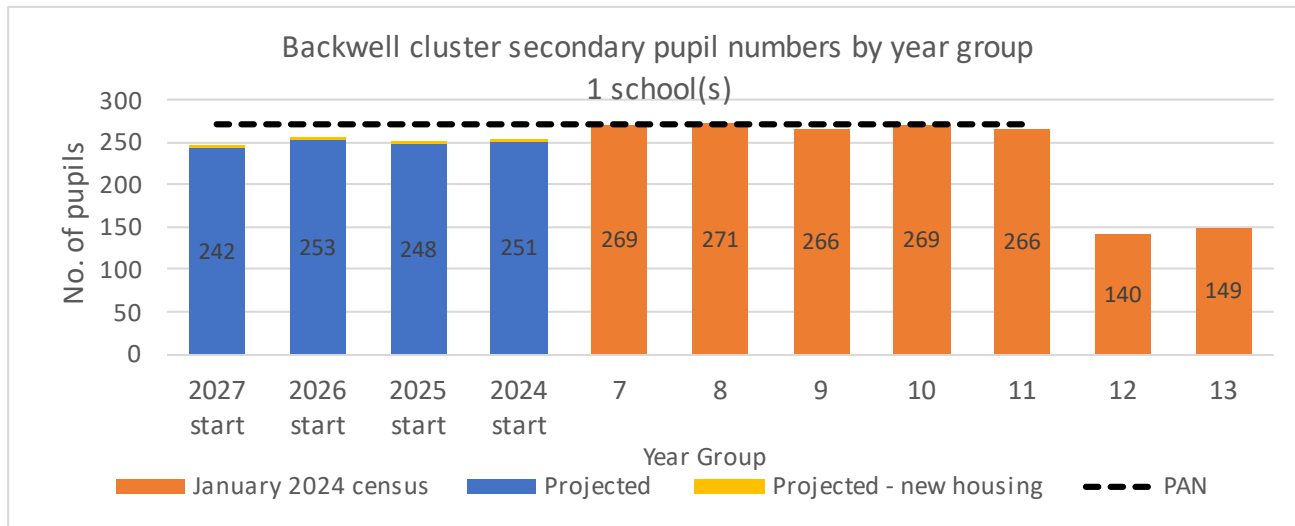
Secondary School Projections shown including and excluding housing gain, years 7-13

School	Net Capacity	Predicted demand (number of pupils)							Predicted empty places (negative values = shortfall)						
		2023	2024	2025	2026	2027	2028	2029	2023	2024	2025	2026	2027	2028	2029
Backwell School	Academy	1658	1652	1634	1618	1590	1530	1471	81	87	105	121	149	209	268
Y7-11 pupils from new developments		0	4	4	5	5	5	5							
Backwell School Total (incl new developments)		1658	1656	1638	1623	1595	1535	1476	81	83	101	116	144	204	263



Backwell Secondary - future projections

Numbers are projected to remain stable for Backwell School.

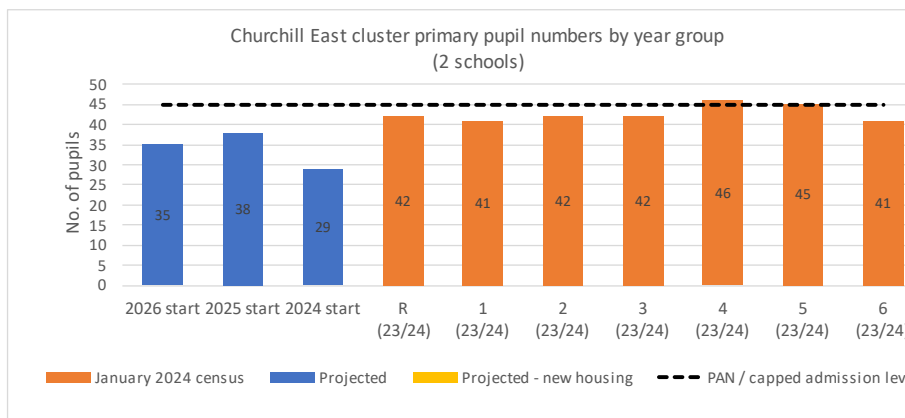


Churchill East Primary Cluster - current picture

2 primary-age schools, 299 pupils, schools are 95% full, 45 Reception places



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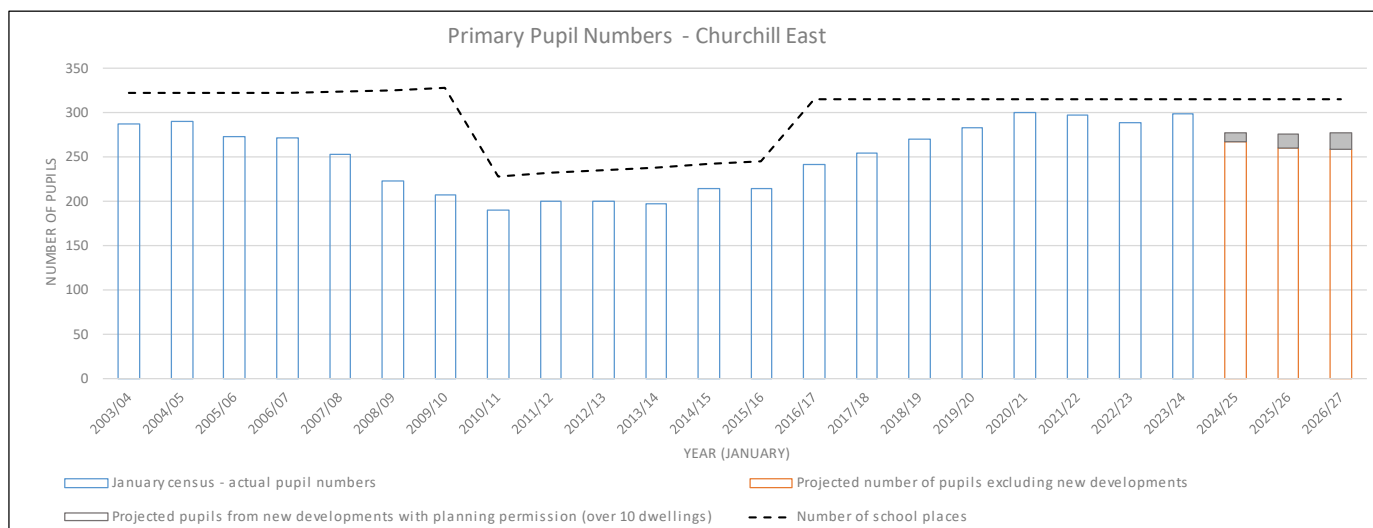
Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
20	Dundry Church of England Primary School	Midsomer Norton Schools Partnership Trust	Good 07/12/2022	4-11	105	15	105 91% full Fluctuating ~	£0	This site is already constrained.
65	Winford Church of England Primary School	Lighthouse Schools Partnership	Good 08/06/2023	4-11	210	30	210 97% full Stable --	£106,584	This school was expanded in 2016 from 140 to 210-places. No further expansions are possible.

North Somerset Pupil Projections 2023-2027

Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2023-2027 Year R Pupil Projections sheet)				
	Net Capacity	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027
Churchill East Group	Net Capacity															
Dundry Church of England Primary School	Academy	105	105	105	105	105	88	87	83	81	77	17	18	22	24	28
Winford Church of England Primary School	Academy	210	210	210	210	210	197	185	184	179	182	13	25	26	31	28
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	2	3	3	3	0	-2	-3	-3	-3
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	8	13	15	15	0	-8	-13	-15	-15
Group total		315	315	315	315	315	285	282	283	278	277	30	33	32	37	38

Churchill East Primary Cluster future projections

Both Primary Schools are projected to have fairly stable pupil numbers over the next five years, with a very small decrease.

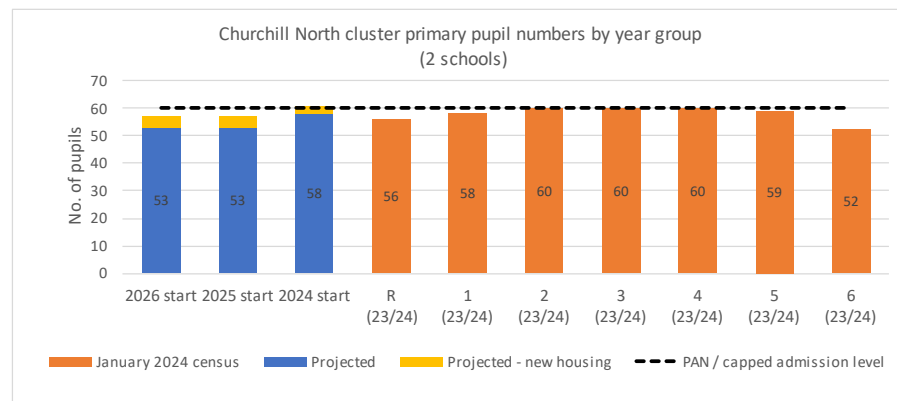


Churchill North Primary Cluster - current picture

2 primary-age schools, 405 pupils, schools are 96% full, 60 Reception places



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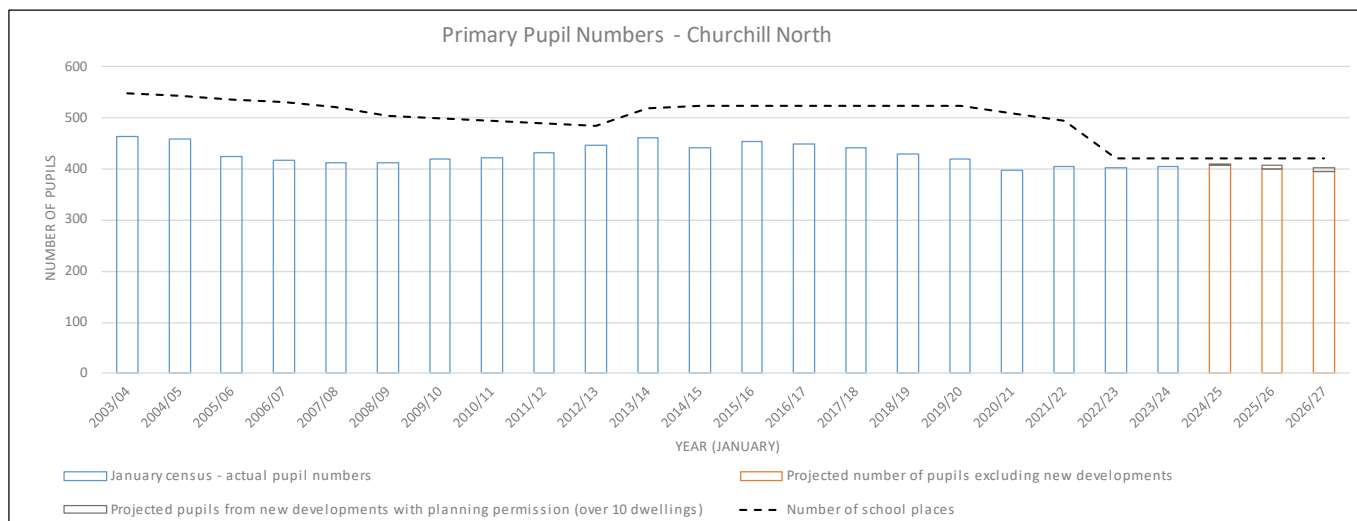
Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
46	St Andrew's Church of England Primary School	Lighthouse Schools Partnership	Good 16/01/2018	4-11	210	30	210 94% full Fluctuating ~	£12,600	This site has accommodated up to 420 places in the past and has the infrastructure for a larger sized 420-place school. New classrooms may or may not be required.
72	Wrington Church of England Primary School	Lighthouse Schools Partnership	Outstanding 12/06/2015	4-11	210	30	210 99% full Stable --	£36,422	No feasibility study has been undertaken although it is anticipated the site could accommodate additional pupils.

North Somerset Pupil Projections 2023-2027

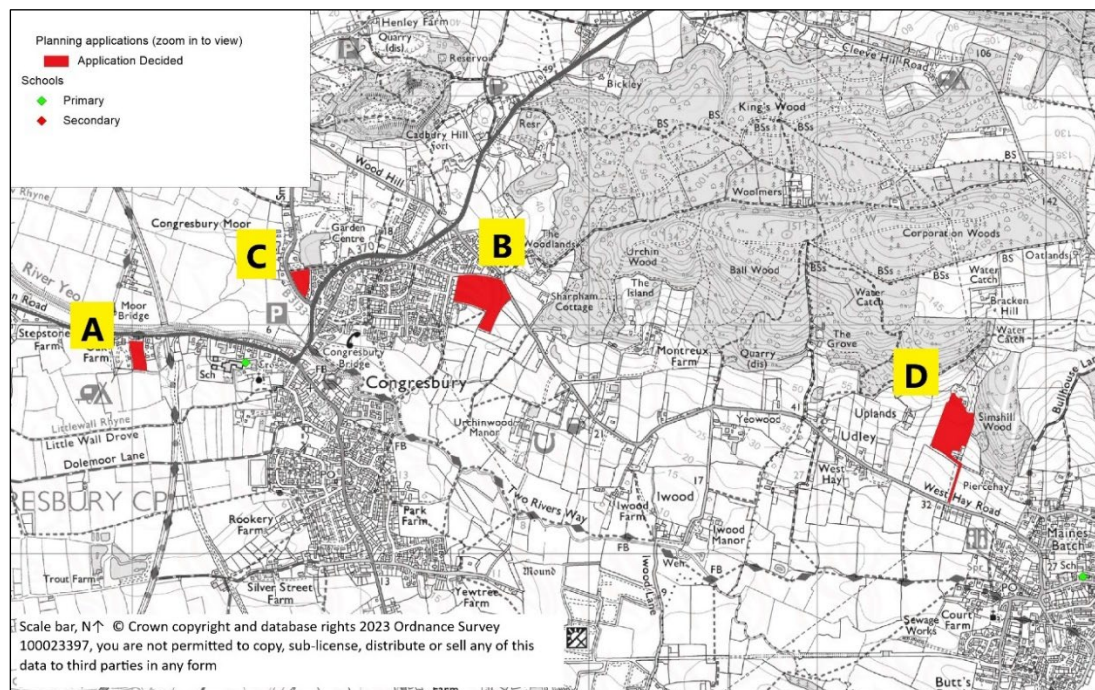
Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2023-2027 Year R Pupil Projections sheet)				
	Net Capacity	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027
Churchill North Group	Academy	210	210	210	210	210	202	204	198	197	194	8	6	12	13	16
St Andrew's CofE Primary School	Academy	210	210	210	210	210	210	210	209	204	202	0	0	1	6	8
Wrington Church of England Primary School																
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	1	1	1	1	0	-1	-1	-1	-1
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	3	6	6	6	0	-3	-6	-6	-6
Group total		420	420	420	420	420	412	418	414	408	403	8	2	6	12	17

Churchill North Primary Cluster future projections

Both primary schools in the cluster are stable with a small increase projected at St Andrew's.



Churchill North Cluster – new housing



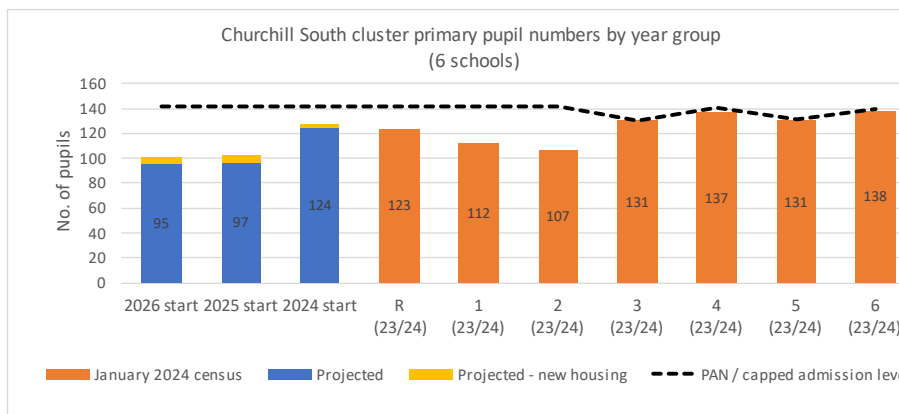
Map Ref	Churchill North	Permission Date	Site	No. of dwell.	Properties occupied April 2024
A	18/P/2532/OUT	25/07/2019	Land At Station Close Congresbury	13	0
B	19/P/1657/RM	21/12/2021	Land Off Wroughton Lane Congresbury	50	1
C	20/P/2144/FUL	05/08/2021	Land Adjacent To Hope Cottage Smallway Congresbury	25	17
D	22/P/1256/RM	17/10/2022	Gatcombe Farm Industrial Estate West Hay Road Wroughton	37	0
Total				125	18

Churchill South Primary Cluster - current picture

6 primary-age schools, 879 pupils, schools are 91% full, 142 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
5	Banwell Primary School	Extended Learning Academies Network	Good 05/12/2017	4-11	210	30	186 68% full Fluctuating ~	£10,009	Plans show the site could accommodate a 315 or 420-place school, although it's location may be problematic in terms of parking and highways challenges and a lack of easy access to the rear.

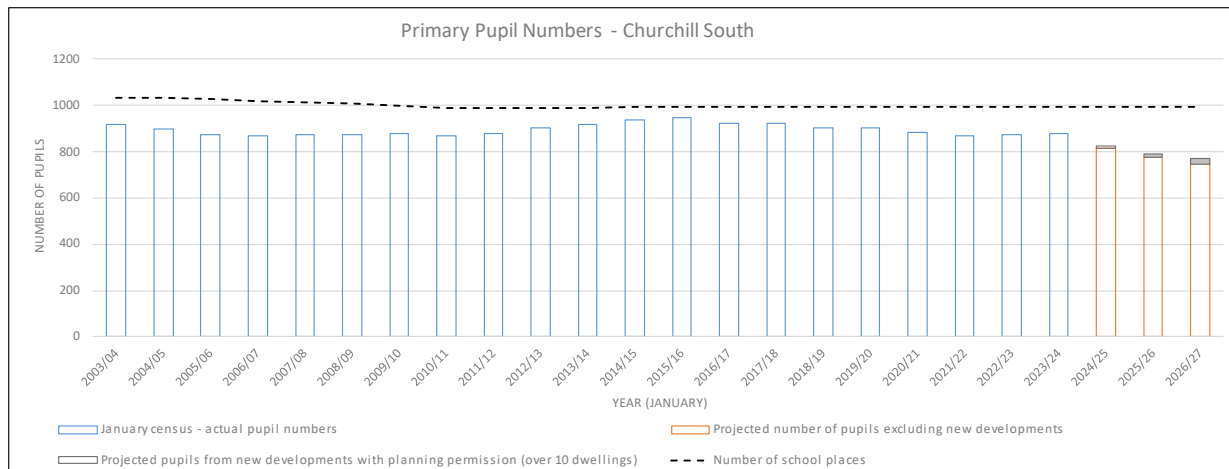
Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
8	Blagdon Primary School	Lighthouse Schools Partnership	Good 01/11/2023	4-11	119	17	117 85% full Fluctuating ~	£24,070	This site is constrained.
11	Burrington Church of England Primary School	Lighthouse Schools Partnership	Good 18/05/2017	3-11	105	15	105 84% full Fluctuating ~	£46,660	This site is very constrained with no hall on site.
14	Churchill Church of England Primary School	Lighthouse Schools Partnership	Good 11/05/2017	4-11	210	30	210 98% full Fluctuating ~	£9,416	Plans show the buildings could be expanded to accommodate a 315 or 420-place school, although this would be at the expense of play space that would need to be replaced off-site (with no land available at this time).
45	Sandford Primary School	Wessex Learning Trust	Outstanding 12/04/2013	4-11	150	20	140 106% full Stable --	£0	Plans show the site could accommodate a 210-place school provided extra adjacent land (not in the Council's ownership) were to be made available.
66	Winscombe Primary School	Wessex Learning Trust	Good 12/10/2017	4-11	210	30	210 101% full Stable --	£5,316	Plans show the site could accommodate a 315 or 420-place school, subject to planning and other approvals.

North Somerset Pupil Projections 2023-2027

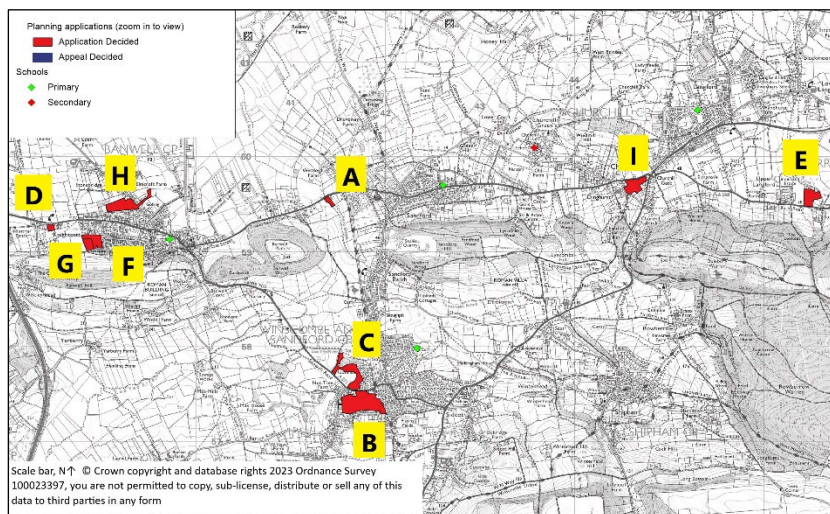
Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2023-2027 Year R Pupil Projections sheet)					
	Net Capacity	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	
Churchill South Group	Academy	210	210	210	210	210	114	110	112	107	113	96	100	98	103	97	
Banwell Primary School	Academy	119	119	119	119	119	94	96	83	77	69	25	23	36	42	50	
Blagdon Primary School	Academy	105	105	105	105	105	83	81	82	76	67	22	24	23	29	38	
Burrington Church of England Primary School	Academy	210	210	210	210	210	204	202	199	194	191	6	8	11	16	19	
Churchill Church of England Primary School	Academy	140	140	140	140	140	149	144	135	131	127	-9	-4	5	9	13	
Sandford Primary School	Academy	210	210	210	210	210	213	212	204	190	181	-3	-2	6	20	29	
Winscombe Primary School	Academy	Year R not specifically allocated (excluding new housing)						0	0	0	0	0	0	0	0	0	0
		Estimated Year R pupils from new housing						0	2	3	4	5	0	-2	-3	-4	-5
		Estimated Years 1-6 pupils from new housing and previously unallocated YR						0	10	14	21	20	0	-10	-14	-21	-20
Group total		994	994	994	994	994	857	857	832	800	773	137	137	162	194	221	

Churchill South Primary Cluster future projections

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



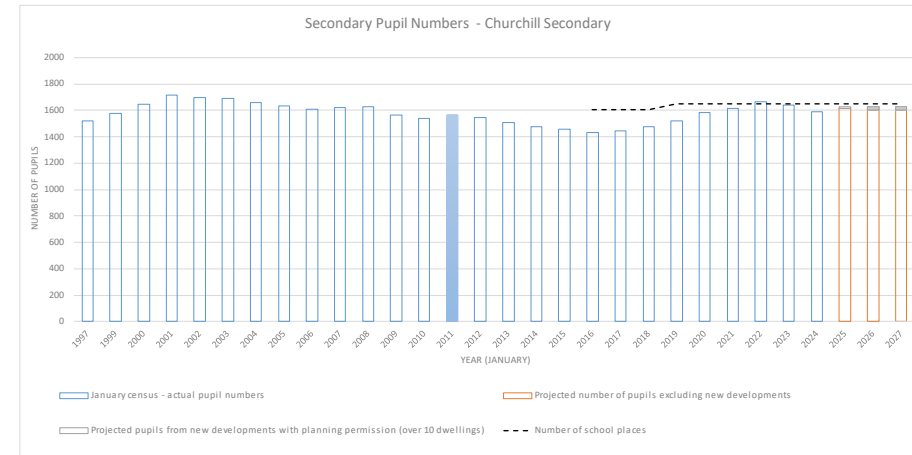
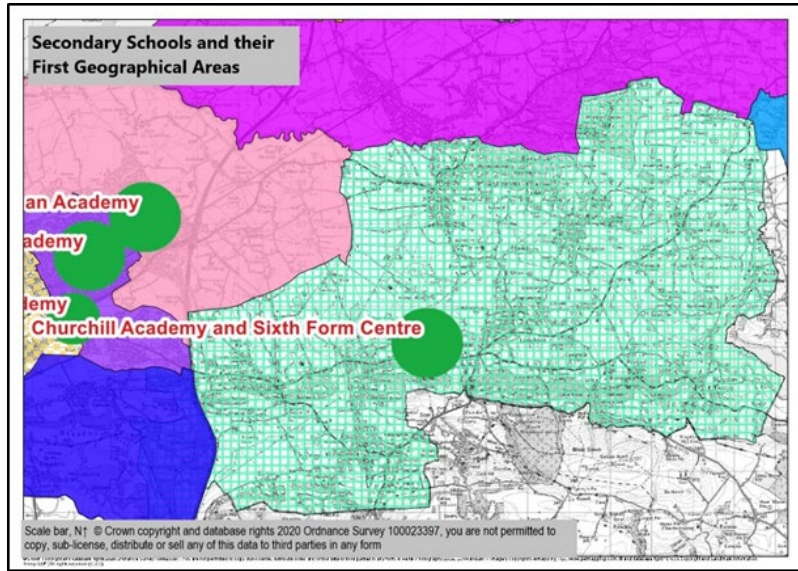
Churchill South Cluster – new housing



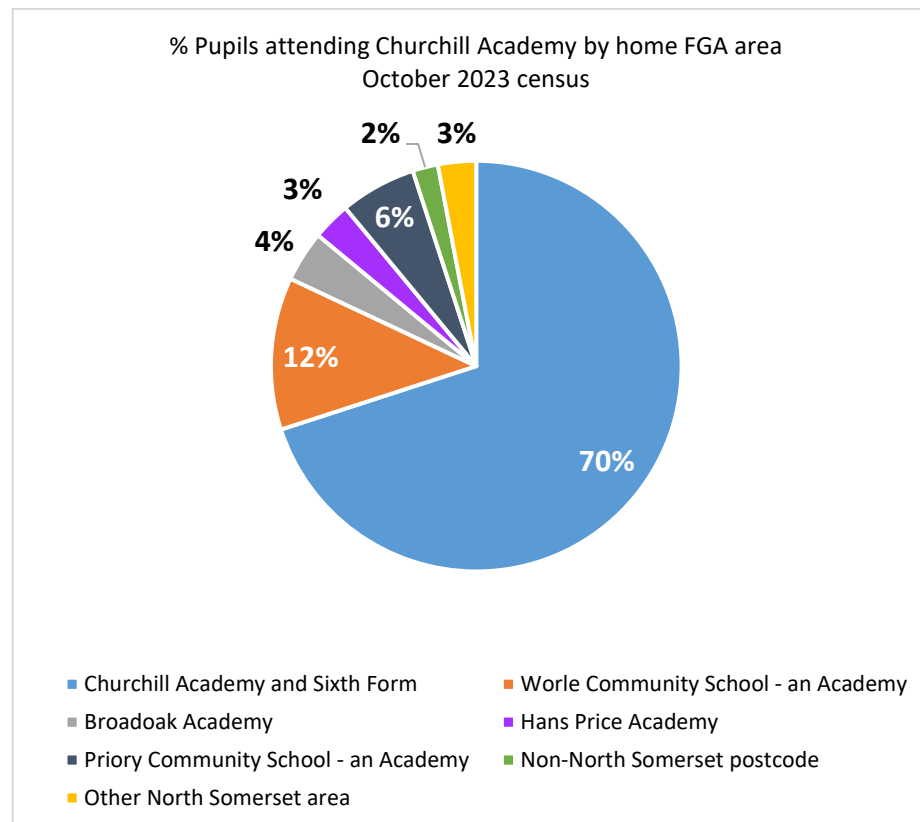
Map Ref	Churchill South	Permission Date	Site	No. of dwell.	Properties occupied April 2024
A	18/P/2024/OUT	25/03/2020	F Sweeting And Sons Adjacent To Orchard Lea Station Road Sandford	16	0
B	18/P/3214/RM	15/02/2019	Land At Woodborough Road Winscombe	155	107
C	18/P/5196/FUL	03/03/2022	Former Mooseheart Lodge (Kildare House) 70 Woodborough Road Winscombe	14	0
D	19/P/0230/RM	04/06/2019	Western Trade Centre Knightcott Road Banwell	10	0
E	19/P/1963/FUL	30/06/2020	Land At Blagdon Water Garden Centre Bath Road Langford	11	0
F	20/P/1690/RM	25/03/2021	Land To South Of William Daw Close Banwell	26	0
G	21/P/1164/FUL	03/08/2023	Land At William Daw Close Banwell	11	0
H	21/P/1735/RM	28/02/2022	Land West Of Wolvershill Road, North Of Wolvershill Park And Knightcott Park Banwell	54	1
I	22/P/2991/RM	06/04/2023	Land At Dinghurst Road Churchill	25	0
Total				322	108

Churchill Secondary Cluster – current picture

1 secondary-age school, 1324 pupils (Year 7-11), school is 98% full, 270 Year 7 places



Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y11-7	Annual transport costs	Site considerations
15	Churchill Academy & Sixth Form	Lighthouse Schools Partnership	Requires improvement 14/03/2023	11-18	1698	270	1350 98% full Fluctuating ~	£524,721	A feasibility study would be required.

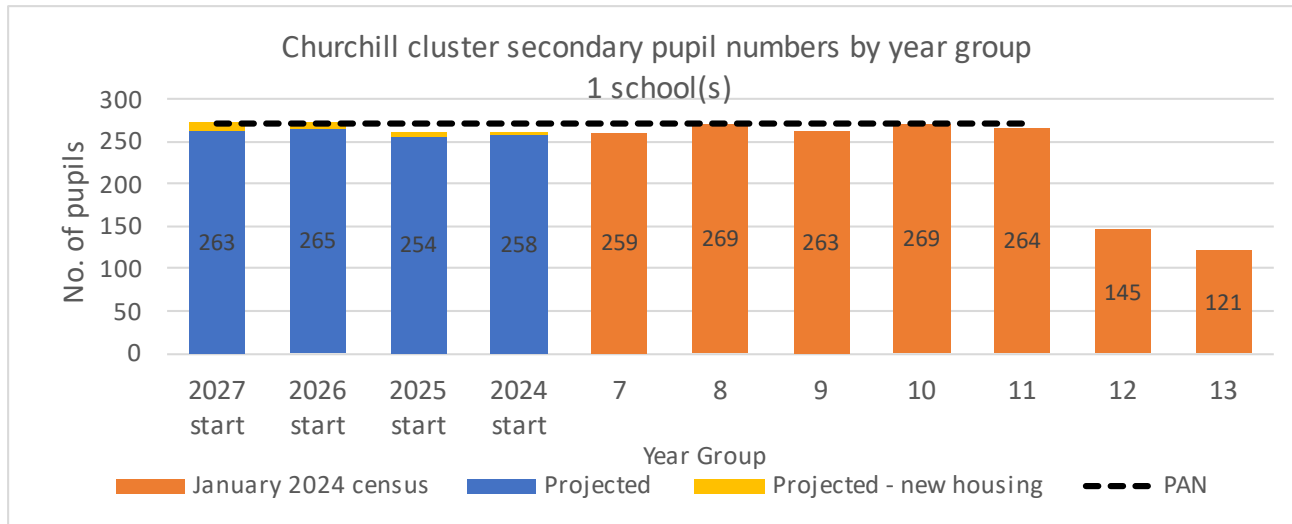


Churchill Secondary Cluster – future projections

SECONDARY SCHOOL PREDICTED PUPIL NUMBERS 2023 - 2029		Predicted demand (number of pupils)							Predicted empty places (negative values = shortfall)						
Secondary School Projections shown including and excluding housing gain, years 7-13															
School	Net Capacity	2023	2024	2025	2026	2027	2028	2029	2023	2024	2025	2026	2027	2028	2029
Churchill Academy & Sixth Form	Academy	1604	1614	1605	1604	1597	1571	1559	46	36	45	46	53	79	91
Y7-11 pupils from new developments		0	13	20	26	28	31	33							
Churchill Total (incl new developments)		1604	1627	1625	1630	1625	1602	1592	46	23	25	20	25	48	58

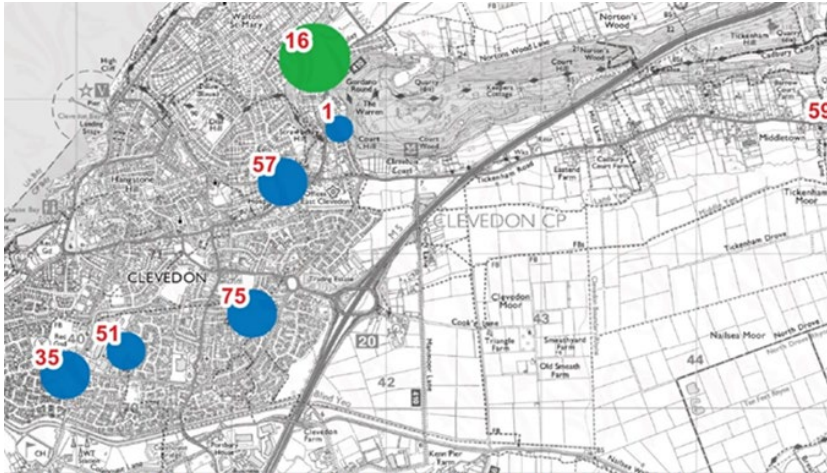
Churchill Secondary - future projections

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

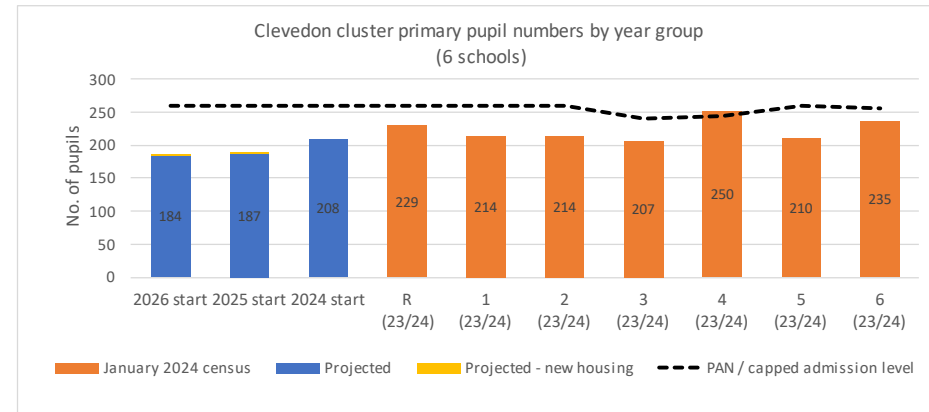


Clevedon Primary Cluster - current picture

6 primary-age schools, 1559 pupils, schools are 88% full, 260 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
1	All Saints East Clevedon Church of England Primary School	Futura Learning Partnership	Good 26/04/2023	4-11	131	20	131 92% full Fluctuating ~	£10,293	This site was expanded in 2017/2018 from 119 to 140 places and its intake increased from this date by 3 per year from 17 to 20. There is no further room for expansion. The school has no on-site hall.
35	Mary Elton Primary School	Futura Learning Partnership	Good 20/03/2024	4-11	420	60	420 86% full Fluctuating ~	£0	The site not large enough to accommodate any extra capacity.

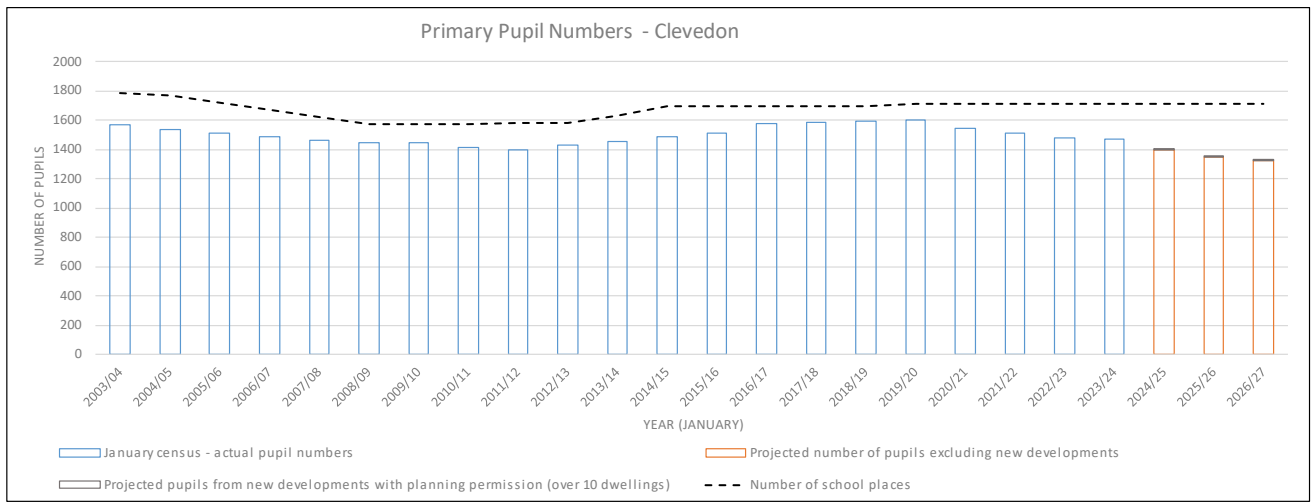
Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
51	St John the Evangelist Church School	Bath & Wells MAT	Good 09/05/2019	4-11	315	45	315 86% full Fluctuating ~	£0	This school site is appropriate to its 315-place intake.
57	St Nicholas Chantry Church of England Primary School	Futura Learning Partnership	Requires improvement 08/06/2022	4-11	400	60	390 90% full Fluctuating ~	£0	This school was expanded in 2015 to have a 420-place capacity.
59	Tickenham Church of England Primary School	Futura Learning Partnership	Good 12/10/2023	4-11	105	15	105 84% full Decreasing ↓	£5,304	The site is not large enough to accommodate any extra pupils.
75	Yeo Moor Primary School	Futura Learning Partnership	Good 07/06/2023	4-11	470	60	420 87% full Fluctuating ~	£0	This site has previously accommodated 630 pupils and the supporting infrastructure for a larger school is in place.

North Somerset Pupil Projections 2023-2027

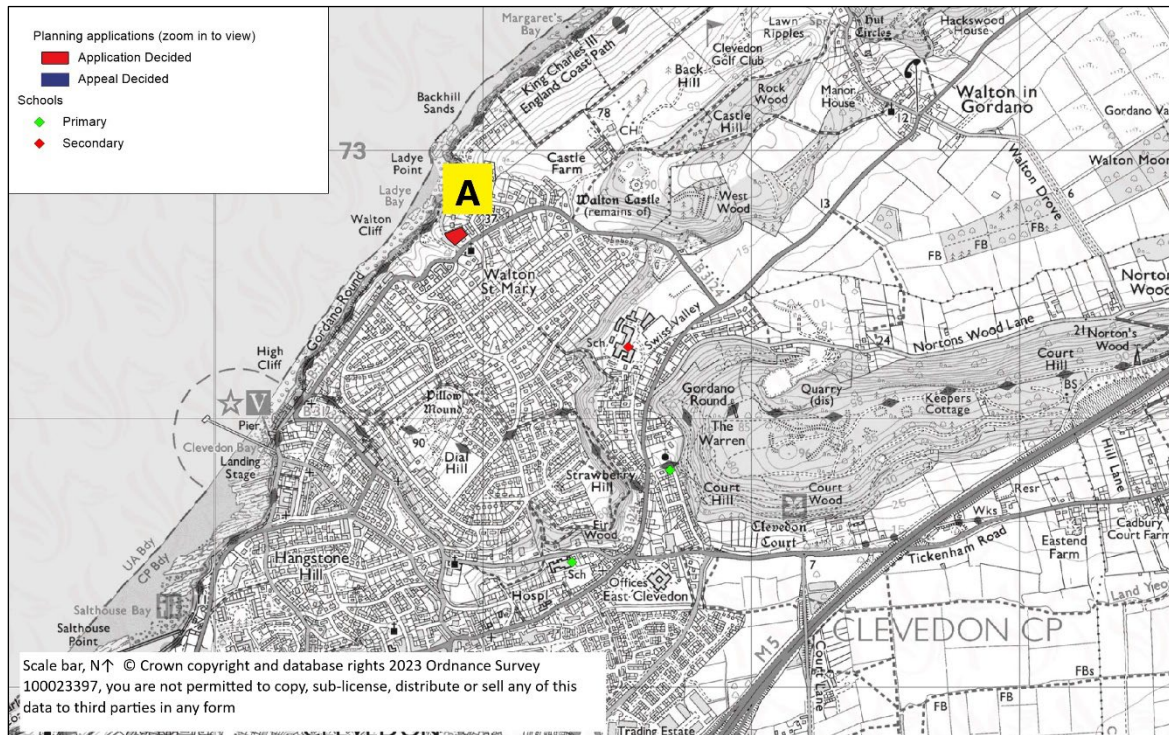
Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2023-2027 Year R Pupil Projections sheet)					
	Net Capacity	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	
Clevedon Group																	
All Saints Church of England Primary School	Academy	140	140	140	140	140	122	123	119	114	115	18	17	21	26	25	
Mary Elton Primary School	Academy	420	420	420	420	420	373	368	366	350	343	47	52	54	70	77	
St John the Evangelist Church School	Academy	315	315	315	315	315	268	258	249	243	233	47	57	66	72	82	
St Nicholas Chantry Church of England Primary School	Academy	420	420	420	420	420	338	324	328	315	306	82	96	92	105	114	
Tickenham Church of England Primary School	Academy	105	105	105	105	105	81	81	76	72	71	24	24	29	33	34	
Yeo Moor Primary School	Academy	420	420	420	420	420	343	346	341	324	329	77	74	79	96	91	
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0	
Estimated Year R pupils from new housing							0	0	0	0	0	0	0	0	0	0	0
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	1	2	2	2	0	-1	-2	-2	-2	
Group total		1,820	1,820	1,820	1,820	1,820	1525	1501	1481	1420	1399	295	319	339	400	421	

Clevedon Primary Cluster future projections

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



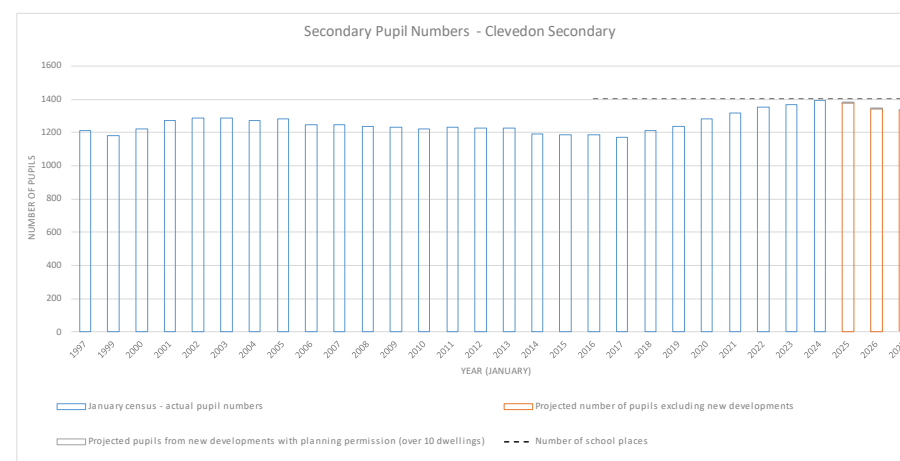
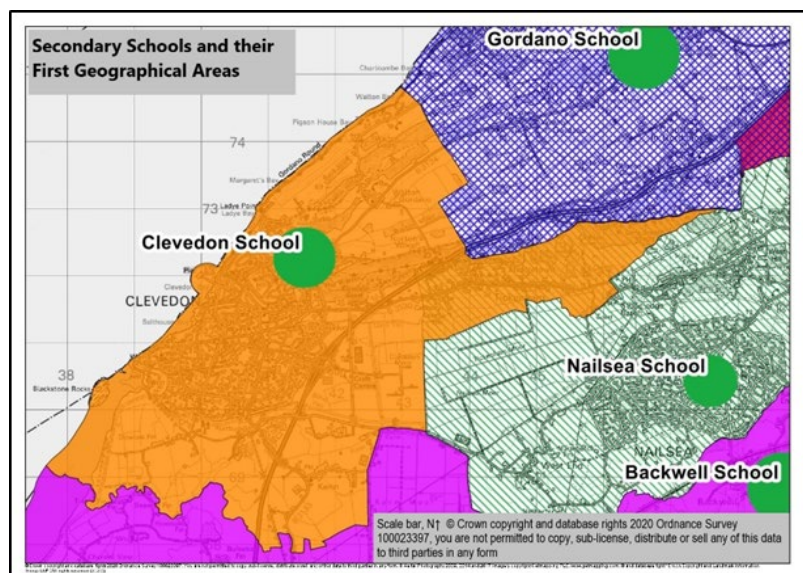
Clevedon Cluster – new housing



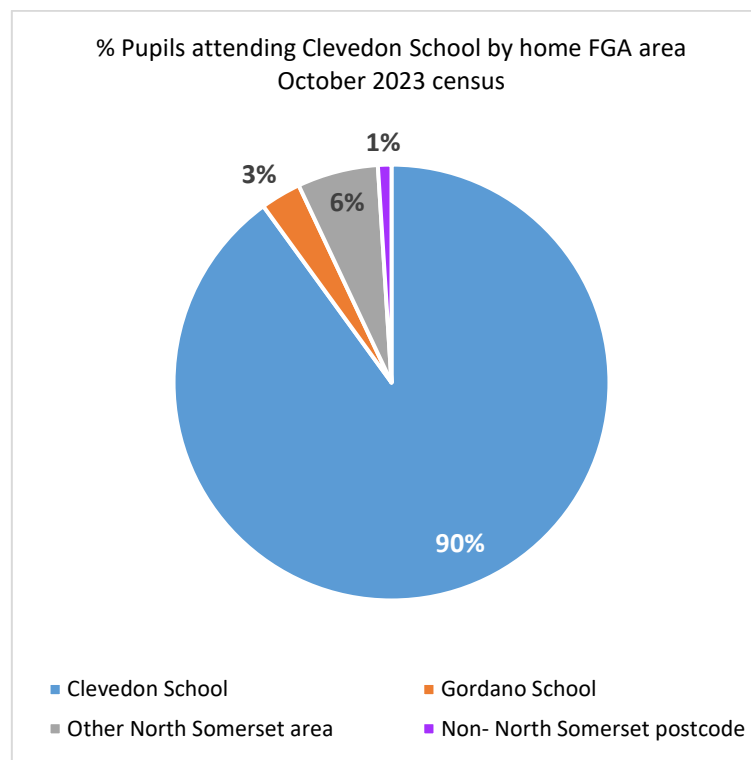
Map Ref	Clevedon	Permission Date	Site	No. of dwell.	Properties occupied April 2024
A	17/P/1078/F	05/06/2018	2 - 6 Bay Road Clevedon	19	0
Total				19	0

Clevedon Secondary Cluster – current picture

1 secondary-age school, 1189 pupils (Year 7-11), school is 99% full, 240 Year 7 places



Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y11-7	Annual transport costs	Site considerations
16	Clevedon School	Futura Learning Partnership	Good 01/05/2024	11-18	1400	240	1200 99% full Stable --	£69,088	A feasibility study would be required.

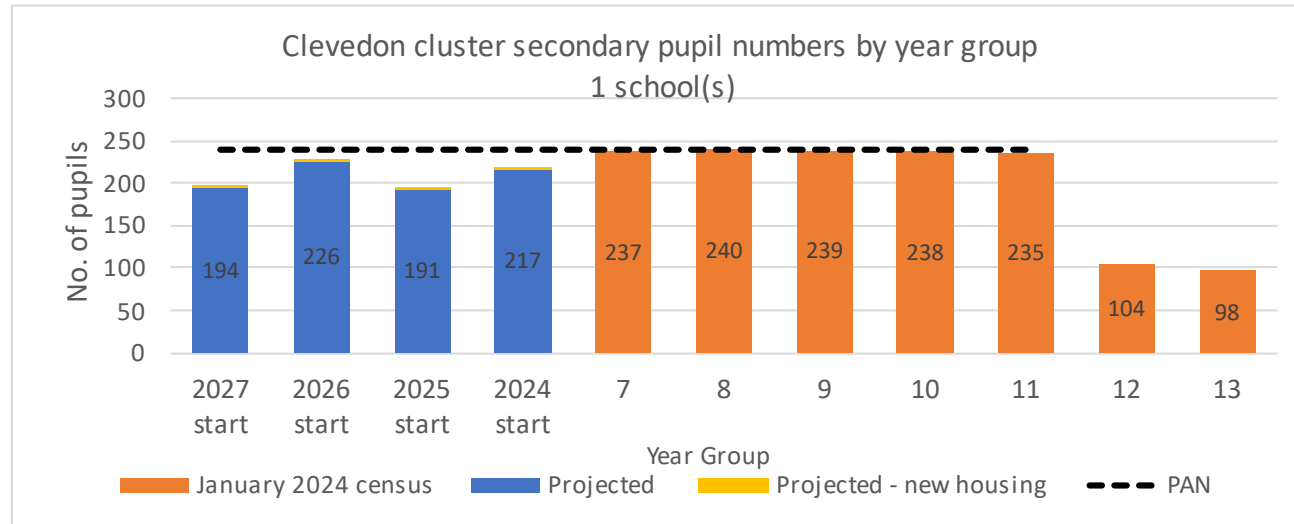


Clevedon Secondary Cluster – future projections

SECONDARY SCHOOL PREDICTED PUPIL NUMBERS 2023 - 2029		Predicted demand (number of pupils)							Predicted empty places (negative values = shortfall)						
Secondary School Projections shown including and excluding housing gain, years 7-13		2023	2024	2025	2026	2027	2028	2029	2023	2024	2025	2026	2027	2028	2029
School	Net Capacity														
Clevedon School	Academy	1389	1378	1342	1331	1284	1247	1209	11	22	58	69	116	153	191
Y7-11 pupils from new developments		0	1	1	1	1	1	1							
Clevedon Total (incl new developments)		1389	1379	1343	1332	1285	1248	1210	11	21	57	68	115	152	190

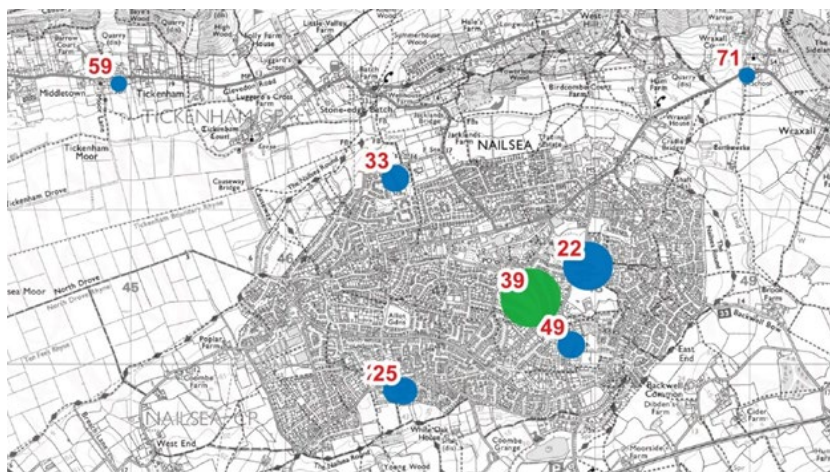
Clevedon Secondary - future projections

Clevedon is projected to have sufficient space for all local children over the next few years, it is then predicted there will be a small decrease in pupil numbers.

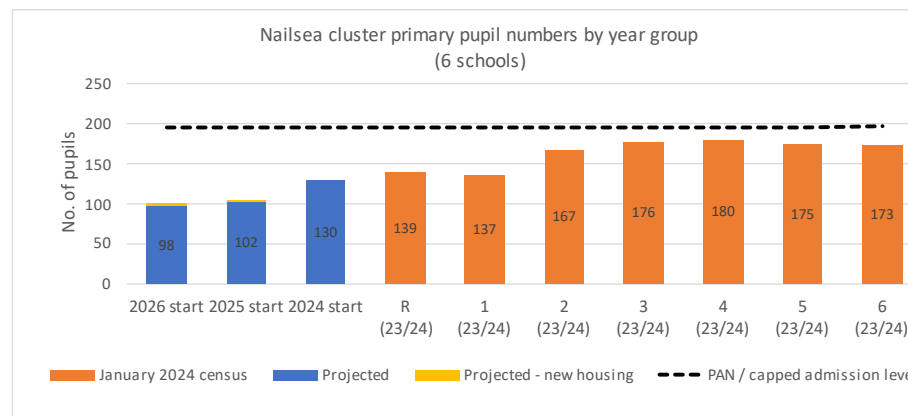


Nailsea Primary Cluster - current picture

6 primary-age schools, 1147 pupils, schools are 84% full, 195 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
22	Golden Valley Primary School	Lighthouse Schools Partnership	Outstanding 12/03/2014	4-11	420	60	420 98% full Stable --	£0	The current site is too small for expansion, but its location adjacent to Nailsea School's playing fields could offer some opportunities in the future if extra land could be secured.
24	Grove Junior School	Lighthouse Schools Partnership	Good 29/06/2022	7-11	240	60	240 100% full Stable --	£3,740	With the provision of some new classrooms, this and the attached infant school are capable of expansion back to 630-places across the two schools.

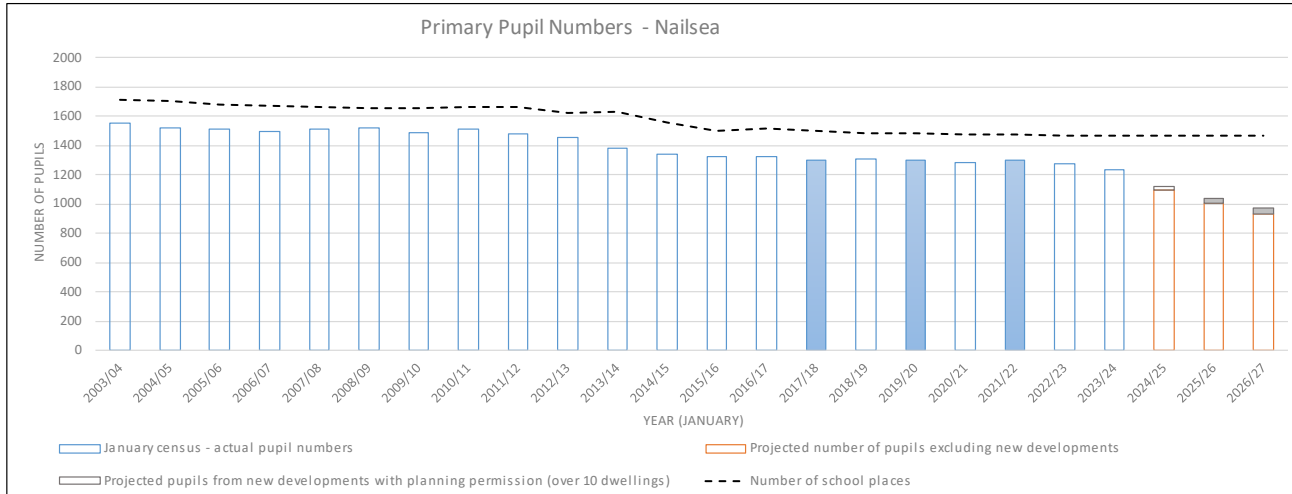
Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
25	Hannah More Infant School	Lighthouse Schools Partnership	Good 14/09/2022	5-11	180	60	180 89% full Fluctuating ~	£0	See Grove Junior above.
33	Kingshill Church School	Bath & Wells MAT	Good 14/03/2024	4-11	210	30	210 56% full Fluctuating ~	£0	A feasibility of the site has shown it is capable of expansion to 315 or 420 places, subject to all approvals.
49	St Francis Catholic Primary School	The Cardinal Newman Catholic Educational Trust	Serious Weakness 30/01/2020	4-11	210	30	210 72% full Stable --	£0	A feasibility study would be required.
71	Wraxall Church of England Primary School	Lighthouse Schools Partnership	Good 02/11/2022	4-11	105	15	107 62% full Fluctuating ~	£63,154	This site is too constrained for an expansion.

North Somerset Pupil Projections 2023-2027

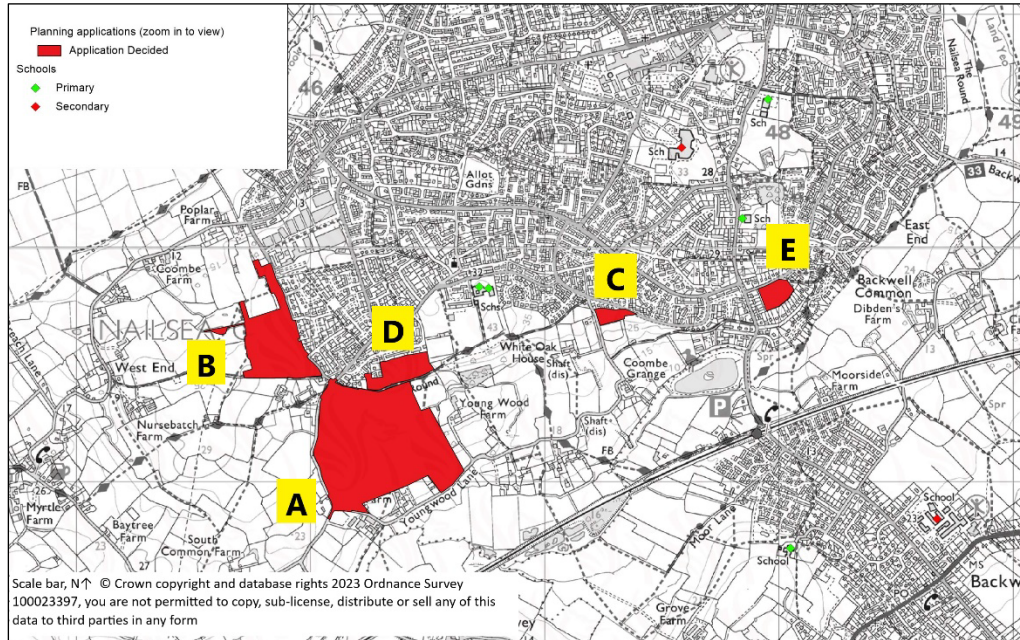
Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2023-2027 Year R Pupil Projections sheet)				
	Net Capacity	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027
Nailsea Group																
Golden Valley Primary School	Academy	420	420	420	420	420	406	394	370	343	319	14	26	50	77	101
Grove Junior School	Academy	240	240	240	240	240	234	231	213	195	181	6	9	27	45	59
Hannah More Infant School	Academy	180	180	180	180	180	143	122	111	100	93	37	58	69	80	87
Kingshill Church School	Academy	210	210	210	210	210	149	142	138	131	123	61	68	72	79	87
Wraxall Church of England Primary School	Academy	105	105	105	105	105	75	72	65	64	56	30	33	40	41	49
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	5	6	7	8	0	-5	-6	-7	-8
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	20	25	29	36	0	-20	-25	-29	-36
Group total		1,155	1,155	1,155	1,155	1,155	1007	986	928	869	816	148	169	227	286	339
St Francis Catholic Primary School	Academy	210	210	210	210	210	132	131	120	106	94	78	79	90	104	116

Nailsea Primary Cluster future projections

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



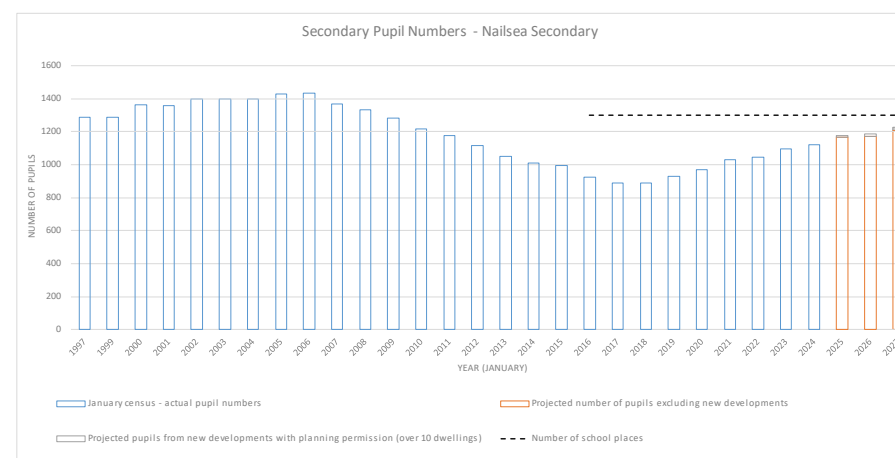
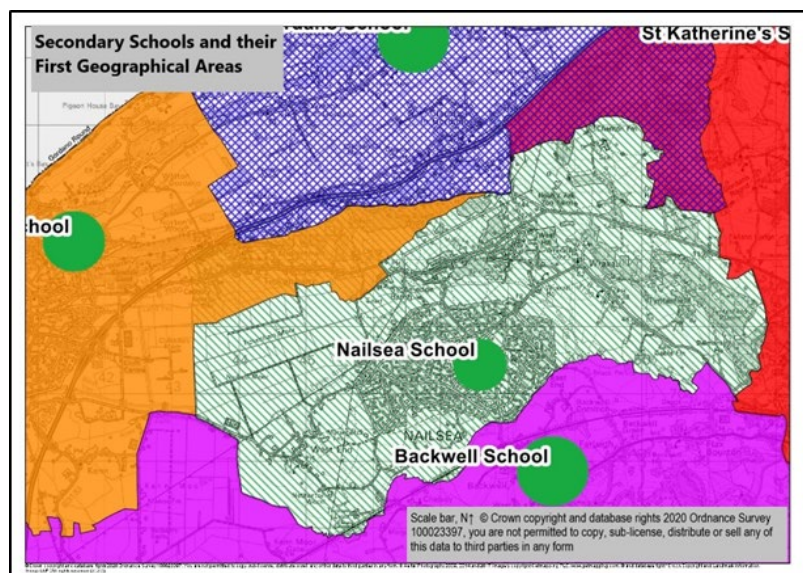
Nailsea Cluster – new housing



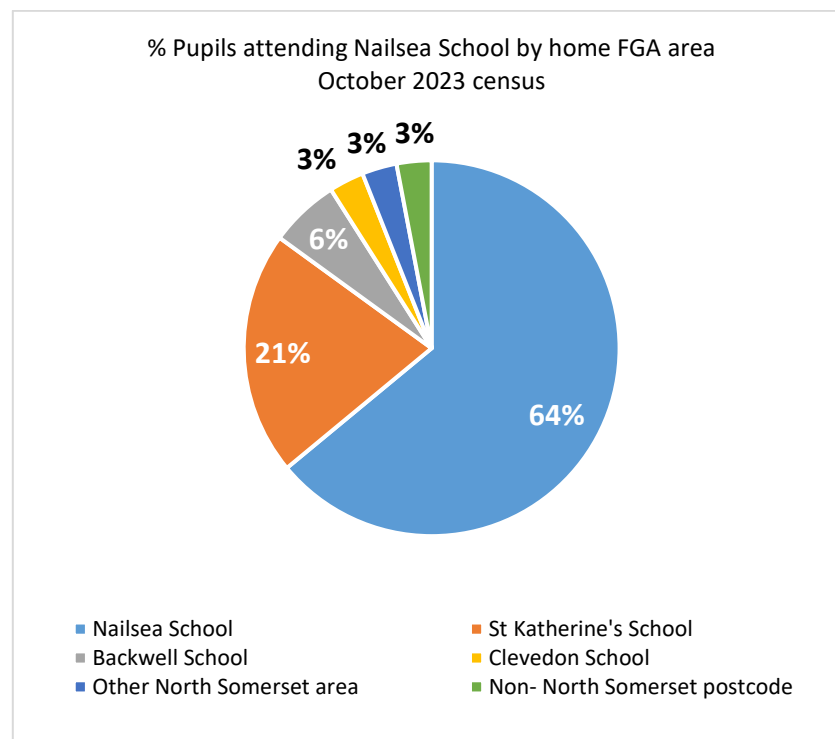
Map Ref	Nailsea	Permission Date	Site	No. of dwell.	Properties occupied April 2024
A	16/P/1677/OT2	01/11/2019	Land North Of Youngwood Lane And East Of Netherton Wood Lane, Nailsea	450	44
B	17/P/1250/F	17/03/2021	Land West Of Engine Lane Nailsea	171	71
C	20/P/0861/FUL	07/01/2022	Land To East Of Youngwood Lane Nailsea	14	7
D	20/P/2000/R3	22/10/2021	Land South Of The Uplands Nailsea	52	0
E	22/P/1295/RM	14/03/2023	Land Off Trendlewood Way Nailsea	24	0
Total				711	122

Nailsea Secondary Cluster – current picture

1 secondary-age school, 939 pupils (Year 7-11), school is 98% full, 210 Year 7 places



Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y11-7	Annual transport costs	Site considerations
39	Nailsea School	Wessex Learning Trust	Good 13/03/2024	11-18	1300	210	960 98% full Stable --	£144,316	A feasibility study would be required, although the site is constrained. The school was built with the capacity to accommodate a PAN of 240.

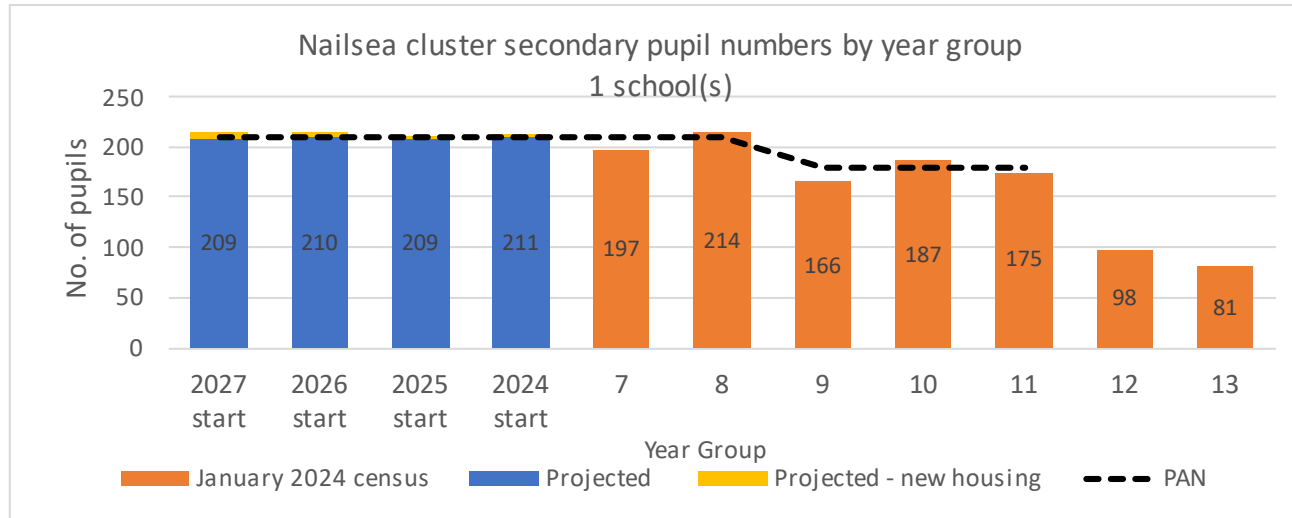


Nailsea Secondary Cluster – future projections

SECONDARY SCHOOL PREDICTED PUPIL NUMBERS 2023 - 2029		Predicted demand (number of pupils)							Predicted empty places (negative values = shortfall)						
Secondary School Projections shown including and excluding housing gain, years 7-13		2023	2024	2025	2026	2027	2028	2029	2023	2024	2025	2026	2027	2028	2029
School	Net Capacity														
Nailsea School	Academy	1113	1166	1171	1205	1212	1239	1211	127	104	129	95	88	61	89
Y7-11 pupils from new developments		0	12	16	20	24	29	33							
Nailsea Total (incl new deveopments)		1113	1178	1187	1225	1236	1268	1244	127	92	113	75	64	32	56

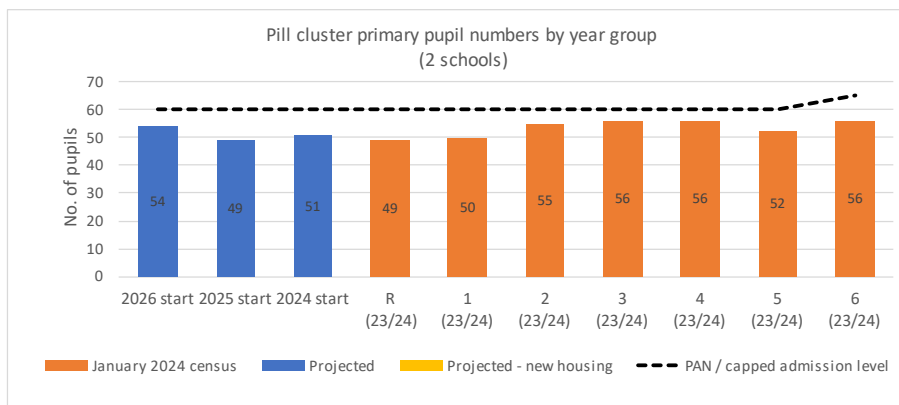
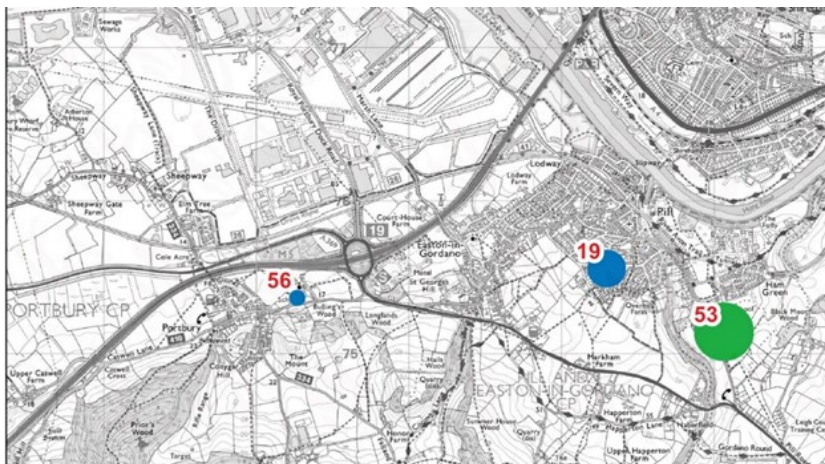
Nailsea Secondary - future projections

Nailsea's secondary numbers are projected to increase over the next few years.



Pill Primary Cluster - current picture

2 primary-age schools, 374 pupils, schools are 88% full, 60 Reception places



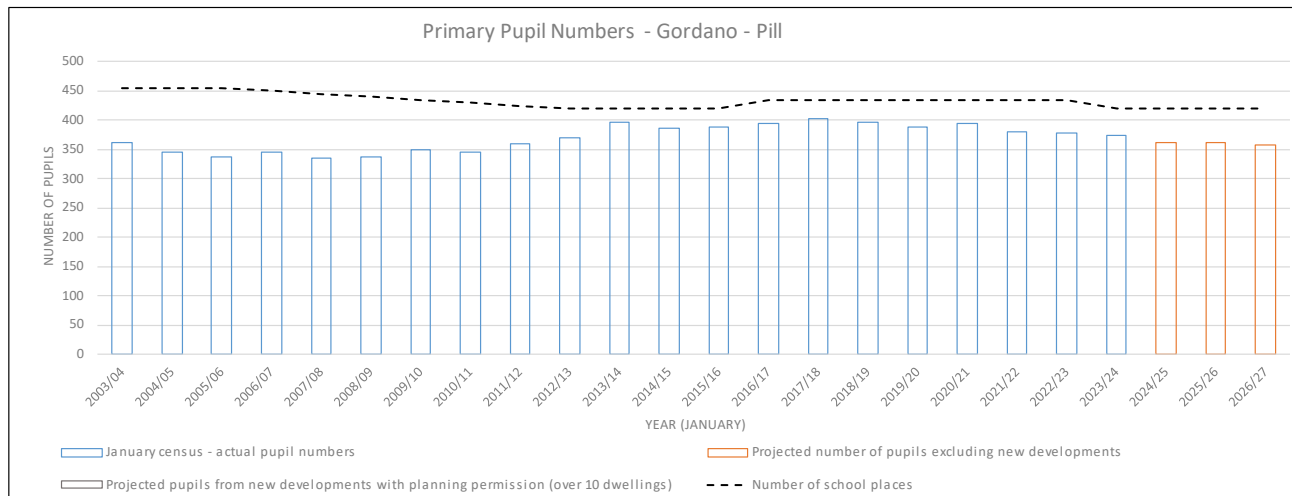
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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
19	Crockerne Church of England Primary School	Kaleidoscope MAT	Good 25/01/2023	3-11	298	45	315 89% full Fluctuating ~	£37,422	A feasibility study would be required to determine if an expansion is possible.
56	St Mary's Church of England Primary School	Lighthouse Schools Partnership	Good 06/06/2019	4-11	105	15	110 85% full Fluctuating ~	£40,571	A review of the site was undertaken in 2016. Whilst the provision of one extra classroom was possible, the site size is more appropriate to its current intake.

North Somerset Pupil Projections 2023-2027																
Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2023-2027 Year R Pupil Projections sheet)				
Pill Group	Net Capacity	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027
Crockerne Church of England Primary School	Academy	315	315	315	315	315	276	271	271	276	275	39	44	44	39	40
St Mary's Church of England Primary School	Academy	105	105	105	105	105	95	91	92	87	83	10	14	13	18	22
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	0	0	0	0	0	0	0	0	0
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	0	0	0	0	0	0	0	0	0
Group total		420	420	420	420	420	371	362	363	363	358	49	58	57	57	62

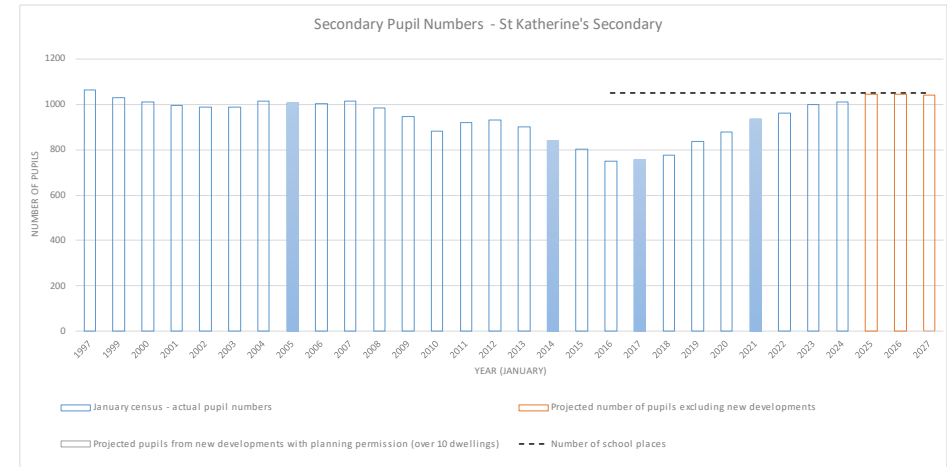
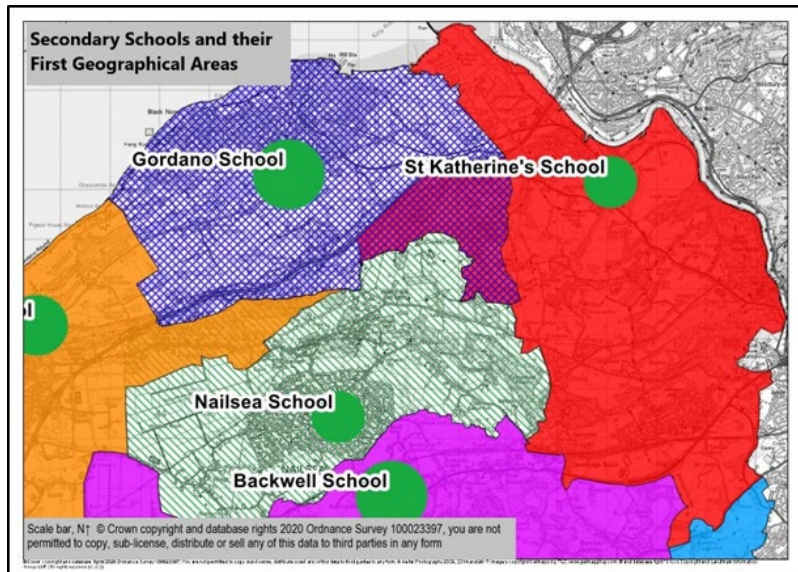
Pill Primary Cluster future projections

Crockerne Primary is projected to have a slight increase in pupil numbers over the next five years, but St Mary's Primary is expected to have a slight decline in demand.

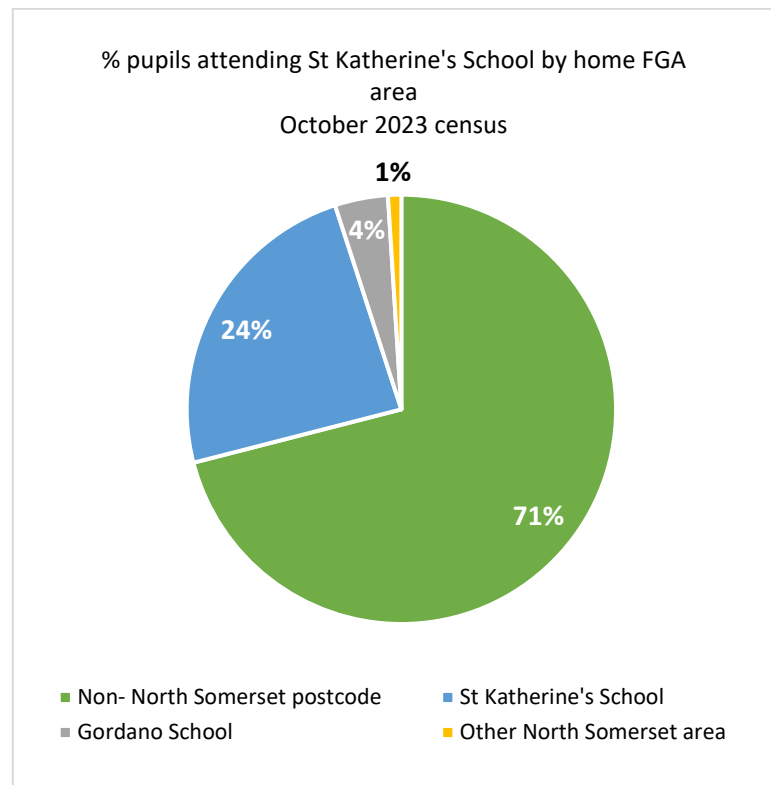


Pill Secondary Cluster – current picture

1 secondary-age school, 909 pupils (Year 7-11), school is 99% full, 188 Year 7 places



Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y11-7	Annual transport costs	Site considerations
53	St Katherine's School	Cathedral Schools Trust	Good 09/12/2021	11-18	1001	180	920 99% full Stable --	£46,929	A feasibility study would be required

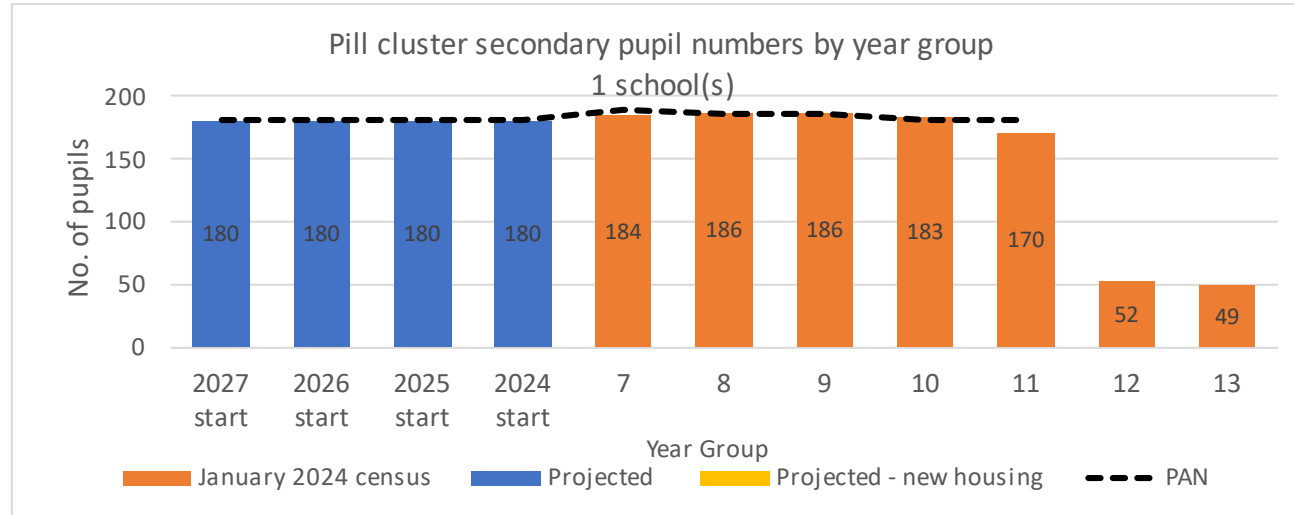


Pill Secondary Cluster – future projections

SECONDARY SCHOOL PREDICTED PUPIL NUMBERS 2023 - 2029		Predicted demand (number of pupils)							Predicted empty places (negative values = shortfall)						
Secondary School Projections shown including and excluding housing gain, years 7-13		2023	2024	2025	2026	2027	2028	2029	2023	2024	2025	2026	2027	2028	2029
School	Net Capacity														
St Katherine's School	Academy	1027	1045	1044	1041	1036	1029	1027	23	5	6	9	14	21	23
Y7-11 pupils from new developments		0	0	0	0	0	0	0							
St Katherine's Total (incl new developments)		1027	1045	1044	1041	1036	1029	1027	23	5	6	9	14	21	23

Pill Secondary - future projections

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

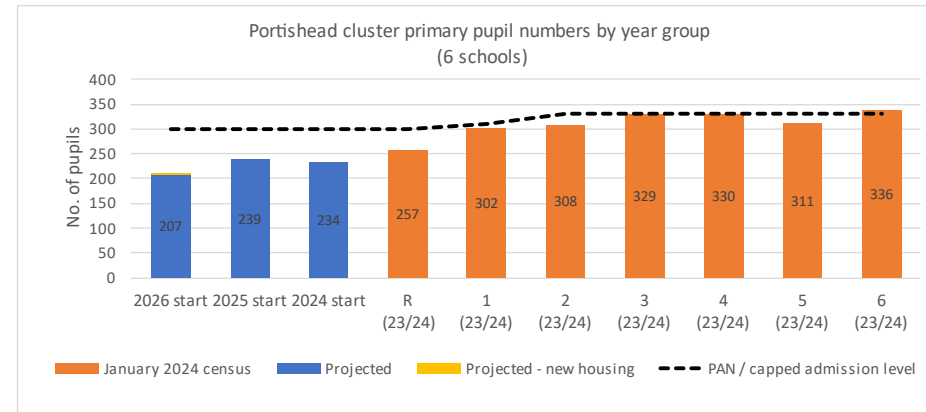


Portishead Primary Cluster - current picture

6 primary-age schools, 2173 pupils, schools are 96% full, 300 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
29	High Down Infant School	Lighthouse Schools Partnership	Good 10/11/2022	3-11	300	60	219 100% full Fluctuating ~	£0	The infant and junior schools have been remodelled previously. Across both sites there is capacity for up to 630 pupils plus the infant school's nursery. The schools have also created extra classrooms in the past to accommodate breach classes.

Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
30	High Down Junior School	Lighthouse Schools Partnership	Good 08/05/2019	7-11	360	90	360 95% full Fluctuating ~	£0	See High Down Infant School above.
43	Portishead Primary School	Lighthouse Schools Partnership	Good 25/06/2019	4-11	420	60	420 96% full Stable --	£2,496	The school site is of a minimum size for its capacity. The school had extra capacity to accommodate breach classes in the past, although this accommodation now has different uses, including a Nurture Group space.
52	St Joseph's Catholic Primary School	N/A	Good 02/12/2021	3-11	210	30	210 91% full Fluctuating ~	£2,650	A new pre-school provision opened in September 2021. The school site is appropriate to its 210-place intake.
58	St Peter's Church of England Primary School	Lighthouse Schools Partnership	Outstanding 22/02/2023	4-11	630	90	630 97% full Stable --	£9,065	This school was expanded to take up to 630 pupils in 2014.

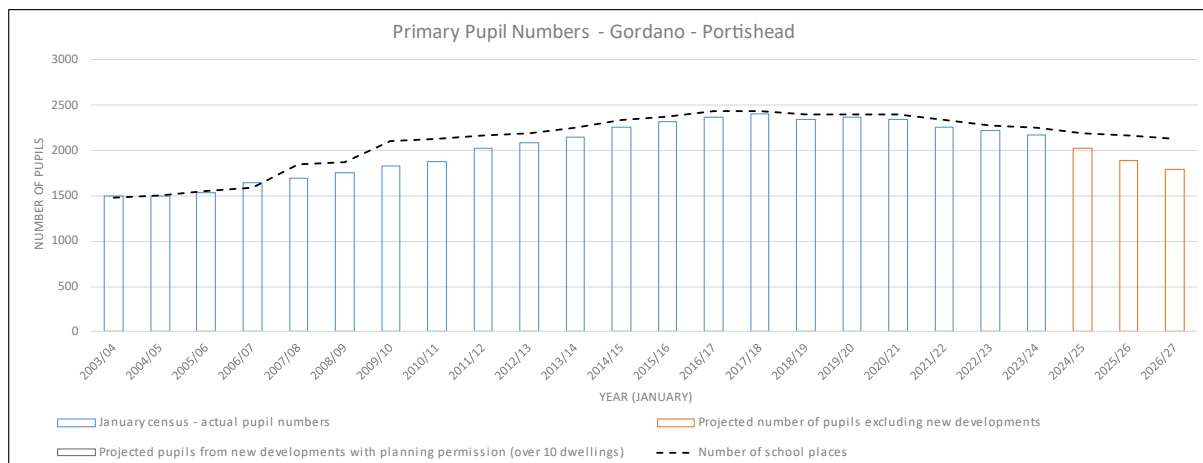
Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
60	Trinity Anglican-Methodist Primary School	Bath & Wells MAT	Good 04/10/2018	3-11	420	60	420 96% full Stable --	£0	This school was expanded in 2011 from 210 to 420 places. Accommodation provided to cater for a breach class in the past has been utilised to support early year's provision for 2-year-olds. There are no current plans for further expansions at this time.

North Somerset Pupil Projections 2023-2027

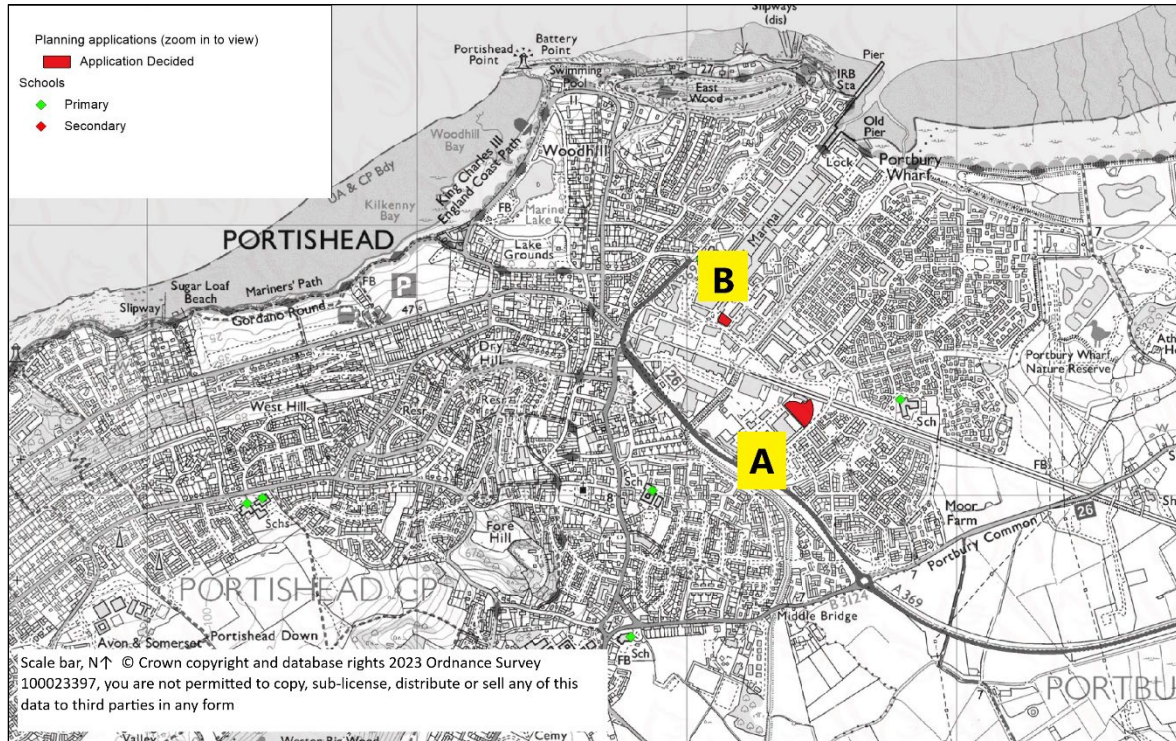
Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2023-2027 Year R Pupil Projections sheet)					
	Net Capacity	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	
Portishead Group																	
High Down Infant School	Academy	240	210	180	180	180	230	195	185	171	175	10	15	-5	9	5	
High Down Junior School	Academy	360	360	360	360	360	339	339	336	317	285	21	21	24	43	75	
Portishead Primary School	Academy	420	420	420	420	420	411	397	383	360	342	9	23	37	60	78	
St Peter's Church of England Primary School	Academy	630	630	630	630	630	622	597	575	544	517	8	33	55	86	113	
Trinity Anglican Methodist Primary School	Academy	420	420	420	420	420	407	393	378	354	335	13	27	42	66	85	
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0	
Estimated Year R pupils from new housing							0	0	0	0	0	0	0	0	0	0	0
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	0	0	0	0	0	0	0	0	0	0
Group total		2,070	2,040	2,010	2,010	2,010	2009	1921	1857	1746	1654	61	119	153	264	356	
St Joseph's Catholic Primary School	210	210	210	210	210	210	175	164	162	149	143	35	46	48	61	67	

Portishead Primary Cluster future projections

Primary schools in the cluster are expected to have a large decline in the number of pupils over the next five years.



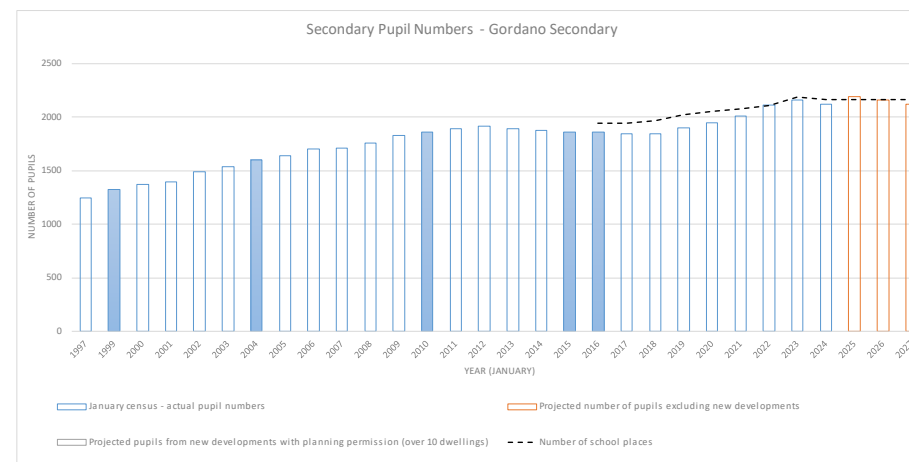
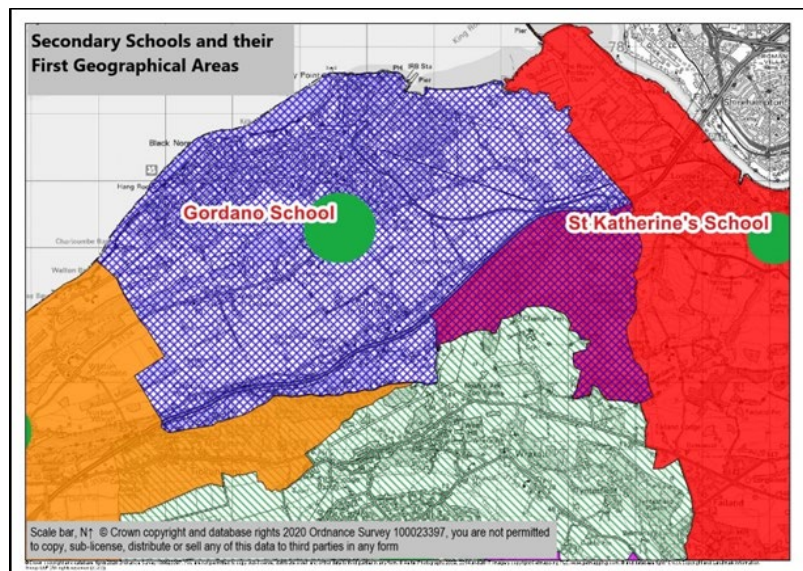
Portishead Cluster – new housing



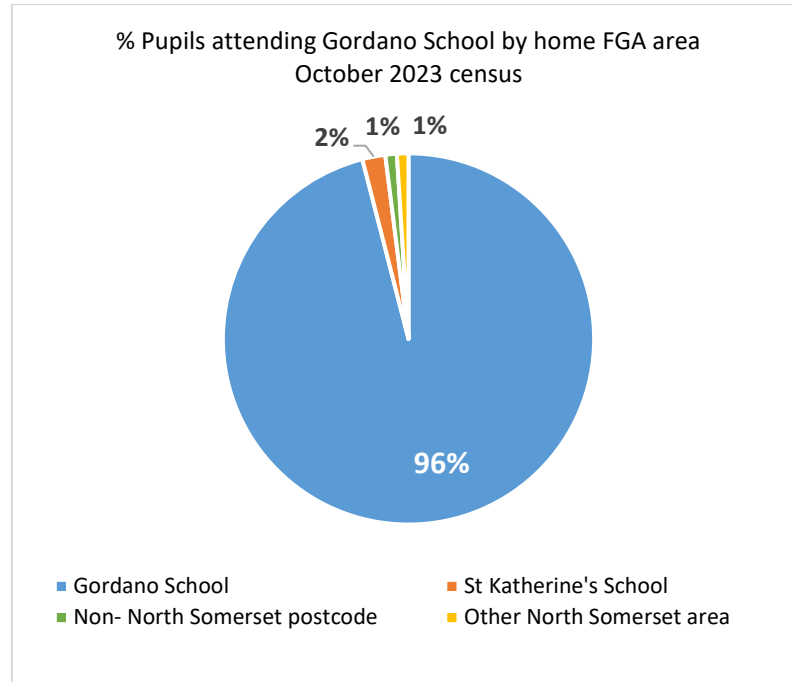
Map Ref	Portishead	Permission Date	Site	No. of dwell.	Properties occupied April 2024
A	16/P/2066/F	02/07/2018	Land At Harbour Crescent Serbert Road Portishead	93	5
B	18/P/3512/FUL	08/11/2019	Proposed New Building Martingale Way Portishead	26	6
Total				119	11

Portishead Secondary Cluster – current picture

1 secondary-age school, 1779 pupils (Year 7-11), school is 99% full, 336 Year 7 places



Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y11-7	Annual transport costs	Site considerations
23	Gordano School	Lighthouse Schools Partnership	Good 01/05/2024	11-18	1940	336	1790 99% full Stable --	£47,129	A feasibility study would be required to determine if further expansions could be possible.

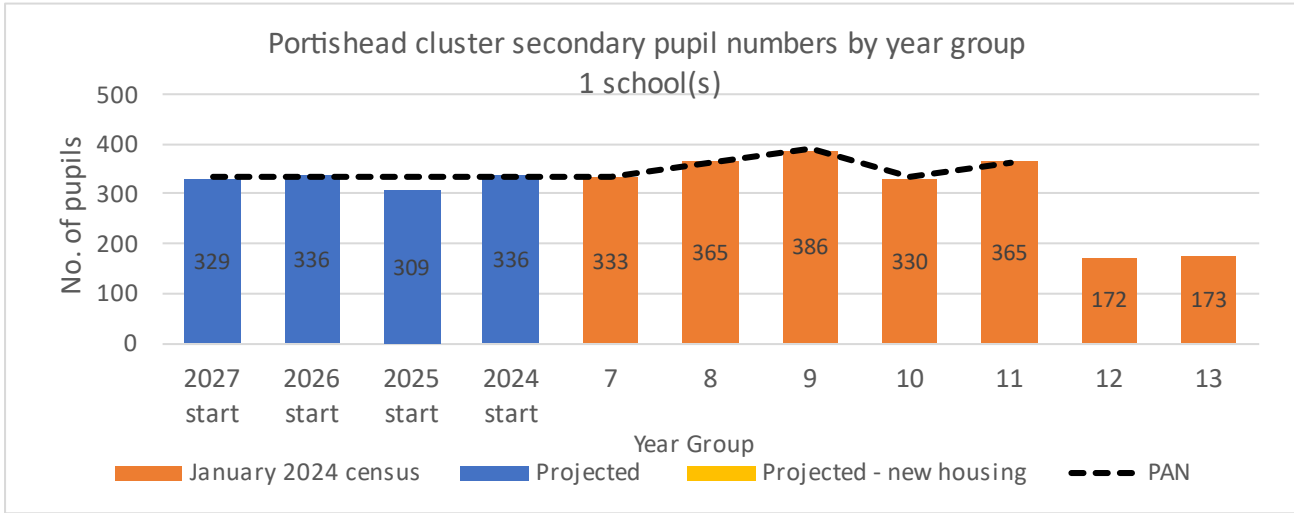


Portishead Secondary Cluster – future projections

SECONDARY SCHOOL PREDICTED PUPIL NUMBERS 2023 - 2029		Predicted demand (number of pupils)							Predicted empty places (negative values = shortfall)						
Secondary School Projections shown including and excluding housing gain, years 7-13		2023	2024	2025	2026	2027	2028	2029	2023	2024	2025	2026	2027	2028	2029
School	Net Capacity														
Gordano School	Academy	2176	2188	2160	2123	2104	2036	1990	14	-26	2	-15	-24	44	90
Y7-11 pupils from new developments		0	0	0	0	0	0	0							
Gordano Total (incl new developments)		2176	2188	2160	2123	2104	2036	1990	14	-26	2	-15	-24	44	90

Portishead Secondary - future projections

Gordano numbers are fluctuating as breach classes move through the school.

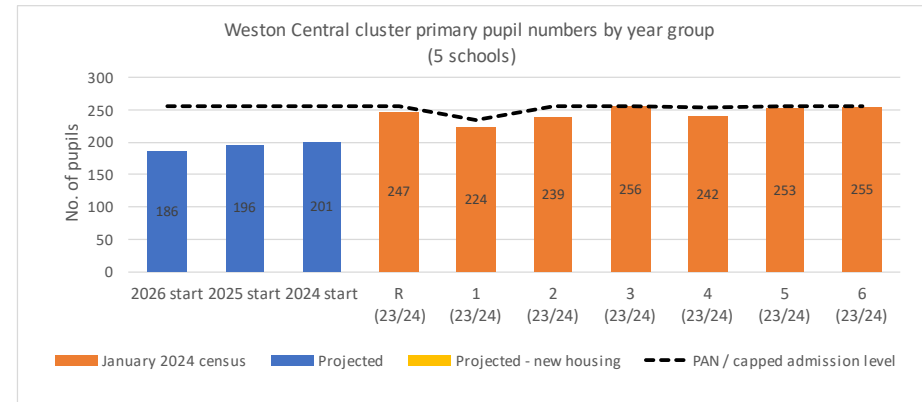


Weston Central Primary Cluster - current picture

5 primary-age schools, 1716 pupils, schools are 97% full, 255 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
2	Ashcombe Primary School	Kaleidoscope MAT	Good 17/02/2022	4-11	630	90	630 100% full Stable--	£0	This school has already been expanded to 630 places.
13	Christ Church Church of England Primary School	Kaleidoscope MAT	Good 24/05/2023	4-11	210	30	210 99% full Stable--	£0	This site is too constrained to support an expansion.

Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
17	Corpus Christi Catholic Primary School	Dunstan Catholic Educational Trust	Good 15/09/2021	4-11	210	30	210 97% full Stable--	£0	A feasibility study would be required to determine if the school could be enlarged.
38	Milton Park Primary School	Extended Learning Academies Network	Good 20/01/2022	4-11	420	60	400 91% full Fluctuating ~	£0	The site is too constrained to allow for an expansion.
62	Walliscote Primary School	Extended Learning Academies Network	Good 23/03/2022	4-11	315	45	312 99% full Stable --	£3,401	This site is too constrained to allow for an expansion.

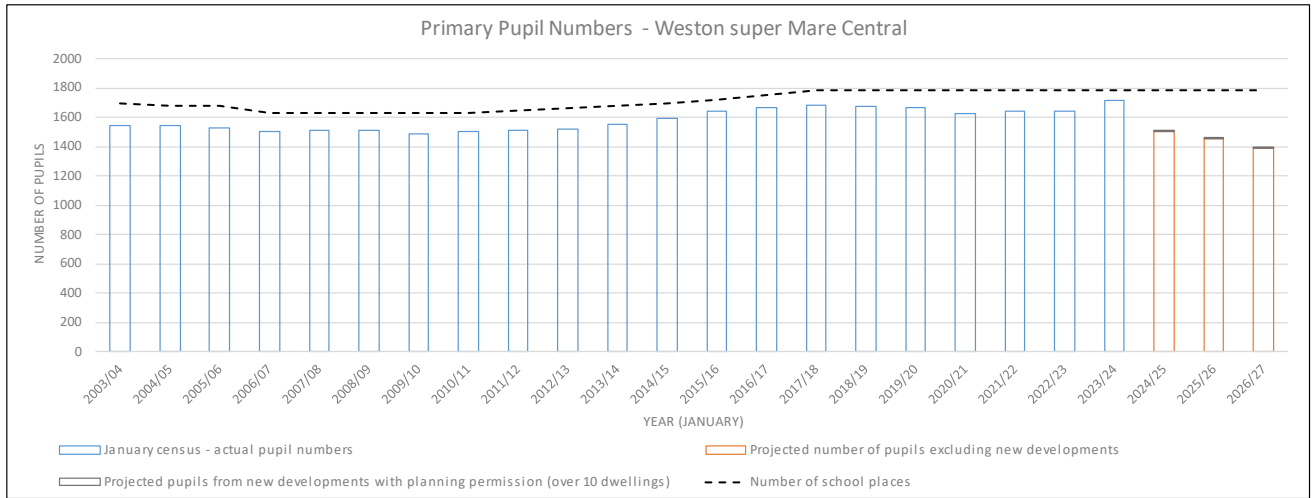
North Somerset Pupil Projections 2023-2027

Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2023-2027 Year R Pupil Projections sheet)					
	Net Capacity	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	
WSM Central Group																	
Ashcombe Primary School	Academy	630	630	630	630	630	621	609	593	576	559	9	21	37	54	71	
Christ Church Church of England Primary	Academy	210	210	210	210	210	208	203	198	192	186	2	7	12	18	24	
Milton Park Primary School	Academy	420	420	420	420	420	315	298	288	270	250	105	122	132	150	170	
Walliscote Primary School	Academy	315	315	315	315	315	268	258	262	252	242	47	57	53	63	73	
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0	
Estimated Year R pupils from new housing							0	0	0	0	0	0	0	0	0	0	0
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	1	1	1	2	0	-1	-1	-1	-2	
Group total		1,575	1,575	1,575	1,575	1,575	1412	1369	1342	1291	1239	163	206	233	284	336	
Corpus Christi Catholic Primary	Academy	210	210	210	210	210	179	172	164	163	155	31	38	46	47	55	

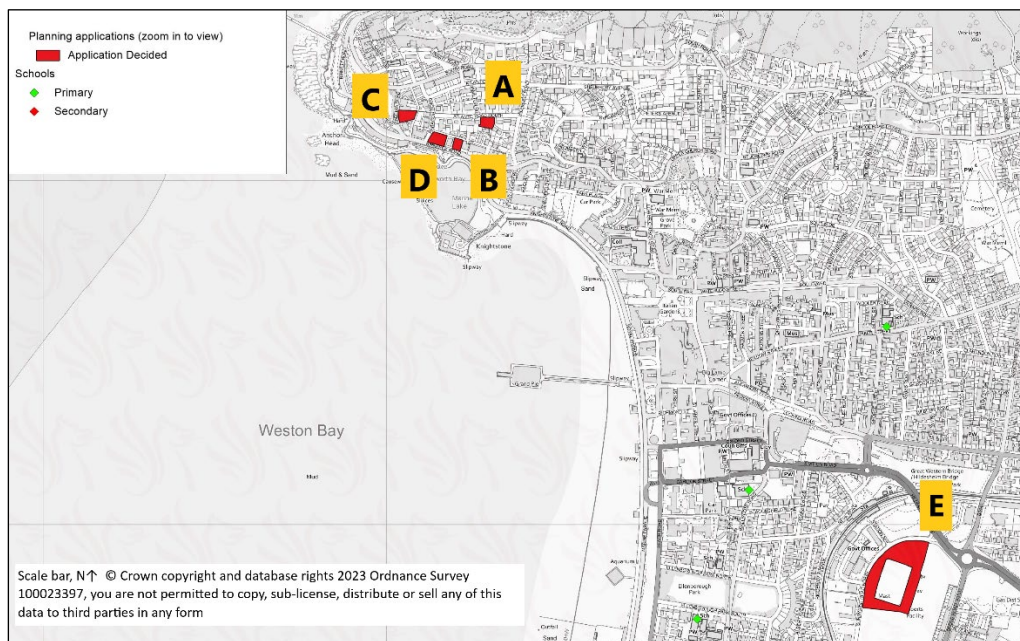
Weston Central Primary Cluster future projections

North Somerset School Place Planning Strategy 2024-2027 Appendix 1a

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



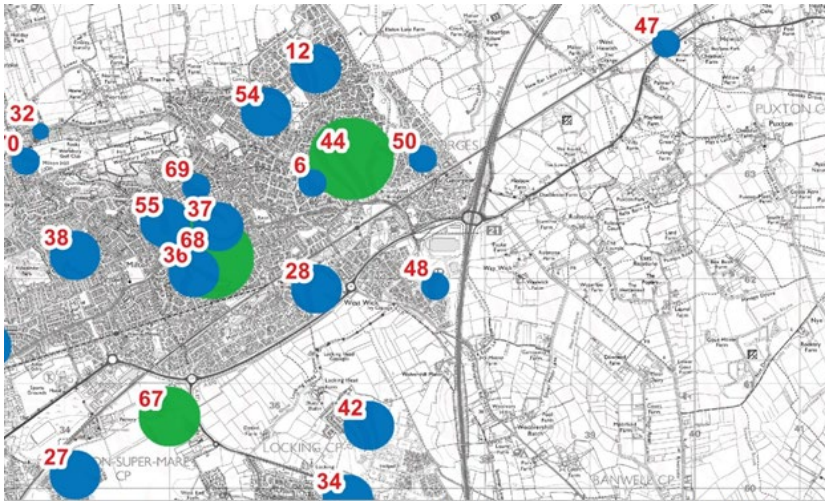
Weston-super-Mare Central Cluster – new housing



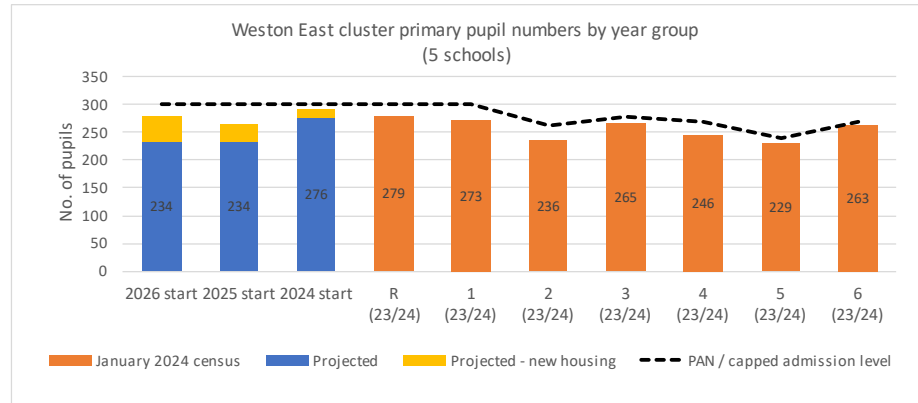
Map Ref	Weston Central	Permission Date	Site	No. of dwell.	Properties occupied April 2024
A	14/P/1210/LDE	24/07/2014	Land Between Maywood & Pinewood And 12 Atlantic Road South Weston-Super-Mare	23	0
B	18/P/3335/FUL	03/12/2019	Madeira Cove Hotel 32-34 Birnbeck Road Weston-super-Mare	10	0
C	19/P/2018/FUL	22/01/2021	6-10 Madeira Road (Former Lynton Hotel) Weston-super-Mare	40	0
D	19/P/3151/FUL	04/12/2020	38-40 Birnbeck Road Weston-super-Mare	26	5
E	21/P/3368/OUT	14/11/2022	Land At Weston Rugby Club Drove Road Weston-super-Mare	182	0
Total				281	5

Weston East Primary Cluster - current picture

5 primary-age schools, 1791 pupils, schools are 93% full, 300 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
27	Haywood Village Academy	Cabot Learning Federation	Outstanding 19/06/2019	3-11	420	60	420 101% full Stable --	£0	This new school was built and opened in 2016 on a site appropriate to its 420-place capacity.
28	Herons' Moor Academy	Cabot Learning Federation	Good 05/03/2020	3-11	420	60	420 100% full Stable --	£0	The school is part of a multi-purpose site and is constrained by the other adjacent services.

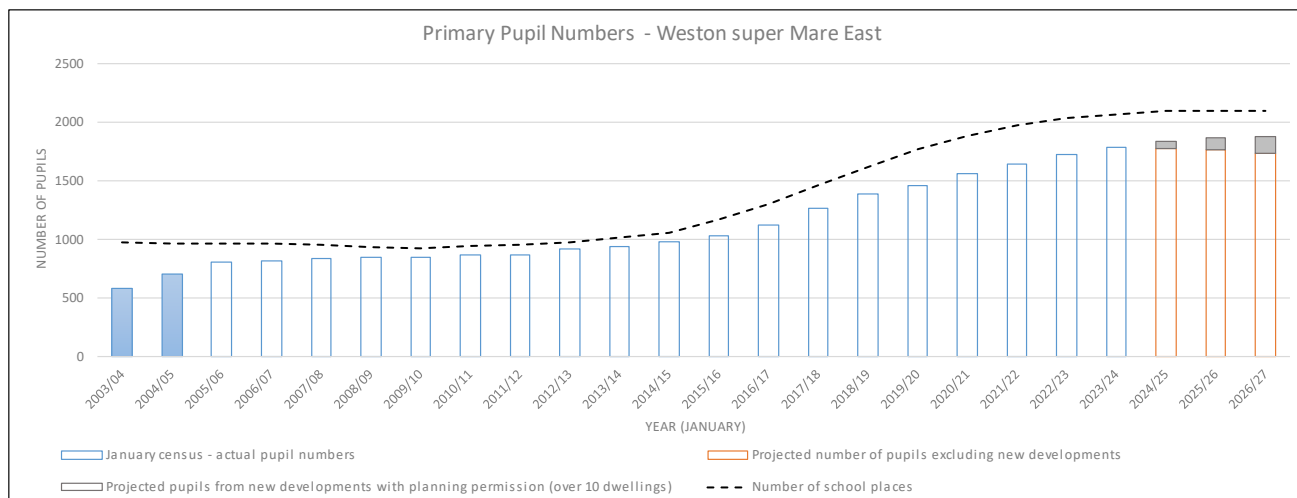
Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
34	Locking Primary School	Extended Learning Academies Network	Good 16/03/2022	4-11	405	60	301 93% full Fluctuating ~	£8,288	This school has previously been expanded from a 315 to a 420-place school. The site is appropriate to the size of its larger intake.
42	Parklands Educate Together Primary	Educate Together	Good 18/01/2023	3-11	450	60	360 78% full Fluctuating ~	£0	The site and school buildings have been developed with the core infrastructures of a 630-place school. The school has opened as a 420-place school and will require new classrooms to enable it to expand to meet a higher intake.
47/48	St Anne's Church of England Primary School	The Priory Learning Trust	Good 05/05/2022	2-11	420	60	420 92% full Fluctuating ~	£39,407	The school site in West Wyck, that opened in 2014, has been designed with the core infrastructure of a 315-place school site and could accommodate an extra 105 pupils once extra classrooms are delivered. The site in Hewish is constrained.

North Somerset Pupil Projections 2023-2027

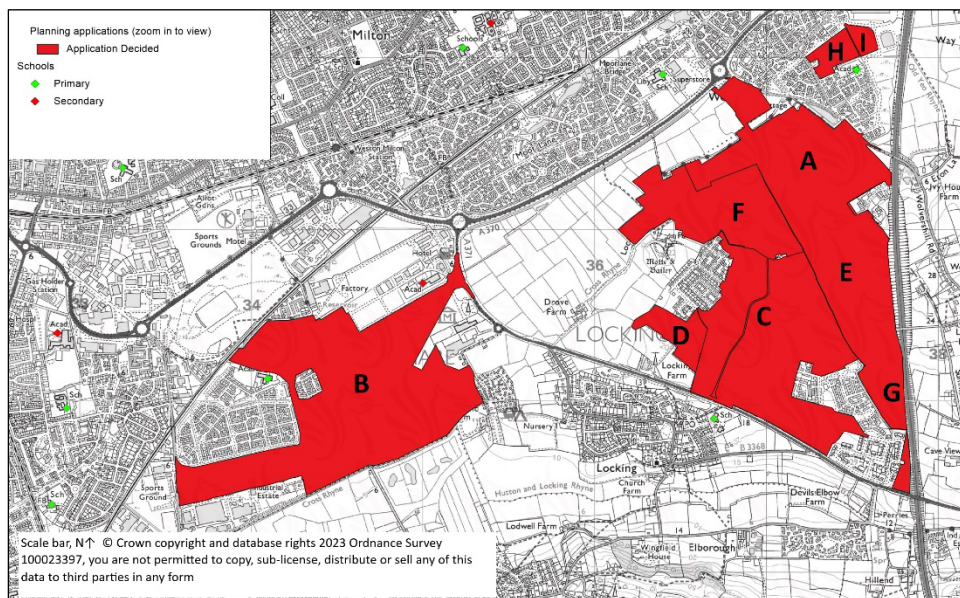
Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2023-2027 Year R Pupil Projections sheet)				
	Net Capacity	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027
WSM East Group																
Haywood Village Academy	Academy	420	420	420	420	420	421	420	413	414	410	-1	0	7	6	10
Hérons' Moor Academy	Academy	420	420	420	420	420	415	417	417	416	414	5	3	3	4	6
Locking Primary School	Academy	420	420	420	420	420	258	243	242	237	229	162	177	178	183	191
St Anne's Church Academy	Academy	420	420	420	420	420	384	384	371	355	339	36	36	49	65	81
Parklands Educate Together Primary	Academy	390	420	420	420	420	279	311	334	347	349	111	109	86	73	71
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	12	19	28	39	0	-12	-19	-28	-39
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	52	79	117	166	0	-52	-79	-117	-166
Group total		2,070	2,100	2,100	2,100	2,100	1757	1839	1875	1914	1946	313	261	225	186	154

Weston East Primary Cluster future projections

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



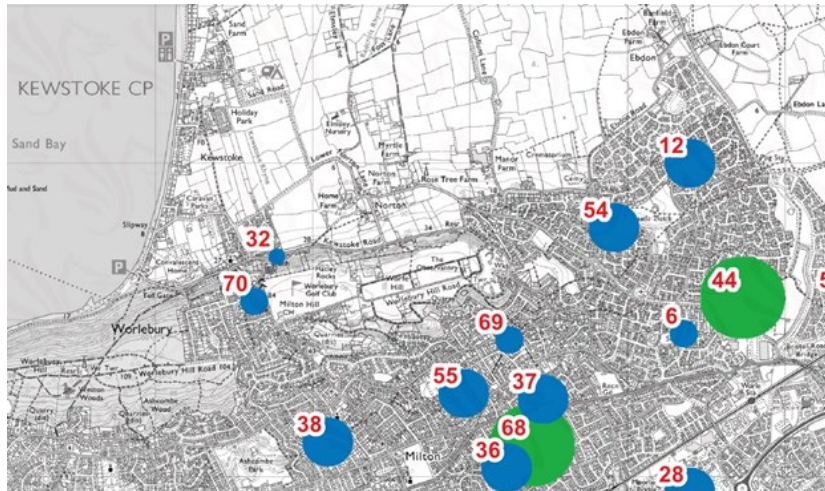
Weston-super-Mare East Cluster – new housing



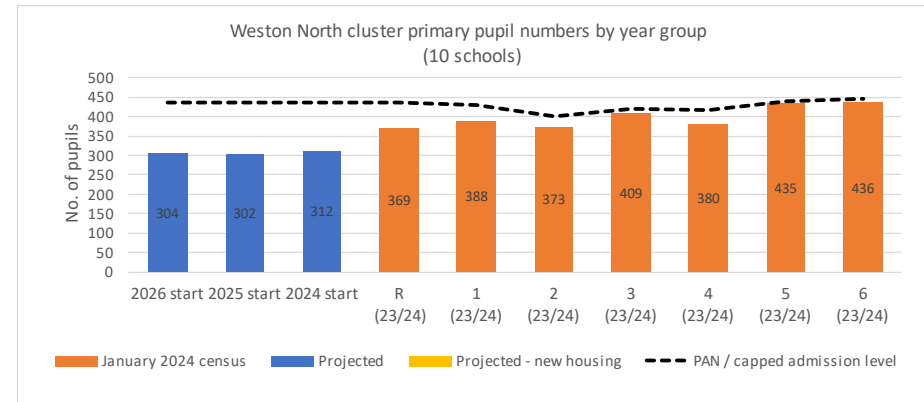
Map Ref	Weston East	Permission Date	Site	No. of dwell.	No with full permission	Properties occupied April 2024
A	12/P/1266/OT2	08/04/2015	Land South of Churchland Way, Wolvershill Road Banwell	900	586	263
B	12/P/1510/OT2	17/01/2018	Former Weston Airfield Winterstoke Road WsM (Phase 2)	1650	936	261
C	13/P/0997/OT2	17/07/2015	Locking Parklands, Locking Moor Road, Locking	1200	433	303
D	16/P/1881/OT2	17/01/2018	Land West of Locking Parklands Parklands Village Locking	300	248	131
E	16/P/2744/OT2	27/10/2017	Land off Wolvershill Road/Churchlands Way (Parklands Village)	250	88	78
F	16/P/2758/RG4	12/01/2018	Land to the South of Locking Head Drove Locking	700	425	0
G	18/P/3038/OUT	09/11/2020	Land To The West Of M5 And East Of Trenchard Road Locking	75	75	0
H	19/P/0413/FUL	31/10/2019	West Acre Caravan Park West Acres Farm Wolvershill Road	125	125	120
I	20/P/0792/FUL	23/04/2021	Land At Scot Elm Drive Weston-super-Mare	57	57	10
Total				5257	2973	1166

Weston North Primary Cluster - current picture

10 primary-age schools, 2790 pupils, schools are 93% full, 435 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
6	Becket Primary School	Kaleidoscope MAT	Requires improvement 15/05/2024	2-11	252	30	211 84% full Fluctuating ~	£0	A feasibility study would be required to determine if extra admissions are possible.
12	Castle Batch Primary School	The Priory Learning Trust	Good 25/05/2022	2-11	388	60	420 100% full Stable--	£121,539	A feasibility study would be required to determine if extra admissions are possible.

Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
32	Kewstoke Primary School	Maintained	Good 07/06/2018	3-11	105	15	105 54% full Fluctuating ~	£1,644	The school site is very constrained.
36	Mead Vale Primary School	Extended Learning Academies Network	Requires improvement 23/06/2022	4-11	250	30	215 98% full Fluctuating ~	£0	A feasibility study would be required to determine if extra admissions are possible.
37	Mendip Green Primary School	Extended Learning Academies Network	Good 11/01/2023	4-11	654	90	610 102% full Fluctuating ~	£41,560	The school was expanded in 2012 to a 630-place school. The site size is appropriate for this intake.
50	St Georges Church School	Bath & Wells MAT	Good 03/04/2019	3-11	210	30	210 97% full Stable --	£1,613	This school site is appropriate for its 210-place intake.

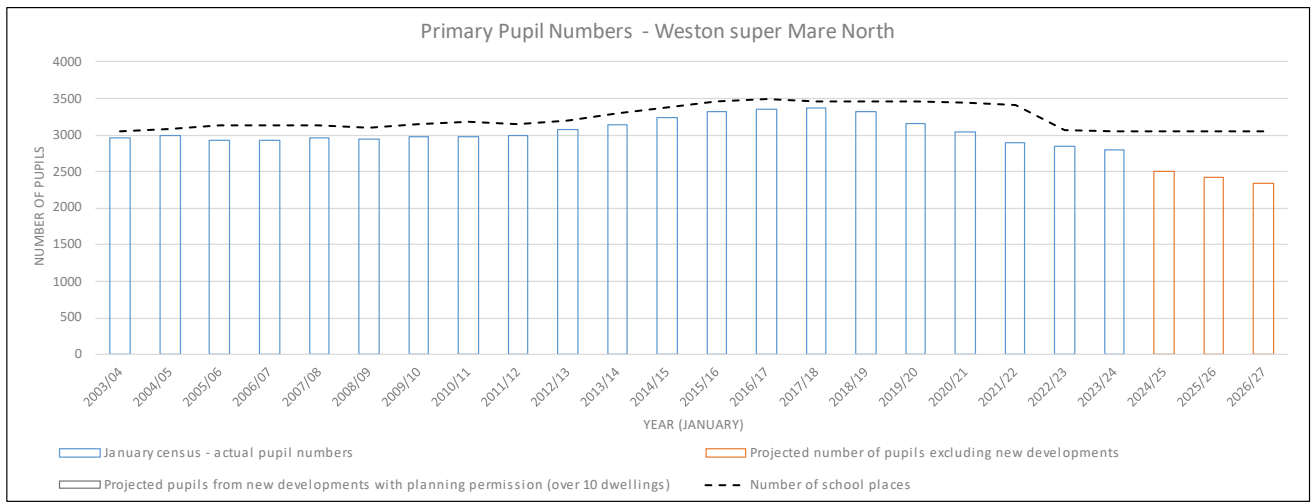
Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
54	St Mark's Ecumenical Anglican/Methodist Primary School	Bath & Wells MAT	Good 24/04/2019	4-11	420	60	436 92% full Decreasing ↓	£0	The school site is appropriate for its 420-place intake.
55	St Martin's Church of England Primary School	Kaleidoscope MAT	Good 12/01/2022	4-11	420	60	364 88% full Decreasing ↓	£1,573	The school was expanded in 2012 to a 630-place school. Whilst the school is now a 420-place setting, its site is capable of taking extra pupils.
69	Worle Village Primary School	Kaleidoscope MAT	Good 09/02/2022	5-11	210	30	210 90% full Decreasing ↓	£44,703	This school is on a constrained site.
70	Worlebury St Pauls Church of England Primary School	Bath & Wells MAT	Good 19/06/2019	4-11	210	30	210 90% full Increasing ↑	£0	This school was expanded in 2011 from a 120 to a 210-place school.

North Somerset Pupil Projections 2023-2027

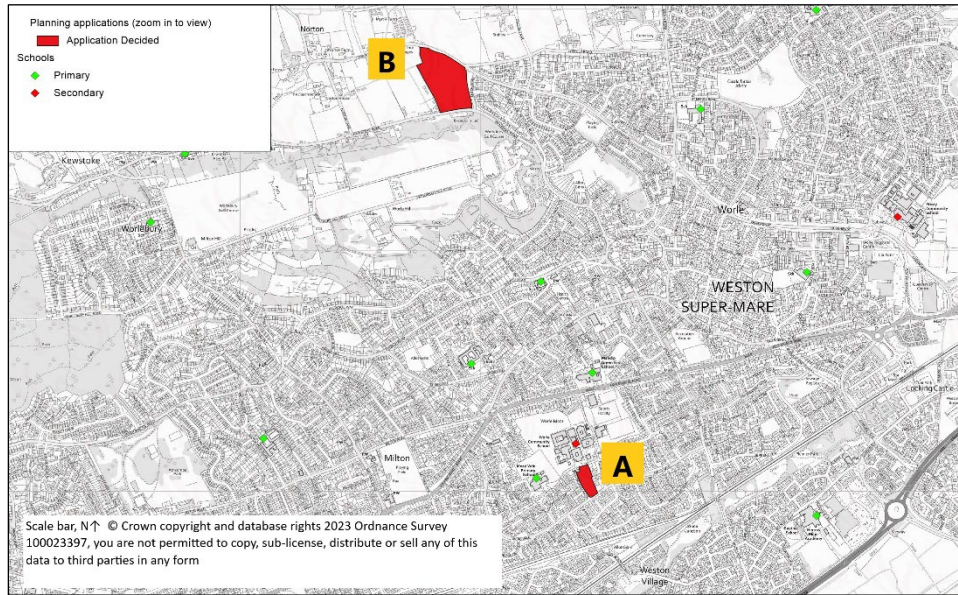
Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2023-2027 Year R Pupil Projections sheet)					
	Net Capacity	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	
WSM North Group																	
Becket Primary School	Academy	210	210	210	210	210	163	158	145	144	135	47	52	65	66	75	
Castle Batch Primary*	Academy	420	420	420	420	420	414	398	388	385	370	6	22	32	35	50	
Kewstoke Primary School	105	105	105	105	105	105	69	69	66	65	64	36	36	39	40	41	
Mead Vale Community Primary School	Academy	240	210	210	210	210	210	203	200	190	188	30	7	10	20	22	
Mendip Green Primary School	Academy	630	630	630	630	630	608	595	569	542	516	22	35	61	88	114	
St Mark's Ecumenical Anglican/Methodist Primary School	Academy	420	420	420	420	420	398	380	365	353	343	22	40	55	67	77	
St Martin's Church of England Primary	Academy	420	420	420	420	420	311	292	259	244	240	109	128	161	176	180	
St Georges Church School	Academy	210	210	210	210	210	204	193	187	188	182	6	17	23	22	28	
Worle Village Primary School	Academy	210	210	210	210	210	179	167	153	141	137	31	43	57	69	73	
Worlebury St Pauls CEVA Primary School	Academy	210	210	210	210	210	185	180	175	174	167	25	30	35	36	43	
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0	
Estimated Year R pupils from new housing							0	0	0	0	0	0	0	0	0	0	0
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	0	0	0	0	0	0	0	0	0	
Group total	105	3,075	3,045	3,045	3,045	3,045	2741	2635	2507	2426	2342	334	410	538	619	703	

Weston North Primary Cluster future projections

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



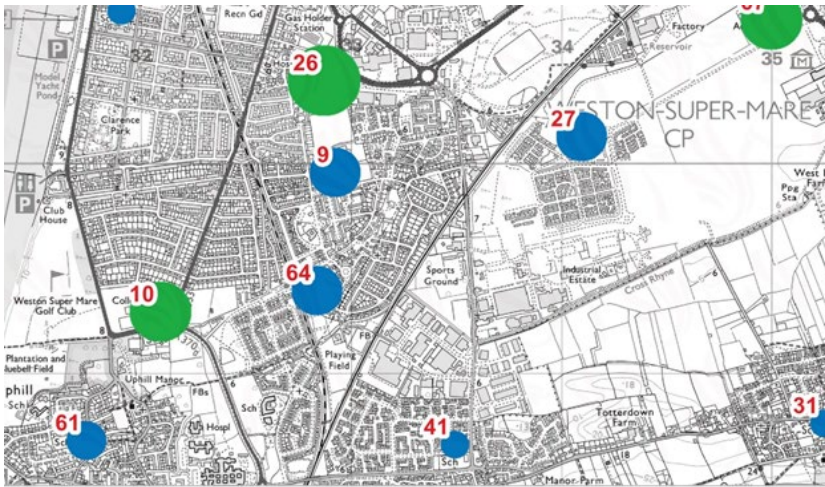
Weston-super-Mare North Cluster – new housing



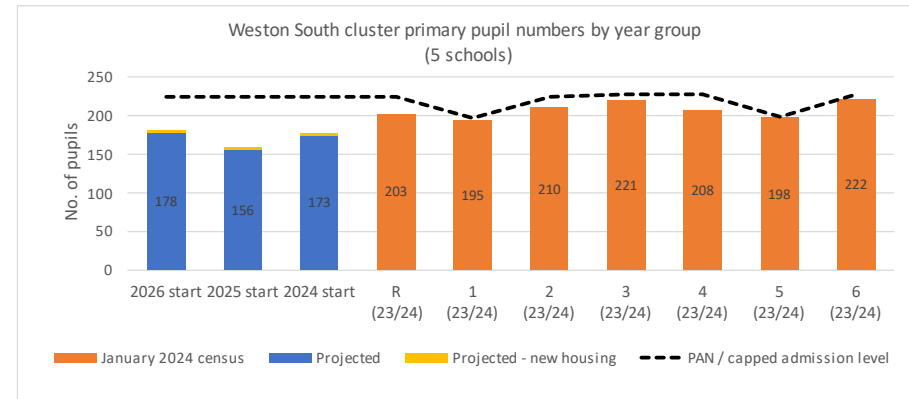
Map Ref	Weston North	Permission Date	Site	No. of dwell.	Properties occupied April 2024
A	20/P/2446/OUT	13/12/2022	Land At Nightingale Court Nightingale Close Weston-super-Mare	29	0
B	21/P/3529/OUT	18/10/2023	Land Off Anson Road Kewstoke	70	0
Total				29	0

Weston South Primary Cluster - current picture

5 primary-age schools, 1457 pupils, schools are 95% full, 225 Reception places



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Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
9	Bournville Primary School	Extended Learning Academies Network	Outstanding 21/05/2015	2-11	528	60	420 99% full Stable --	£909	This school was replaced with a new build in 2008 on a site appropriate to its size.
31	Hutton Church of England Primary School	Kaleidoscope MAT	Good 10/02/2022	4-11	206	30	219 95% full Stable --	£5,986	The partial replacement of this site incorporated the potential for it to expand by another 105 places, although parking and other local constraints may prove problematic.

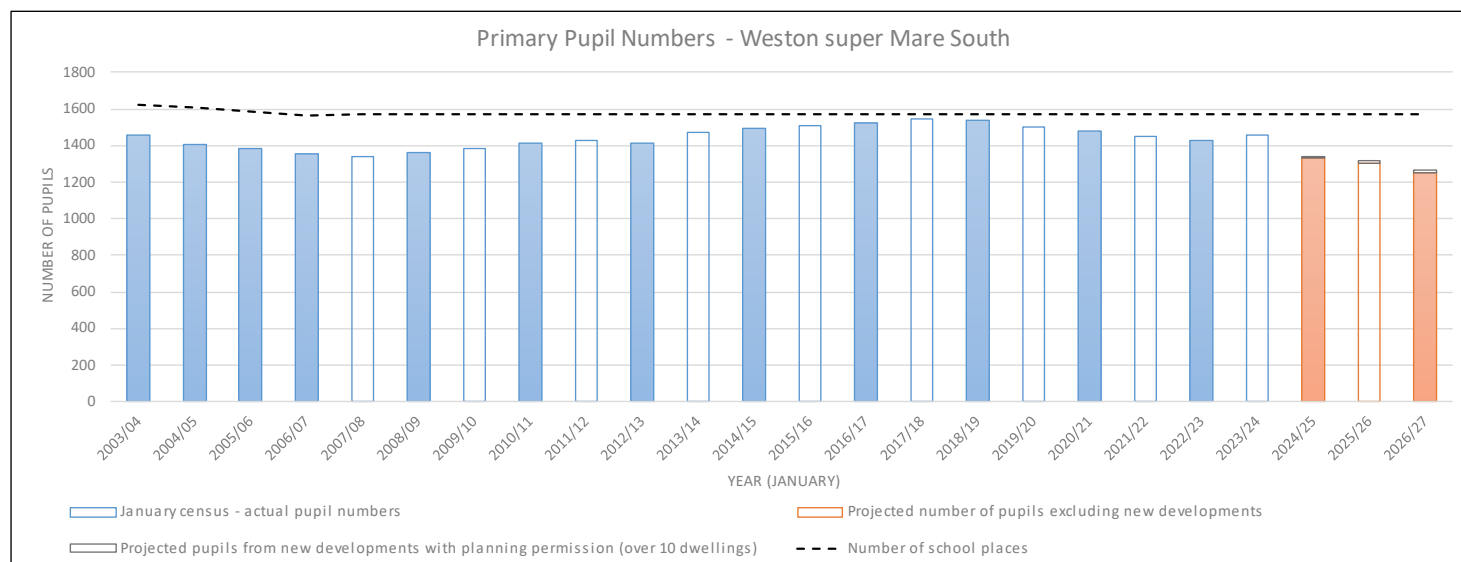
Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y6-R	Home to School Transport	Site considerations
41	Oldmixon Primary School	Extended Learning Academies Network	Good 12/01/2022	2-11	210	30	210 99% full Stable --	£0	This site has the potential to expand from a 210 to a 420-place school subject to planning permission and other approvals.
61	Uphill Primary School	Cabot Learning Federation	Good 19/07/2023	4-11	315	45	315 100% full Stable --	£0	This site is constrained and suitable for its 315-place intake only.
64	Windwhistle Primary School	Extended Learning Academies Network	Good 02/03/2022	3-11	420	60	364 86% full Fluctuating ~	£0	The size of this site is appropriate to its 420-place intake.

North Somerset Pupil Projections 2023-2027

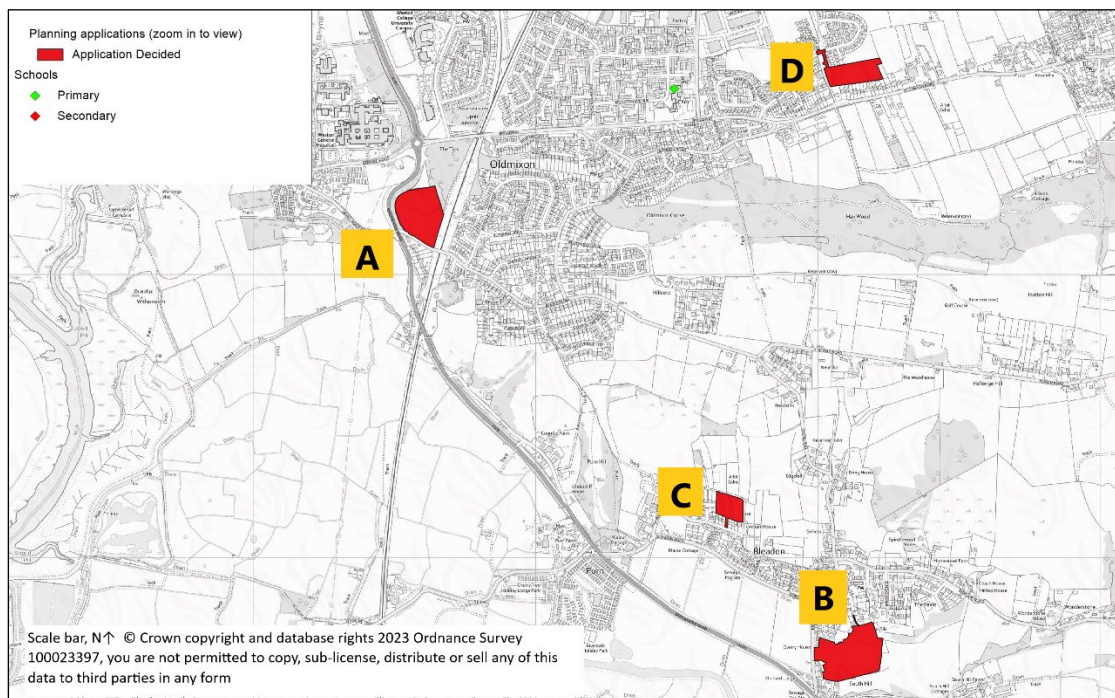
Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2023-2027 Year R Pupil Projections sheet)				
	Net Capacity	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027	2023	2024	2025	2026	2027
WSM South Group																
Bournville Primary School	Academy	420	420	420	420	420	403	392	374	364	349	17	28	46	56	71
Hutton Church of England Primary School	Academy	210	210	210	210	210	200	191	182	174	164	10	19	28	36	46
Oldmixon Primary School	Academy	210	210	210	210	210	204	201	199	195	190	6	9	11	15	20
Uphill Village Academy	Academy	315	315	315	315	315	316	309	296	294	286	-1	6	19	21	29
Windwhistle Primary School	Academy	420	420	420	420	420	284	277	282	278	263	136	143	138	142	157
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	1	3	3	4	0	-1	-3	-3	-4
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	3	10	14	14	0	-3	-10	-14	-14
Group total	0	1,575	1,575	1,575	1,575	1,575	1407	1374	1346	1322	1270	168	201	229	253	305

Weston South Primary Cluster future projections

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



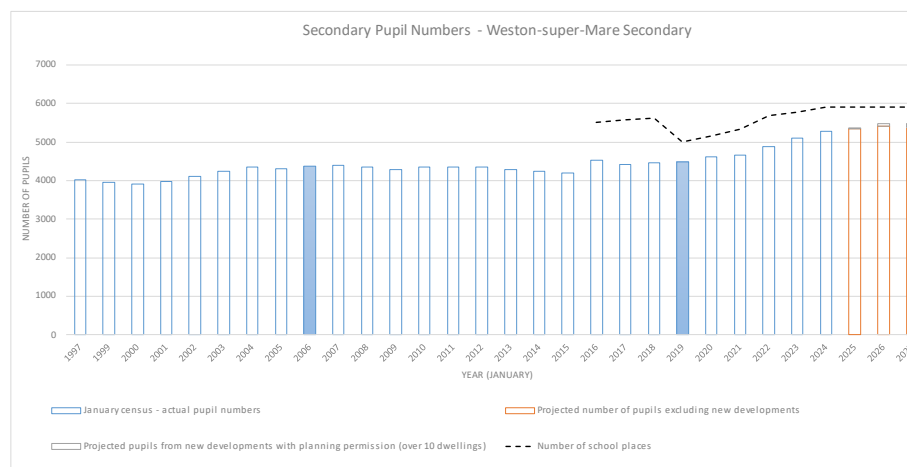
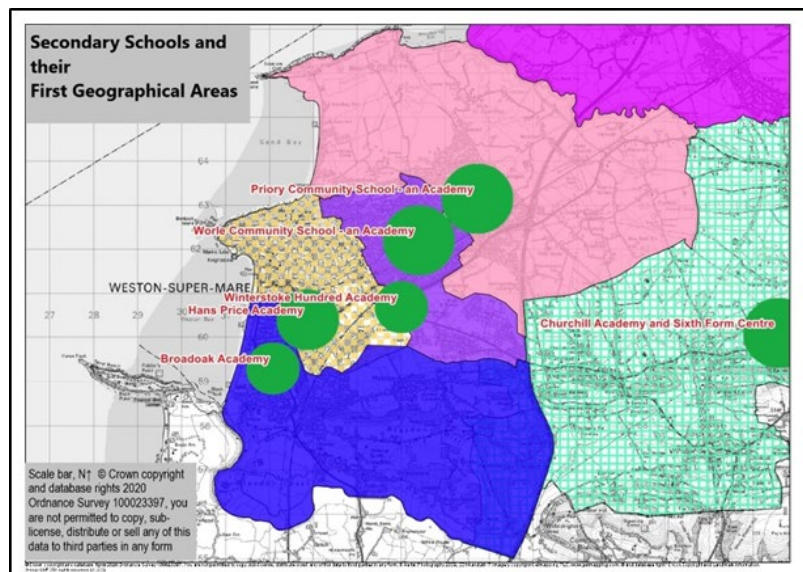
Weston-super-Mare South Cluster – new housing



Map Ref	Weston South	Permission Date	Site	No. of dwell.	Properties occupied April 2024
A	17/P/1138/O	22/07/2019	Land adjacent to Bridgwater Road, Weston-super-Mare	60	0
B	19/P/0835/OUT	01/03/2021	Bleadon Quarry Bridge Road Bleadon Weston-super-Mare	42	0
C	21/P/0527/OUT	08/07/2022	Land Off Purn Way Bleadon	14	0
D	21/P/0965/OUT	07/07/2022	Land Adjacent To Woodside Avenue Hutton	16	0
Total				132	0

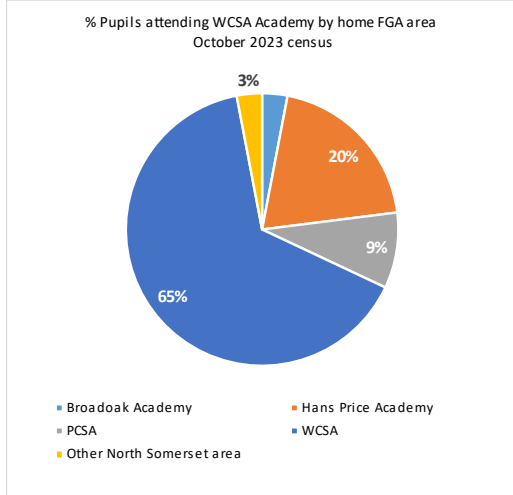
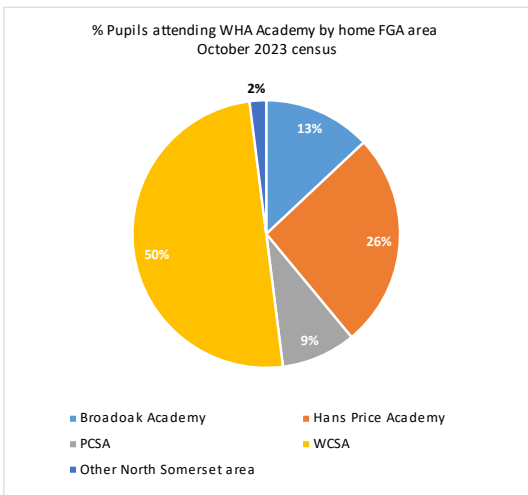
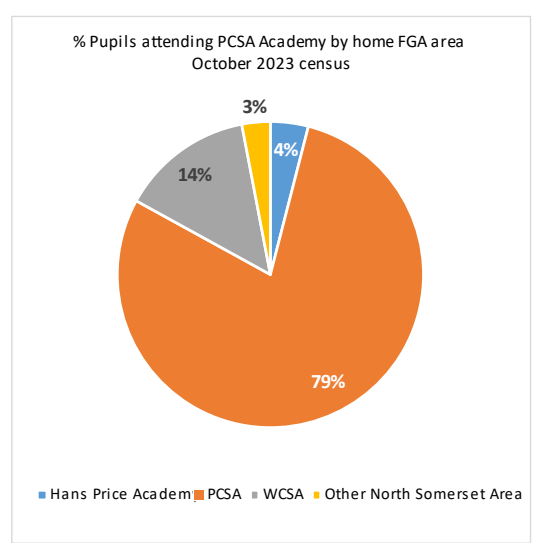
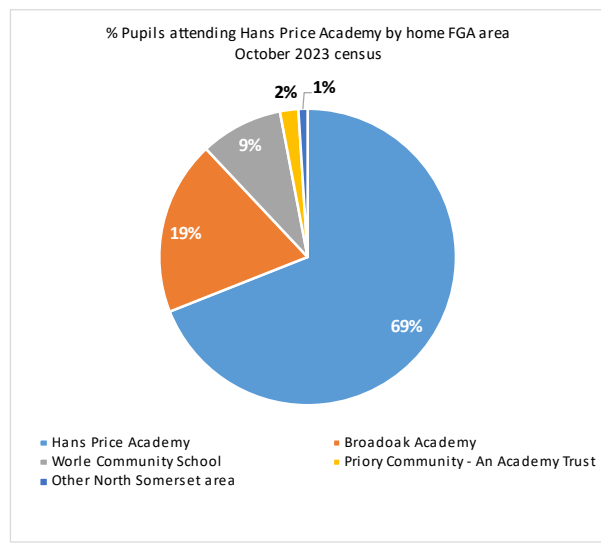
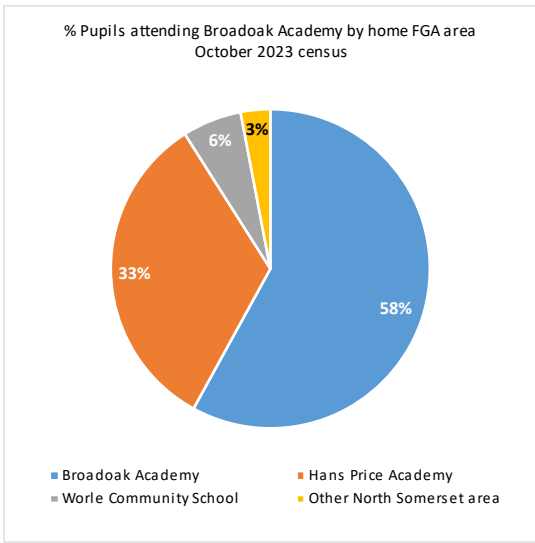
Weston-super-Mare Secondary Cluster – current picture

5 secondary-age schools, 5149 pupils, schools are 92% full, 1140 Year 7 places



Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y11-7	Annual transport costs	Site considerations
10	Broadoak Academy	Cabot Learning Federation	Good 08/11/2023	11-16	Not recorded	180	900 76% full Fluctuating ~	£15,021	This site is suitable for a 900-place school.
26	Hans Price Academy	Cabot Learning Federation	Good 01/12/2023	11-16	1050	210	1080 97% full Fluctuating ~	£24,445	This site is suited to a 1,050-place school. Whilst it had, at academy transfer, a capacity of 1,200 places, the DfE have agreed that this capacity was too high.

Map Ref	School	MAT	Latest Ofsted inspection	Age Range	Net Capacity	PAN	Pupil Capacity % full Trend Y11-7	Annual transport costs	Site considerations
44	Priory Community School - an Academy	The Priory Learning Trust	Good 21/02/2024	11-16	1500	300	1530 98% full Stable --	£89,485	A feasibility study would be required to determine if a further expansion would be possible.
67	Winterstoke Hundred Academy	Cabot Learning Federation	Good 15/11/2023	11-18	950	150	600 92% full Increasing ↑	£4,775	A 900-place second WHA site at Locking Parklands opened in January 2024. This site has been built with the infrastructure of a 1,200 place school but would require extra classrooms to facilitate this. Across the 2 sites – Beaufort Road and Locking Parklands - there are 1,650 physical places with the sites having some of the wider infrastructure in place for 1,950 places subject to extra classrooms being provided at Locking Parklands.
68	Worle Community School - an Academy	The Priory Learning Trust	Requires improvement 15/11/2023	11-16	1500	300	1460 93% full Fluctuating ~	£44,703	A feasibility study would be required to determine if extra admissions are possible.



Weston-super-Mare Secondary Cluster – future projections

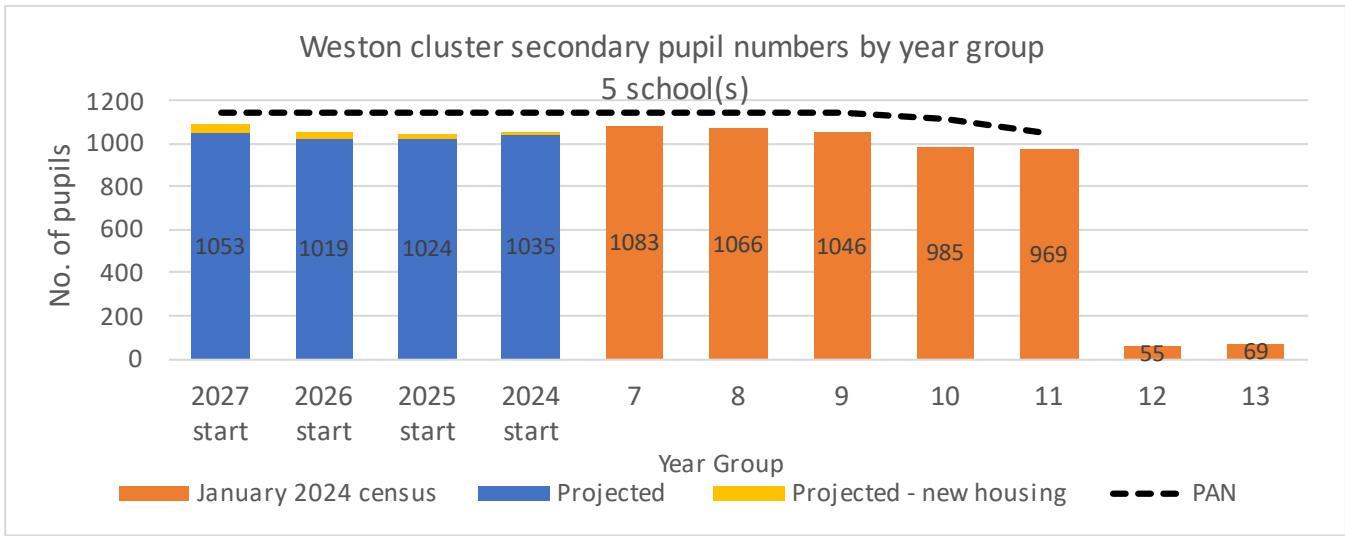
SECONDARY SCHOOL PREDICTED PUPIL NUMBERS 2023 - 2029

Secondary School Projections shown including and excluding housing gain, years 7-13

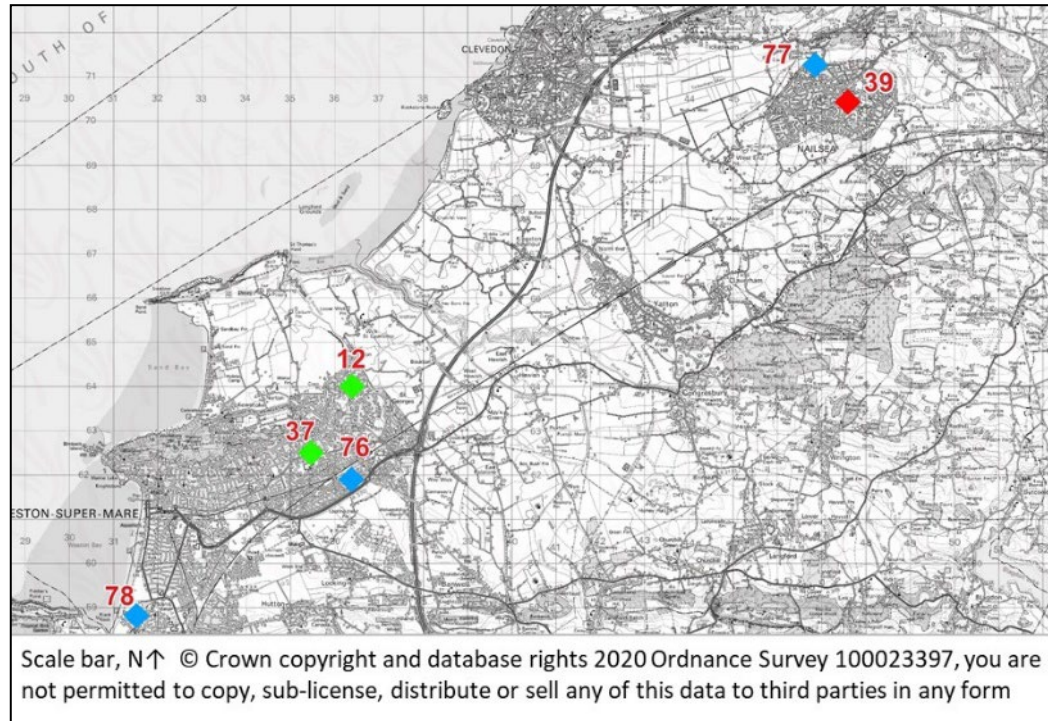
School	Net Capacity	Predicted demand (number of pupils)							Predicted empty places (negative values = shortfall)						
		2023	2024	2025	2026	2027	2028	2029	2023	2024	2025	2026	2027	2028	2029
Broadoak Academy	Academy	642	628	640	672	710	739	759	258	272	260	228	190	161	141
Y7-11 pupils from new developments		0	5	5	9	10	11	10							
Broadoak Total (incl new deveopments)		642	633	645	681	720	750	769	258	267	255	219	180	150	131
Hans Price Academy	Academy	1042	1018	1023	1023	1024	1009	969	8	32	27	27	26	41	81
Y7-11 pupils from new developments		0	19	20	15	15	16	39							
Hans Price Total (incl new deveopments)		1042	1038	1043	1038	1039	1025	1008	8	12	7	12	11	25	42
Priory Community School	Academy	1522	1487	1483	1453	1436	1401	1374	8	43	17	47	64	99	126
Y7-11 pupils from new developments		0	0	0	0	0	0	0							
Priory Total (incl new deveopments)		1522	1487	1483	1453	1436	1401	1374	8	43	17	47	64	99	126
Worle Community School	Academy	1353	1334	1362	1362	1367	1333	1334	147	166	138	138	133	167	166
Y7-11 pupils from new developments		0	0	0	0	0	0	3							
Worle Total (incl new deveopments)		1353	1334	1362	1362	1367	1333	1337	147	166	138	138	133	167	163
Winterstoke Hundred Academy	Academy	711	869	904	885	806	827	820	89	81	46	65	144	123	130
Y7-11 pupils from new developments		0	13	29	60	144	123	130							
Winterstoke Hundred (incl new developments)		711	882	934	945	950	950	950	711	869	904	885	806	827	820

Weston-super-Mare Secondary - future projections

Pupil numbers in Weston Secondary schools are predicted to decrease with the exception of Broadoak. Winterstoke Hundred Academy serves a new development and therefore numbers are forecast to grow.



SEND schools cluster – current picture



Map Ref	School	MAT	Type of Establishment (name)	Latest Ofsted inspection	Age Range	Net Capacity	% full Trend	Annual transport costs	Site Considerations
76	Baytree Special	Maintained	Community special school	Good 29/06/2023	3-19	120	100% Increasing ↑	£293,638	There have been 4 remodelling projects to provide extra capacity at this school's Worle site. No further increases are possible as this school is co-located with another school and Council services on a constrained site. A second site for 65 – 85 learners opened on 19 February 2024 in Clevedon. The school's new Place Value from September 2023 rose from 72 to 120, although there could be the physical capacity for at least 154 pupils across the two sites. Any formal increase would need to be subject to a statutory consultation.
77	Ravenswood Special	Maintained	Community special school	Good 14/06/2023	3-19	134 - 140	100% Demand is increasing ↑	£408,594	A small expansion of the school was delivered in September 2021 taking its Place Value to between 134 and 140 places. The site could facilitate extra places, subject to all necessary approvals, although new accommodation would be required.

Map Ref	School	MAT	Type of Establishment (name)	Latest Ofsted inspection	Age Range	Net Capacity	% full Trend	Annual transport costs	Site Considerations
78	Westhaven Special	Maintained	Foundation special school	Requires Improvement 15/06/2022	4-19	156	100% Demand is increasing ↑	£342,000 + Pathways @ Westhaven £18,405	The school has been expanded and remodelled to enable it to accommodate infant and post-16 pupils from 2019 and 2020 respectively. The site is suitable in size for its current provision.
79	Lime Hills Academy	Academy	Free School	TBA	5 - 16	65	Demand exceeds these new places ↑		This school opened to 29 secondary-aged pupils in temporary accommodation in Nailsea in September 2022. In September 2024 it will operate from two temporary sites in Nailsea and Weston super Mare and will support up to 54 pupils. Planning permission for the DfE to deliver its 65-place permanent buildings was approved by the North Somerset Planning Authority (subject to conditions) on 13 December 2023. The conditions were still outstanding in August 2024. It will move to its permanent accommodation, hopefully, by September 2026.

Map Ref	School	MAT	Type of Establishment (name)	Latest Ofsted inspection	Age Range	Net Capacity	% full Trend	Annual transport costs	Site Considerations
39	Nailsea School ASD Resource Base	Wessex Learning Trust	Secondary	Good 13/03/2024	11-18	10	80%	£22,402	The size of the Nailsea Resource Base is appropriate to the services offered The Resource Base has been future proofed to enable further placements.
12	Castle Batch Primary School Academy Speech and Language Resource Base	Priory Learning Trust	Primary	Good 25/05/2022	4-11	20	Average pupil numbers (2016-17 to 2020-21) = 16 Currently 75% full.	£34,394	The size of the Castle Batch Resource Base is appropriate to the services offered The overall school site is constrained.
37	Mendip Green Primary School Hearing and Language Resource Base ASD Resource Base	Extend Learning Academies Network	Primary	Good 11/01/2023	5-11	11 10	Average pupil numbers from 2015-16 to 2020-21 = 9 Currently 10 pupils 91% full		The sizes of the Mendip Green Resource Bases are appropriate to the services offered. The ASD Resource Base opened in September 2021.

Map Ref	School	MAT	Type of Establishment (name)	Latest Ofsted inspection	Age Range	Net Capacity	% full Trend	Annual transport costs	Site Considerations
34	Locking Primary MLD with Development Delay Resource Base	Extend Learning Academies Network	Primary	Good 16/03/2022	4 - 11	10	This base opened in September 2023		The size of the Locking Primary Resource Base is appropriate to the services offered. It opened in September 2023 in temporary accommodation on the school site. Its permanent buildings were available from June 2024.
38	Milton Park Primary ASD with MLD Resource Base	Extend Learning Academies Network	Primary	Good 20/01/2022			This base opened in September 2023		The size of the Milton Park Primary Resource Base is appropriate to the services offered The Resource Base opened in September 2023.

SEND Cluster – future projections

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

Figure 1 below shows the number of students with EHCPs between 2017 and 2023 and the projected number through to 2027.

For details of our latest SEND and Pupil Referral Unit Strategies and data, please see Appendix 2.

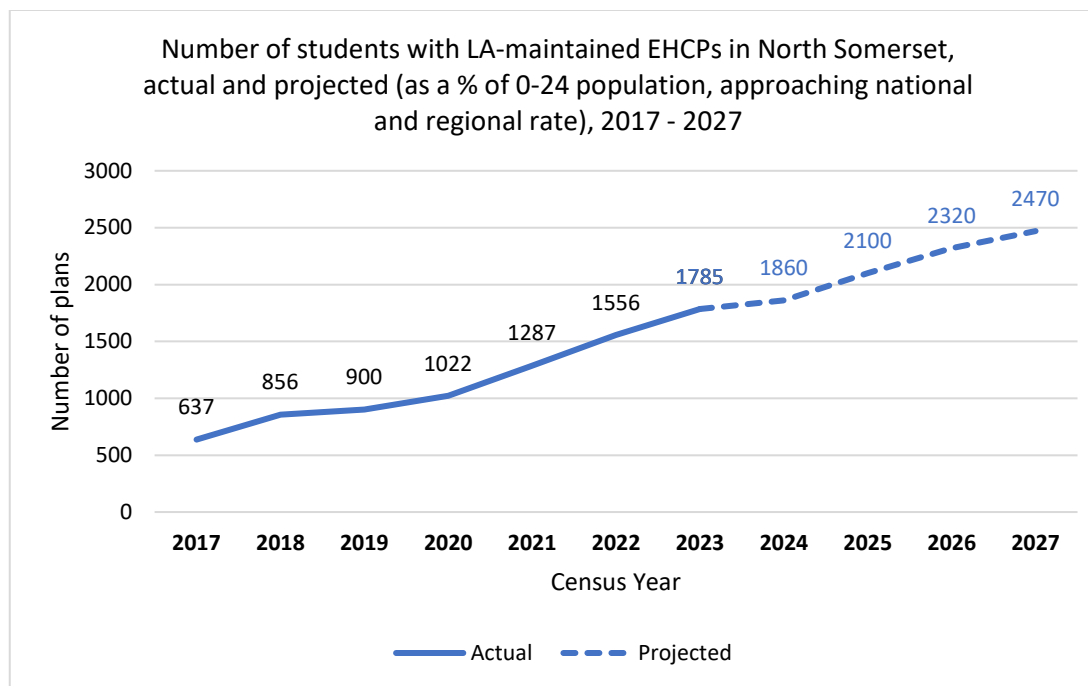
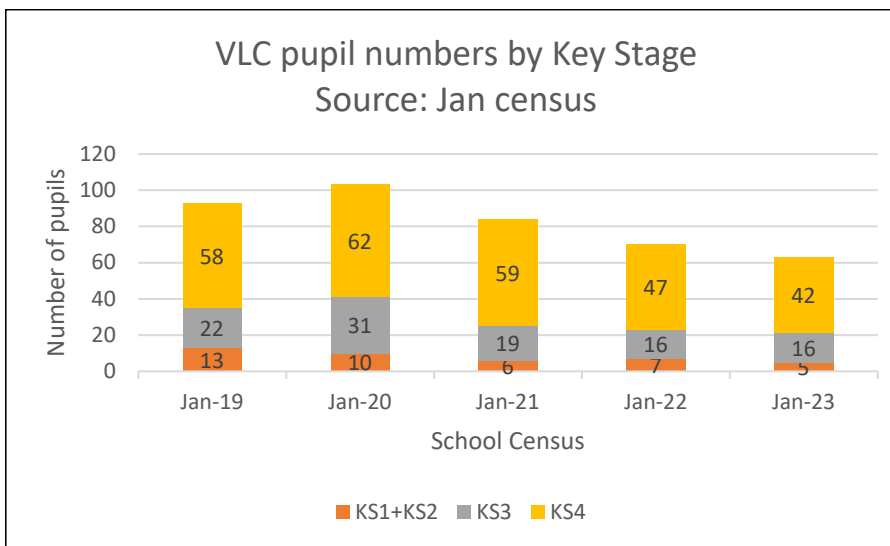


Figure 1. Source: Department for Education, Education, health and care plans: England 2023 (published 8 June 2023) and North

Pupil Referral Unit



Map Ref	School	MAT	Type of Establishment (name)	Latest Ofsted inspection	Age Range	Net Capacity	% full Trend	Home to School Transport	Site Considerations
80	Voyage Learning Campus (AP)	Maintained	Pupil referral unit	Good 13-07-2022	4-16	80	126% Demand is above the capacity of the school	£160,322	<p>The VLC is set across two sites. A new demountable building was added to the VLC's site in Milton, Weston-super-Mare in July 2021. The Oldmixon site in Weston-super-Mare is leased.</p> <p>The site in Milton is due to be updated in 2024/25 to meet wider delivery needs.</p> <p>It is hoped a new site will be found to replace the Oldmixon facility in 2024/25.</p>

Action Plans Detailed by Cluster ~ 2021 – 2024 and 2024 - 2027

This section provides a summary of the actions that are being delivered during the period 2021 – 2024 (as detailed in the tables that are RAGB rated as shown in the chart below), with the proposed delivery plans for the period 2024 – 2027 below for each of the school planning clusters.

Following the launch of consultations on the government’s proposed planning reforms, North Somerset Council is reviewing its draft Local Plan 2025 – 2040. The plan – which was first consulted on in 2020 and has been shaped by three more rounds of public consultation – was set to go out for a final round of consultation later this year, before being submitted for independent examination. This consultation will not now take place, pending consideration of the updated government guidance and any further work which may be required.

The government’s proposed planning reforms have major implications for our proposed Local Plan. The new standard method has calculated a need for 23,805 dwellings in North Somerset over the next 15 years, almost 9,000 dwellings more than our current Local Plan target. The council is working hard to review our draft plan in light of the government’s announcements and hopes to progress this as quickly as possible.

The recommendations below could therefore change.

RAGB rating codes

Colour	Meaning
Blue	Complete
Green	No longer required/ In progress – on track for delivery
Amber	Some delays, but recoverable or not time critical
Red	At risk of not being delivered in the life of this plan

Backwell Clusters– 2021-2024 Actions Review

	Action	Outcome and RAG rating
1	Backwell (Yatton) - To open Chestnut Park Primary in Yatton by 1 September 2021.	Completed to time and budget.
2	By September 2023, to work with the Lighthouse Schools Partnership and Yatton Infant and Junior Schools to review demand for places in this part of the village. This may include a reduction in each school's Planned Admissions Number (PAN) to reflect a decline in pupil numbers.	Yatton Infant School's PAN reduced to 60 in September 2023. The PAN of the junior school will also change to align with demand from the infant school at transition.
3	By September 2023, to work with the Lighthouse Schools Partnership and West Leigh Infant (WL) and Backwell Junior (BJ) Schools to review demand for places in the village. This may include a reduction on each school's Planned Admissions Number (PAN) to reflect a decline in pupil numbers in this part of the village if new developments are not forthcoming.	<p>These schools were last updated about current and potential demand as part of an annual conversation in January 2023.</p> <p>At the end of the 2022/23 school year WL Infants was at 86% and BJ at 100% capacity. In April 2024 WL was at 78% and BJ at 98% capacity. The PAN will need to be kept under review in the updated plans.</p>
4	To review the need for breach secondary places if local demand exceeds supply due to new housing as part of the Local Plan outcomes.	All young people living in the Backwell FGA area whose application was received by the application closing date have been offered a place at bulk Year 7 entry point during the life of this plan (to date).
5	<p>To formally assess the need for a new secondary school in/close to Yatton and create a new secondary-school cluster in the centre of North Somerset. This may include a site allocation in the next Local Plan. Any competition for a sponsor for this new school and funding to progress school building would take place outside the life of this plan, as demand dictates.</p> <p>To formally review the need for new secondary places across the cluster that may or may not include an expansion of Backwell Secondary School if options to create a new secondary school within another newly created secondary- school cluster are not progressed.</p>	<p>Independent consultants have been employed to develop site option appraisals with a view to include a site in the new Local Plan. Early discussions with landowners are in progress.</p> <p>All new bulk secondary -aged applications for the cluster were met within the school's PAN during the life of this plan.</p>

	Action	Outcome and RAG rating
5	To work with Backwell School to formally review its FGA area considering new housing villages if developed and if required.	Not needed in the 2021- 24 period. To be kept under review as part of the Local Plan developments.
6	To consider the implications of the new Local Plan (once agreed) on this cluster.	The Local Plan is not yet agreed.

Backwell Clusters – 2024-2027 Future Actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	To continue to keep demand for primary-aged places in Long Ashton and Flax Bourton under review, noting there is a predicted 20% of surplus places by 2027.	September 2027.		PANs will reflect demand needs.
2	To continue to review primary-aged demand in Yatton and Claverham, noting that demand is likely to increase by 2027. This will include: <ul style="list-style-type: none"> Continuing with discussions with the Yatton schools to monitor demand. Supporting the creation of breach classes at Yatton I&J and Chestnut Park Primary (in that priority dependent on room availability at Yatton I&J schools) if required. Considering options for the provision of an extra classroom at Yatton Infant School as part of their 2023 fire rebuild scheme. Keeping the expansion of Chestnut Park from a 210 to a 420- place site under review. 	As required, and possibly by September 2025		Children in Yatton will have access to a local school place and increases in place availability will be progressed as required.
3	To continue to keep demand for primary-aged places in Backwell under review, noting there is a predicted 30% of surplus places by 2027.	As required, and possibly by September 2026.		PANs will reflect demand needs.
4	To continue to review the need for breach secondary places if local demand exceeds supply due to new housing as part of the Local Plan outcomes.	As required.		To ensure local pupils who apply on time can access local secondary school places.

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
5	To identify a new secondary school site in/around Yatton as part of the Local Plan determinations. Any competition for a sponsor for this new school and funding to progress a new school building would take place outside the life of this plan as demand dictates.	By September 2024.		A new site is identified in the Local Plan
6	To work with Backwell School to formally review its FGA area in light of the Local Plan if required.	As required.		Children living in and around Backwell, including those from new developments, who apply on time for places will have access to a local school place.
7	<p>To consider the implications of the new Local Plan (once agreed) on this cluster. At this time, in response to c536 new homes, it could in the longer-term future (2025 – 2040) include:</p> <ul style="list-style-type: none"> • 1 x new 210 - 315-place primary school • Expansions to the Yatton Infant and Junior Schools/Chestnut Park Primary • Secondary school contributions to accommodate pupils in a new school in/around Yatton who would be displaced by the new developments 	Ongoing.		To ensure that if new housing areas are agreed, the correct infrastructure for school and early years places is available.

Churchill Clusters– 2021 – 2024 Actions Review

	Action	Outcome and RAG rating
1	To keep the demand for schools in villages with significant surplus places in the cluster under review and work to remove these if appropriate	<p>These schools were last updated about current and potential demand as part of an annual conversation in April 2023</p> <p>At the end of the 2022/23 school year Banwell Primary was at 64%, Blagdon Primary at 90% and Burrington CE Primary at 75% capacity. In April 2024 Banwell was at 64%, Blagdon at 87% and Burrington at 87% capacity.</p> <p>Surplus places at Banwell to be kept under review and a reduction of PAN from 117 to 105 at Blagdon Primary has been recommended by the LA.</p>
2	To continue to keep under review place demand for Churchill C of E Primary School, Sandford Primary and Winscombe Primary Schools considering new housing developments in these villages.	<p>All young people living in the areas served by these schools whose applications were received by the application closing date were offered a place at bulk entry point during the life of this plan to date.</p> <p>We continue to monitor demand at Churchill CE Primary whose capacity is at 100% (99% at April 2024).</p> <p>Conversations about possible expansions and future timings (if needed) with the Executive Head of Sandford and Winscombe Schools last took place in June 2023.</p>

	Action	Outcome and RAG rating
3	<p>To formally assess the need for a new secondary school in or close to Yatton and create a new secondary-school cluster in the centre of North Somerset. This may include the allocation in the next Local Plan of a site. Any competition for a sponsor for this new school and funding to progress a new school building would take place outside the life of this plan as demand dictates.</p> <p>To formally review the need for new secondary places across the cluster that may or may not include an expansion of Churchill Academy and Sixth Form if options to create a new secondary school within another newly created secondary- school cluster are not progressed.</p>	<p>Independent consultants have been employed to develop site option appraisals with a view to include a site in the new Local Plan - Early discussions with landowners are in progress.</p> <p>All new bulk secondary-aged applications for the cluster were met within the school's PAN during the life of this plan.</p> <p>The change in the Ofsted category of Churchill Academy and Sixth Form has been noted.</p>
4	To consider the implications of the new Local Plan (once agreed) on this cluster.	The Local Plan is not yet agreed.

Churchill Clusters – 2024-2027 Future Actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	To keep the demand for schools with significant surplus places under review and work to remove these if appropriate.	Ongoing.		PANs will reflect demand needs.
2	To recommend a reduction in the PAN of Banwell Primary from 30 to 20 during the life of this plan if overall pupil numbers do not increase.	September 2027 if needed.		The school's PAN will reflect local demand.
3	To recommend a reduction on the PAN of Blagdon Primary from 17 to 15 by September 2025.	September 2025.		The school's PAN will reflect local demand.

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
4	To continue to keep under review place demand for Churchill CE Primary School, Sandford Primary, St Andrew's CE Primary, Winscombe and Wrington CE Primary Schools in the light of new and possible new housing developments in these school's villages.	Ongoing.		To undertake school expansions or breach classes if and as required.
5	<p>To identify a new secondary school site in/around Yatton as part of the Local Plan determinations. Any competition for a sponsor for this new school and funding to progress a new school building would take place outside the life of this plan as demand dictates.</p> <p>To formally review the need for new secondary places across the cluster that may or may not include an expansion of Churchill Academy and Sixth Form if options to create a new secondary school within another newly created secondary- school cluster are not progressed.</p>	By September 2024.		A new site is identified in the Local Plan.
6	<p>To work with Churchill Academy & Sixth Form to formally review its FGA area in light of the Local Plan if required.</p> <p>To consider the implication of the school's Ofsted judgement on future demand requirements.</p>	As required.		Children living in and around Churchill, including those from new developments, who apply on time for places will have access to a local school place.
7	<p>To consider the implications of the new Local Plan (once agreed) on this cluster. At this time in response to c447new homes, it could in the longer-term future (2023 – 2038) include:</p> <ul style="list-style-type: none"> • 1 x new 210 - 315-place primary school • Expansions to Churchill CE Primary, Sandford Primary, St Andrew's CE Primary and Winscombe Primary schools • Secondary school contributions to accommodate pupils in a new school in/around Yatton who would be displaced by the new developments 	Ongoing.		To ensure that if new housing areas are agreed, the correct infrastructure for school and early years places is available.

Clevedon Cluster– 2021- 2024 Actions Review

	Action	Outcome and RAG rating
1	To review the PANs of primary schools in the town if the projections continue to show over-capacity and schools have a consistent surplus of places.	<p>Some early conversations had been held with the Clevedon Learning Trust (but not the Futura Trust) that oversees 5 of the 6 academies, and PAN reductions in non-intake cohorts have been agreed.</p> <p>Schools were updated about current and potential demand as part of an annual conversation in May 2023.</p>
2	To review the need for breach secondary places if local demand exceeds supply.	All young people living in the Clevedon FGA area were offered a place at bulk Year 7 entry during the life of this plan.
3	To work with the Clevedon Learning Trust to review the net capacity of the Clevedon School site.	<p>The DfE have accepted that the Clevedon school buildings are insufficient to meet local demand and provided Basic Need funds to rectify this.</p> <p>The Executive approved a commissioning request at their meeting on 21 June 2023 to extend the buildings on this site to meet demand – a £4.5m capital scheme. This is currently on hold whilst a determination about the next steps for the High Alumina Cement (HAC) concrete site issues elsewhere on the school site are being considered by the DfE. The school was successful in being included within the DfE’s School Rebuilding Programme (SRB) in February 2024. The inter-dependencies between the two schemes and a way forward are in discussion.</p>
4	To consider the implications of the new Local Plan (once agreed) on this cluster	The Local Plan is not yet agreed.

Clevedon Cluster – 2024-2027 Future Actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	<p>To review the PANs of Mary Elton and/or St Nicholas Chantry CE Primary schools in the town if the projections continue to show over-capacity and schools have a consistent surplus of places.</p> <p>Overall surplus places are predicted to be at c23% by 2027 (18% by 2025). PAN reductions may need to be explored, especially as new developments within the draft Local Plan are unlikely for this town.</p>	September 2025.		PANs will reflect demand needs.
2	To work with Clevedon School, the Futura Learning Trust and the DfE to ensure that the school's replacement buildings meet the needs of the Clevedon community.	September 2026.		All young people living in the Clevedon FGA area able to be offered a place at bulk Year 7 entry point each year and the school's accommodation schedule will meet their PAN intake.
3	<p>To consider the implications of the new Local Plan (once agreed) on this cluster. At this time in response to 19 new homes, it could in the longer-term future (2025 – 2040) include:</p> <ul style="list-style-type: none"> An expansion to Clevedon School (as in 2 above) to meet new secondary-aged demand if the numbers of pupils across the cohorts in Clevedon primary schools exceed Clevedon School's physical capacity. 	Ongoing		To ensure that if new housing growth is agreed, the correct infrastructure for school and early years places is available.

Portishead Cluster– 2021 – 2024 Actions Review

	Action	Outcome and RAG rating
1	To work with the Gordano School, the Lighthouse Schools Partnership and, if necessary, other local schools to review a potential deficit of Y7 places in 2021 and 2022 as the peak of pupils from the new housing developments in Portishead works through the local school population.	<p>Site changes were progressed in 2021 to meet need in 2021 and 2022.</p> <p>All young people living in the areas served by this school whose applications were received by the application closing date were offered a place at bulk entry points in 2021,2022 and 2023. Projections now show a reduction in demand for 2024. The school will keep to their PAN for 2024 admissions.</p>
2	To consider the implications of the new Local Plan (once agreed) on this cluster.	The Local Plan is not yet agreed.

Portishead Cluster – 2024-2027 Future Actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	<p>To review the PANs of primary schools in the town if the projections continue to show over-capacity and schools have a consistent surplus of places.</p> <p>The previous peak in demand has now passed and there is predicted to be a significant surplus of places of 8% in 2025 rising to 17% by 2027 going forward. (These figures exclude capacity at St Joseph's as, as a Catholic school, it serves a wider population area than Portishead).</p>	September 2025 to September 2027	Conversations with the school and LSP are ongoing	PANs will reflect demand needs.
2	To review the Net Capacity Assessment of Gordano School completed by the DfE to ensure that this matches the school's PAN.	September 2025		The NCA and PAN align and all pupils in the school's 'catchment' area who apply on time can be offered a place.

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
3	<p>To consider the implications of the new Local Plan (once agreed) on this cluster. At this time in response to c119 new homes, it could in the longer-term future (2025– 2040) include:</p> <ul style="list-style-type: none"> • 1 x new 420-place primary school if the Wyndham Way development is progressed. • Extra capacity for 300 secondary-aged pupils (currently the development is not supported by Children’s Services as there is no land to develop within the Gordano School site for this). 	Ongoing		To ensure that if new housing growth is agreed, the correct infrastructure for school and early years places is available

Pill Cluster– 2021-2024 Actions Review

	Action	Outcome and RAG rating
1	To keep under review demand for YR places in this cluster for the 2021 intake.	All young people living in the Pill cluster, whose application was received by the closing date, were offered a place at bulk Year R entry points in 2021 and 2022.
2	To consider the implications of the new Local Plan (once agreed).	The Local Plan is not yet agreed.

Pill Cluster – 2024-2027 Future Actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	To keep under review demand for YR places in this cluster as the projections continue to show a c15% surplus. No PAN changes are currently envisaged.	September 2027.		PANs will reflect demand needs.
2	To keep under review demand for Y7 places at St Katherine’s School in light of two new Free Schools that opened in Bristol in September 2023.	Ongoing		PANs will reflect demand needs.

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
3	To consider the implications of the new Local Plan (once agreed) on this cluster. There is no significant new development proposed for this area.	Ongoing.		To ensure that if new housing growth is agreed, the correct infrastructure for school and early years places is available.

Nailsea Cluster– 2021 – 2024 Actions Review

	Action	Outcome and RAG rating
1	To consider the implications of the new Local Plan (once agreed) on this cluster.	The Local Plan is not yet agreed.

Nailsea Cluster – 2024-2027 Future Actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	To keep demand for YR places in the town under review as projections (excluding those for St Francis RC Primary that serves a wider area due to its Catholic status) show a c33% surplus by 2027. Discussions with MAT Leads supporting this cluster provide an agreed consensus way forward.	Ongoing. September 2025.		PANs will reflect demand needs. An agreed way forward is determined, and MATs make changes as required.
2	To work with the Lighthouse School’s Partnership to keep the PAN of Wraxall CE Primary School under review as its demand shows a c 47% surplus of places in this small school by 2027.	September 2026.		The school’s PANs will reflect demand needs.
3	To keep under review demand for Y7 places at Nailsea School In light of new housing developments in the town.	Ongoing .		The school’s PAN will increase up to 240 as and when required.

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
4	<p>To consider the implications of the new Local Plan (once agreed) on this cluster. At this time in response to 711 new homes, it could in the longer-term future (2025 – 2040) include:</p> <ul style="list-style-type: none"> • Expansions to the Kingshill CE Primary and the Hannah More and Grove Infant and Junior Schools • A new 315-place primary school if the full 711 new dwellings are delivered • An expansion of Nailsea School • The use of developer contributions towards creating a new school in/around Yatton due to the displacement of pupils from outside the town who can no longer be allocated a place in Nailsea as the numbers of pupils living in the town have increased due to the new developments. 	Ongoing.		To ensure that if new housing growth is agreed, the correct infrastructure for school and early years places is available.

Weston Clusters – 2021 – 2024 Actions Review

	Action	Outcome and RAG rating
1	WsM Central and North - To continue to review the demand for school places in the Weston Central and Weston North primary school clusters to ensure these clusters reflect the needs of their local pupil populations.	<p>Meetings were held with MAT CEOs in August 2022 where confidential options were discussed.</p> <p>Schools have been updated about current and potential demand as part of an annual conversation in May 2023.</p> <p>Conversations about changes at one/some school(s) are ongoing.</p>

	Action	Outcome and RAG rating
2	WsM East - To determine when to progress the creation of a new 630-place primary school (no.3) in the Weston East cluster.	A planning application for the new school was submitted to the Planning Authority in August 2023. An outcome is expected imminently. The Presumption Route Competition to find a sponsor to run this school completed in June 2024. Cabot Learning Federation were appointed by the DfE to run the new school. It will open in September 2026.
3	WsM Central - To review the need and date of opening of a new Weston Central Primary School if housing developments in the town are progressed.	No new development plans have been submitted to-date.
4	WsM East and WsM South - To review the need for extra. provision at St Anne's Church Academy (West Wick – East), Oldmixon and Uphill Primary Schools (South) to meet demand if required.	Pupil placements can be managed in this area currently.
5	To progress the delivery of the expansion of Winterstoke Hundred Academy so the new site can open to pupils from September 2022 or 2023.	The WHA 2 nd site was handed over to the school in January 2024.
6	To encourage local MATs to review their 'catchment' areas. for WsM secondary schools now that Winterstoke Hundred Academy has opened to students.	Schools have been asked to undertake reviews but have declined to do so to date. These are MAT determinations.
7	To consider the implications of the new Local Plan (once agreed) on this cluster.	The Local Plan is not yet agreed.

Weston Clusters – 2024 -2027 Future Actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	<p>WsM North - To continue to review the demand for school places in the Weston North primary school cluster to ensure places better reflect the needs of their local pupil populations. Surplus places are predicted to be a c 23% by 2027.</p> <p>To work with the MATs in this cluster to support amalgamations/ closures and PAN reductions as required.</p> <p>To review the demand for Kewstoke Primary School following the delivery of site enhancements in 2023/24.</p>	<p>September 2025.</p> <p>September 2026.</p> <p>September 2026.</p>		<p>PANs will reflect demand needs.</p>
2	<p>WsM East - To deliver the new 630-place primary school as the 3rd of 5 new primary schools in the Weston East cluster.</p> <p>To keep under review the demand for Parklands Educate Together Primary School and to consider this school's expansion/ the progression of the 4th of 5th new primary school in this cluster as demand dictates.</p> <p>To keep the demand for Locking Primary and St Anne's CE Primary under review as demand for these schools is predicted to show a surplus of c45% and 19% by 2027.</p>	<p>To have a sponsor in place by September 2024.</p> <p>School to open in September 2026 (new site permitting).</p> <p>September 2027.</p> <p>Ongoing and dependent on the Local Plan.</p>		<p>Pupils moving into new homes can attend a local primary school.</p> <p>PANs will reflect demand needs.</p>

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
3	<p>WsM Central - To review the need and date of opening of a new Weston Central Primary School if housing developments in the town are progressed.</p> <p>To keep the demand for schools in this cluster under review (excluding Corpus Christi RC Primary due to its Catholic status and wider catchment area) as the cluster is predicted to show a surplus of c21% by 2027.</p>	<p>TBA.</p> <p>Ongoing and dependent on the Local Plan.</p>		<p>Pupils moving into new homes can attend a local primary school.</p> <p>PANs will reflect demand needs.</p>
4	WsM South - To keep the demand for schools in this cluster under review as it is predicted to show a surplus of c19% by 2027.	Ongoing.		Pupils moving into new homes can attend a local primary school.
5	To continue to work with the CLF to ensure that increases in the PAN for WHA are managed to not unduly affect the sustainability of other local schools.	Ongoing.		Pupils moving into new homes can attend a local secondary school.
6	To encourage local MATs to review their 'catchment' areas across the WsM secondary schools now that Winterstoke Hundred Academy has opened across both sites to students	By the September 2026 intake.		School FGAs reflect the recent demographic and new site changes.
7	<p>To consider the implications of the new Local Plan (once agreed) on this cluster. At this time in response to c3,415 new homes, it could in the longer-term future (2025 – 2040) include:</p> <ul style="list-style-type: none"> • 2 x new 420-place and 1 x 210-place primary schools plus a 750-place secondary school if the Wolverhill site is delivered • 1 x 420-place primary school on the Weston Rugby Club site if town centre developments of c 880 new dwellings are delivered • A further expansion of Winterstoke Hundred Academy 	Ongoing.		To ensure that if new housing growth is agreed, the correct infrastructure for school and early years places is available

Catholic Cluster– 2021 -2024 Actions Review

	Action	Outcome and RAG rating
1	To work with Catholic school if they feel demand from the Catholic community exceeds the supply of places.	<p>There are currently sufficient places for Catholic pupils at Catholic schools.</p> <p>Secondary aged pupils wanting to attend a Catholic faith school will often attend St Bede's Secondary School in Bristol.</p>

Catholic Cluster – 2024-2027 Future Actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	To work with Catholic school community to review demand from the Catholic community as demand currently is less than the of places.	September 2025.		PANs will reflect demand needs.

SEND Cluster– 2021-2024 Actions Review

	Action	Outcome and RAG rating
1	To deliver the expanded Baytree School in Clevedon for 65 pupils. The site has a built-in capacity to expand to 85 places when required.	The new building was handed over to the school on 19 February 2024.
2	Subject to 1 above, to review the capacity of the current Baytree site to secure extra places. The site could accommodate around 75 extra ambulant pupils with PSLD.	To be reviewed once the new buildings are handed over to the school. The DfE are undertaking site reviews in 2024 and this data will be used to help to inform a way forward.
3	To deliver c 28 extra places at Ravenswood, subject to consultation, by expanding the school permanently into parts of the now-redundant VLC site in Nailsea by September 2021.	The consultation to expand Ravenswood to a range of 134- 140 places was approved, building work was progressed and extra pupils were admitted from September 2021
4	To review the uses of the now vacant VLC site in Nailsea. In the future it could have other uses (see Action 11 below).	Parts of the land are now within Ravenswood's site. The remaining land is currently being used temporarily by Lime Hills Academy and this will continue until at least 2026.

	Action	Outcome and RAG rating
5	<p>To work with the DfE who plan to deliver the SEMH Learn@MAT school for 65 learners Churchill to open in September 2023.</p>	<p>CLF, who took over from the Learn@ MAT, opened Lime Hills Academy on a temporary site in Nailsea in September 2022 with 29 learners. A 2nd temporary site will supplement this provision from September 2024 on the Winterstoke Hundred Academy site at Beaufighter Road, Weston super Mare. This is only possible whilst WHA are not (yet) at their full capacity.</p> <p>The DfE's planning application for the permanent site in Churchill was registered in January 2023 and approved, subject to conditions, by North Somerset's Planning Committee on 13 December 2023. The DfE had hoped to start on site to deliver the new buildings in the spring/summer 2024, although in August 2024, the planning conditions are still not resolved.</p> <p>It is hoped the new site will be ready by September 2026.</p>
6	<p>Review the need for more places for pupils with MLD. This could include the following options:</p> <ul style="list-style-type: none"> • A new site and 65-place school – location to be agreed. • A land swap with an existing school if primary demand were to continue to reduce and the creation of new schools in areas of residential growth could be progressed (caveats permitting). • A further expansion of Ravenswood School onto the VLC's vacant land in Nailsea. 	<p>Whilst a change to Option 6, the LA has worked with the ELAN Trust and following DfE approvals, a 10-place Resource Base for pupils with ASD with MLD opened at Milton Park Primary and a 10-place Resource Base for pupils with MLD and developmental needs opened at Locking Primary Schools in September 2023. The site at Milton Park has been updated and new buildings were delivered at Locking Primary in June 2024 following the base's initial opening in temporary</p>
7	<p>To deliver the ASD primary-aged hub at Mendip Green Primary, to open in September 2021.</p>	<p>The Resource Base opened in September 2021.</p>

	Action	Outcome and RAG rating
8	To review the success of the ASD hubs at Nailsea School and Mendip Green with an option to create an ASD hub for primary and secondary provision in vacant classrooms across every cluster over the next 10 years.	The reviews of these provisions have supported the approvals for 2 new Resource Bases to open in September 2023 with a further 2 in September 2024, and hopefully a 3 rd in the 2024/25 school year
9	To look at the provision of facilities at the VLC with an option to seek out funding for the co-location of facilities onto a new single site in or close to Weston super Mare, funding permitting by September 2024.	<p>An additional 2-classroom unit was in place at the school's site in Milton for the start of the 2021/22 school year.</p> <p>A scope of need for the 2 sites has been developed with the new Headteacher (appointed from July 2023) to confirm site sizes and building needs.</p> <p>The Safety Valve Bid – see 14 below – has secured extra capital for SEND. £1.4m has been assigned to progress enhancements at the school's site in Milton. Work to progress changes should take place in 2024/25.</p> <p>An external consultant has been commissioned to locate, with a view to purchase, a new site to replace the provision currently in Oldmixon. A provisional site has been identified, although funds to build a new secondary-aged PRU have not yet been secured.</p>

	Action	Outcome and RAG rating
10	<p>The creation of Nurture Groups in vacant classrooms across every cluster over the next 10 years.</p>	<p>We have created 5 Nurture Groups across the district (Backwell Secondary, Bournville Primary, Priory Academy, Yatton Infant and Juniors and Yeo Moor Primary) and a further 3 opened in September 2023 (at Broadoak and Hans Price Academies and Crockerne CE Primary School. A further 5 are in development to open from September 2024 at Christ Church CE Primary, Gordano School, Mead Vale Primary, Portishead Primary and St Andrew’s CE Primary - 13 in total – see 13 below.</p>
11	<p>To review the use of the vacant VLC site at Nailsea. This could include options such as shown below:</p> <ul style="list-style-type: none"> • all or parts of the site could be transferred to the ownership of Ravenswood to enable the school to expand to accommodate extra pupils – up to 200+. There is excess demand for more MLD places across North Somerset. • the site could be developed to create options for the potential development of residential units/assisted living for young adults aged 19 – 25 as part of their transition from teenage years into adulthood. This could include a transition unit attached to Ravenswood School so that students could be supported whilst at school. • the site could be used to support the creation of an on-site Children’s Home for TBA pupils aged 8? – 19. Traditionally the view has been that the incidence of needs has been too low to efficiently provide for residential provision locally, but the current spends, and placement figures suggest that this position may be changing. • the land could be used to create a new small Residential School and an expansion of Ravenswood. A new entrance for Ravenswood could utilize 50% of the site, with opportunities for the remaining 50% to be agreed. • The land could be developed to support a new provision for young people with anxiety as a transition from mainstream to specialist placements or as a short-term offer before returning to mainstream settings. • The land could be made available to a local partner provider and NSC commission places as required. 	<p>This has been placed on hold - see 5 above</p>

	Action	Outcome and RAG rating
12	<p>NEW ADDITION</p> <p>To expand Baytree School in Worle to enable it to take the 12 extra pupils required in 2022/23 as per the initial plans for the expansion of the school (see 1 above)</p>	<p>The extra places were delivered for September 2022.</p>
13	<p>NEW ADDITION</p> <p>Re-purposing existing buildings to create Nurture Groups at Backwell School, Bournville Primary, Priory School, Yatton Infant and Junior and Yeo Moor Primary Schools to create 10-place groups per site.</p>	<p>The Nurture Groups opened in the 2022/23 school year.</p>

14 NEW ADDITION

In March 2022 the Department for Education announced the High Needs Provision Capital Allocations (HNPCA) for the 2022/23 and 2023/24 financial years as below:

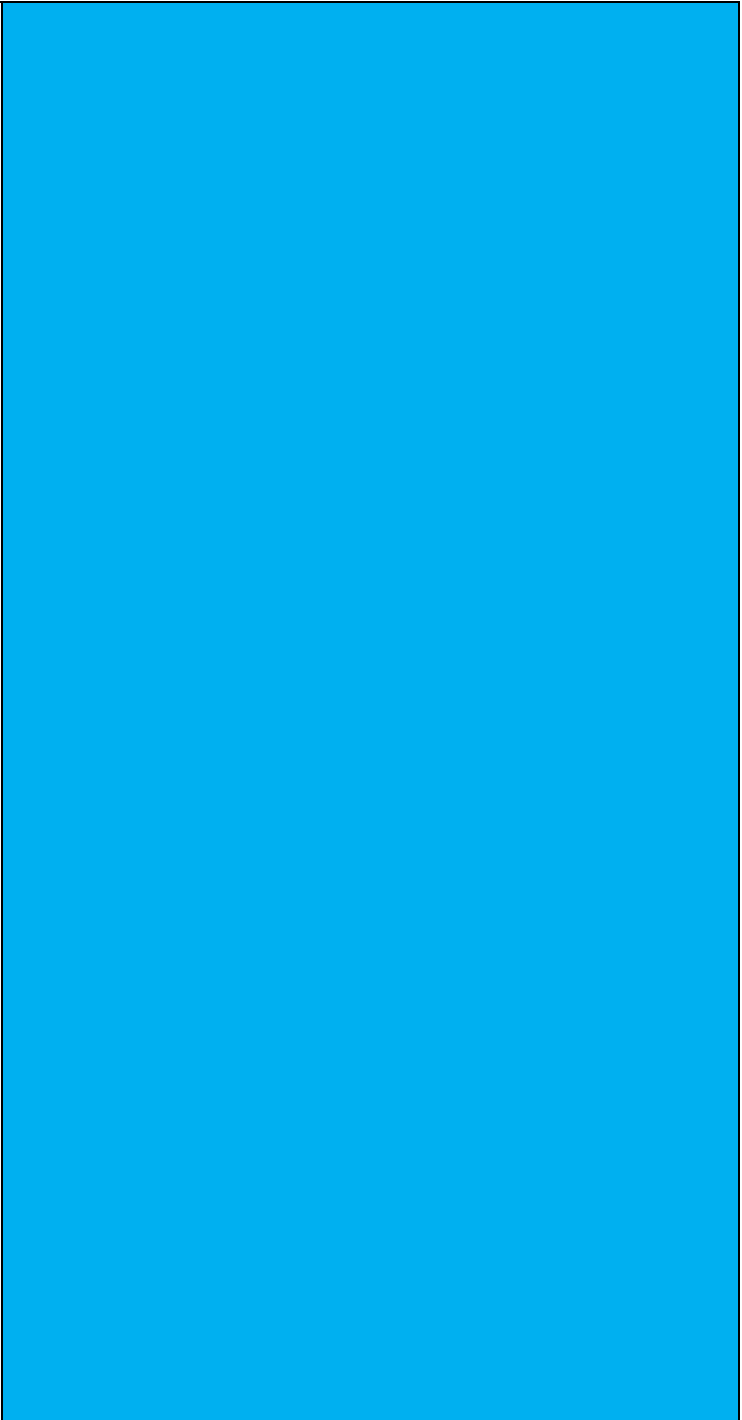
	2022/23	2023/24	2024/25	Totals
Special Provisions High Needs	£1,696,470.00	£2,713,824.00	TBA	£4,410,294.00

HNPCA is paid to Local Authorities (LAs) to support the provision of places for children and young people (CYP) with special educational needs and disabilities (SEND) and those pupils requiring alternative provision (AP).

We are consulting on providing the following:

The Safety Valve bid was approved in May 2023 . LA was granted £2.9m of additional SEND capital funding to deliver the schemes as listed.

5 Year Plan						
	2022/23	2023//24	2024/25	2025/26	2026/27	Totals
	Funded	Funded	Funded	Funding to be secured	Funding to be secured	
10 – 12 place Resource Bases – ASD	0	1	0	1	1	
1- 12 10 – 12 place Resource Bases – Anxiety (£1m allocation)	0	0	1	0	1	5
10-place Nurture Groups (£300k allocation)	5	3	2	2	1	13
Reasonable adjustments across 6 – 10 sites (£2.21m allocation)	0	03-May	03-May			06-Oct
VLC Enhancements (£600k allocation)	<p>£2.63m to purchase a site for the VLC Oldmixon site</p> <p>£1.4m in enhancements to the Milton site</p>					
Early Years/ Post -16 enhancements (£300k allocation)	To be agreed					



15	<p>NEW ADDITION – alongside 14 above</p> <p>In October 2022 the DfE invited North Somerset, as part of its High Needs revenue deficit reduction plan, to submit a bid to secure additional capital to deliver building solutions to help support an increased in the availability of local SEND places so that capital investment might contribute to controlling and reducing the revenue deficit - the Safety Valve (SV) bid. Confirmation that our bid for a further £2.9m to supplement the HNPCA of £4.41 was agreed on 16 May 2023. The schemes are as below:</p> <ul style="list-style-type: none"> • 5 new SEND Resource Bases, each for 10 pupils (50 new places in total): An ASD (with MLD) primary phase Resource Base at Milton Park Primary to open in September 2023; a Speech and Language primary-aged Resource Base at Hannah More Infant/Grove Junior Schools to open in September 2024; an MLD (with developmental needs) primary phase Resource Base at Locking Primary to open in September 2023; an ASD (with speech, language, and communication needs) secondary phase Resource Base to open at TBA in September 2024 and an ASD (with anxiety) secondary phase Resource Base to open at Priory Community School Academy in September 2024 • 8 Nurture Groups, each for 10 places over two half-yearly blocks per academic year (80 places for 160 pupils in total) to open at Hans Price Academy, Broadoak Academy and Crockerne CE Primary in September 2023 and at Christchurch CE Primary, Portishead Primary, Gordano School, Mead Vale Primary and St Andrews CE Primary from September 2024. • Reasonable adjustment upgrades to the site facilities at Churchill CE Primary School to meet the need of pupils with dysregulation requirements and at Golden Valley Primary for DDA physical needs. • enhancements to the Voyage Learning Campus (VLC) - North Somerset's PRU – to enable them to accommodate additional pupils with anxiety and medical needs at their Baytree Road, Milton site in Weston Super Mare • A new site for the VLC to replace their leased secondary- aged premises that is not fit for purpose and is costing £95,000 per annum (with a rising rate requirement pa) 	<p>With the exception of one secondary-aged base that is still in development with a MAT, all other schemes are delivered or in delivery – see 14 above.</p>
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	Action	Outcome and RAG rating
	<ul style="list-style-type: none"> £300,000 to support new early years placements – one scheme in progress with our partners Springboard Opportunities Group with further schemes to follow. 	

SEND Cluster – 2024-2027 Future Actions

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	To work with the DfE to deliver the permanent site buildings for Lime Hills Academy for its 65 pupils with SEMH in Churchill.	September 2026.		Lime Hills will move from its temporary site(s) to its permanent school location in Churchill.
2	To review the capacity of our other three special schools (NCAs) to ensure we are fully utilizing and commissioning the right SEND places in these locations with approved SLAs.	September 2025.		<p>The DfE are undertaking a review of the Net Capacities of all special schools, and we await their findings.</p> <p>We are maximizing local places based on the NCAs of the schools.</p>
3	To locate a new site for the Voyage Learning Campus' secondary-aged pupils within or close to Weston super Mare and commence and cost plans for the delivery of a new site.	December 2024.		A site of between 1.8 – 2ha is purchased/identified and plans to progress a Commissioning Plan for budget and approval processes are available.
4	To secure funding to deliver and obtain planning approval for the new VLC secondary-aged PRU site.	September 2027.		A new site is ready to be delivered.

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
5	Continue to deliver Nurture Groups/reasonable adjustments at a further 6 schools, funding permitting.	September 2028.		Up to 6 new Nurture Groups open/reasonable adjustments are made, funding permitting, to support SEND provision in mainstream schools.
6	To deliver further ASD, Speech and Language, Anxiety and MLD Resource Bases, funding permitting.	September 2028.		Up to 5 new Resource Bases open, funding permitting.
7	<p>To review the use of the now vacant school site in Nailsea (once Lime Hills vacates the location). In the future it could have other uses such as:</p> <ul style="list-style-type: none"> • A further expansion of Ravenswood to enable the school to expand to accommodate extra pupils – up to 200+. • Potential development of residential units/assisted living for young adults aged 19 – 25 as part of their transition from teenage years into adulthood. • the creation of an on-site Children’s Home for TBA pupils aged 8 – 19. Traditionally the view has been that the incidence of needs has been too low to efficiently provide for residential provision locally, but the current spends, and placement figures suggest that this position may be changing. • A small Residential School. • Provision of a Resource Base for young people with anxiety as a transition from mainstream to specialist placements or as a short-term offer before returning to mainstream settings. • The land could be made available to a local partner provider and NSC commission places as required. • Sold for non-school development with the money used to create extra SEND places as identified above. 	September 2027.		<p>New provision is identified by September 2027 and delivered by asap thereafter.</p> <p>More pupils can be offered local SEND places and the reliance on out-of-district placements is reduced</p>

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
8	To upgrade mainstream schools where necessary to enable pupils with SEND to remain in mainstream settings where appropriate (known as reasonable adjustments).	Ongoing and as a rolling programme		Pupils are supported in their school setting
9	To keep under review the commissioning agreements for out-of- area placements to ensure value for money and positive outcomes for the pupils served by these establishments	Ongoing and as a rolling programme		To ensure SLAs are met and that value for money is achieved when local placements are not appropriate/cannot be secured
10	To consider the implications of the new Local Plan (once agreed) on local SEND needs.	Ongoing.		To ensure that if new housing growth is agreed, the correct infrastructure for SEND school and early years places is available

School Place Planning Strategy 2024 – 2027

SEND Priorities

1 Our Vision

- 1.1 This strategy builds on the North Somerset Education Strategy 2023 – 2025.

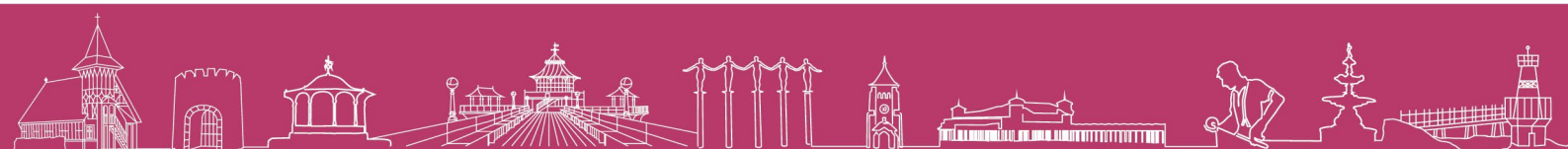
North Somerset is committed to providing a nurturing, transformative, and inclusive education experience that provides the best start in life and a positive transition into adulthood for every child and young person in our community. We will work with settings to promote child-centred learning environments that support students to achieve their full potential and foster a deep sense of belonging where every child feels understood and accepted.

We believe no child or young person should be educationally disadvantaged by their background, social characteristics, or life experiences. We will endeavour to close attainment gaps by responding in tailored ways to the vulnerabilities particular groups of children may experience. Simultaneously, we will celebrate diversity and difference so that no child is excluded from receiving the education they deserve.

We will meet the needs of our children and young people through relational practice models reinforced by needs-led training and toolkits, trauma-informed practice, and nurture theory. In North Somerset, every individual matters and there is no limit to the ambitions, outcomes, or happiness of our children and young people.

- 1.2 The delivery of our capital schemes must align with our Education Strategy. Most children and young people with SEND should be able to expect a local school place and an environment that enables their individual needs to be met. This document supplements North Somerset's Education Strategy 2023 - 2025 by detailing our SEND delivery programme. It is noted, however, that local provision is not always available or appropriate for all students. Where pupils are settled in a placement outside the district and it would not be in their best interests for this to change, the placement should continue. It should be accepted that for a minority of students overall, a specialist placement outside of the area will always be in their best interests.

The six pillars of the Education Strategy will drive positive change in education over the next five years. Each pillar outlines three objectives, under which we have developed a plan for exactly what we will achieve, how, and by when. By doing so, we establish a level of accountability which ensures these principles translate into real impact for children and young people. It is of paramount importance that the safety of children, young people, their families, and our staff is the foundation of all practice.



1

Build trusted relationships with every child and their parents/carers

Trusted relationships between staff, children and young people, families, and professionals are the foundation on which everything is built and schools and settings place relationships at the heart of everything they do

2

Adopt a whole-school approach to trauma informed practice

Create a culture in schools among senior leaders and staff that upholds trauma-informed practice as a fundamental tenet of education where all staff have the confidence to embed it in their classroom

3

Prioritise the achievement of all children and support vulnerable learners

Ensure children's needs are heard, understood, and prioritised in every school or setting. Adapt teaching to diverse individual needs to reduce gaps in attainment for North Somerset's most vulnerable children and young people

4

Promote active, visible partnerships

Relationships between professionals is what makes a difference to the well-being of, and outcomes for, children and young people. We will work across services and promote a shared responsibility to provide the right support at the right time via an active multi-agency response to need in our community

5

Ensure every pupil is accepted, understood, and celebrated for who they are

Recognise the diverse needs of our children and young people and promote a culture of mutual value and respect. Ensure that we are all aware of the complex pressures and challenges that surround young people every day and help them to navigate this through to adulthood in a safe and supported way



Local schools are the first choice for parents, carers, children, and young people

In North Somerset, we will invest in our local education and early years providers to support the diverse needs of children and young people between them. This creates a resilient, confident, and flexible learning

2. Our principles

2.1 The principles behind our SEND strategy are (in equal priority order):

- Principle 1 – Our default position will be to support Inclusion in a mainstream setting where it meets the needs and best interests of the child, noting that this needs to come with the right level of support (financial and social). This will always be the first consideration in any pupil placement.
- Principle 2 - The Council will work to a Community Base Model – supporting a ‘Local (nearest) School for Local Children’ where the place meets their needs. Children are best served when they can live at home with their families. Where there is more than one school or base able to meet a pupil’s assessed needs available locally, there is an expectation pupils’ will attend their nearest school.
- Principle 3 - Equality of opportunity for all – schools will be consistent in their messages for those seeking school places and will not treat applications from those with additional needs unfairly. All mainstream schools should be able to provide inclusive education regardless of their size or location.
- Principle 4 – we will ensure the sizes of our special schools allow for effective management, stress-free environments, and maximum opportunities. For most schools this will mean a maximum size of between 150 and 200 places. Pupils should be taught in classes of between 6 – 8 pupils per class when their needs are profound, or between 8 – 12 per class where needs are complex. Most mainstream settings should be able to include pupils with SEND within their existing class bases.
- Principle 5 – all partners (education, health, care) should make adequate and appropriate contributions to the costs of placements or of other support needed to secure children’s attendance to meet all needs identified in Education, Health and Care plans.
- Principle 6 - Early intervention is a key to supporting children and young people with SEND. We are committed to working with our education establishments to make sure they have appropriate funding to support the graduated response. Where a child/young person needs support over what is ordinary available in a mainstream school they can request an EHC assessment and extra funding will be delivered via that mechanism. Special schools and specialist hubs should receive appropriate place funding by default as well as Top up funding linked to the pupils EHC plan.
- Principle 7 - Local provision is not always appropriate for all students, although all efforts will be taken to enhance the local offer to provide for as

many pupils as possible within North Somerset. Where pupils are settled in a placement outside the district and it would not be in their best interests for this to change, the placement should continue. It is accepted that for a minority of students overall, a specialist placement outside of the area will always be in their best interests.

- 2.2 We should ensure that children and young people with SEND gain maximum life chance benefits from educational, health care and social care and have the opportunity to achieve their full potential. Quantitative and qualitative needs analysis will be used to identify current and future needs and unmet needs of children and young with SEND and their families and to understand what is important to children, young people, and their families.
- 2.3 School placements should be as close to a student's home as possible and where home to school transport is offered, it should be sustainable, i.e., taxi, mini-bus, public transport, etc. All travel to a placement should comply with DfE regulations and the adopted North Somerset Council Home to School Transport Guidance

3. Overview of Types of Need

- 3.1 North Somerset works to the principles that children are best supported when they live with their families. All should expect a good/outstanding standard and quality of education. Education should be based around the needs of the child/young person, and where this can and should be supported within mainstream education, this ought to be the case. Many children and young people with Special Educational Needs or Disabilities are educated in mainstream settings. Others require specialist facilities only available in Special Schools or other forms of alternative provision. All pupils' needs are different. Some may require specialist support due to their different needs such as:
- Communication and Interaction - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
 - Children and young people with Autistic Spectrum Disorder (ASD), are likely to have particular difficulties with social interaction as well as sensory processing complexities. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
 - and young people with Autistic Spectrum Disorder (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- Cognition and Learning - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
 - Specific learning difficulties (SPLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
 - Social Emotional and Mental Health Difficulties (SEMH) - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
 - Sensory and/or physical needs - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.
- 3.2 The Council is developing Service Level Agreements (SLAs) with our local schools who are providing specialist SEND support setting out the expectations and delivery outcomes for the pupils, the Council and schools. Where places are commissioned outside the district, these are managed on an individual student level where the student's achievements are assessed against delivery outcomes when they are initially placed.

4. Our Data and 2023 – 2024 Delivery Plans

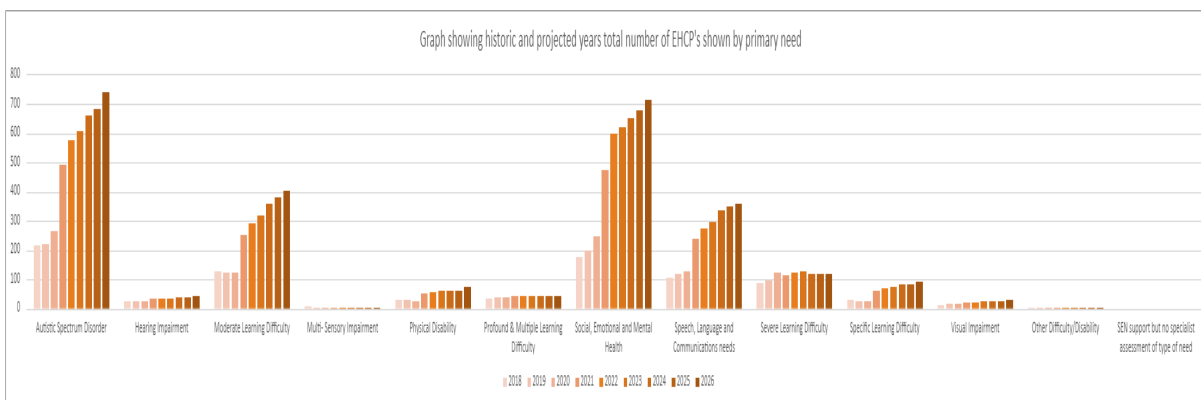
- 4.1 The Council was issued with an improvement notice from the DfE in May 2021 following a local area SEND Ofsted and Care Quality Commission revisit inspection. There was an expectation that urgent action was taken to improve services for children and young people with SEND. Having demonstrated sufficient evidence of improvement, strengthened capacity and a robust SEND Improvement Board working in partnership with the Parent Carer Forum and other partners, this was closed on 25 July 2023 as it was identified that the Local

Area had demonstrated evidence that the improvement journey would continue at pace.

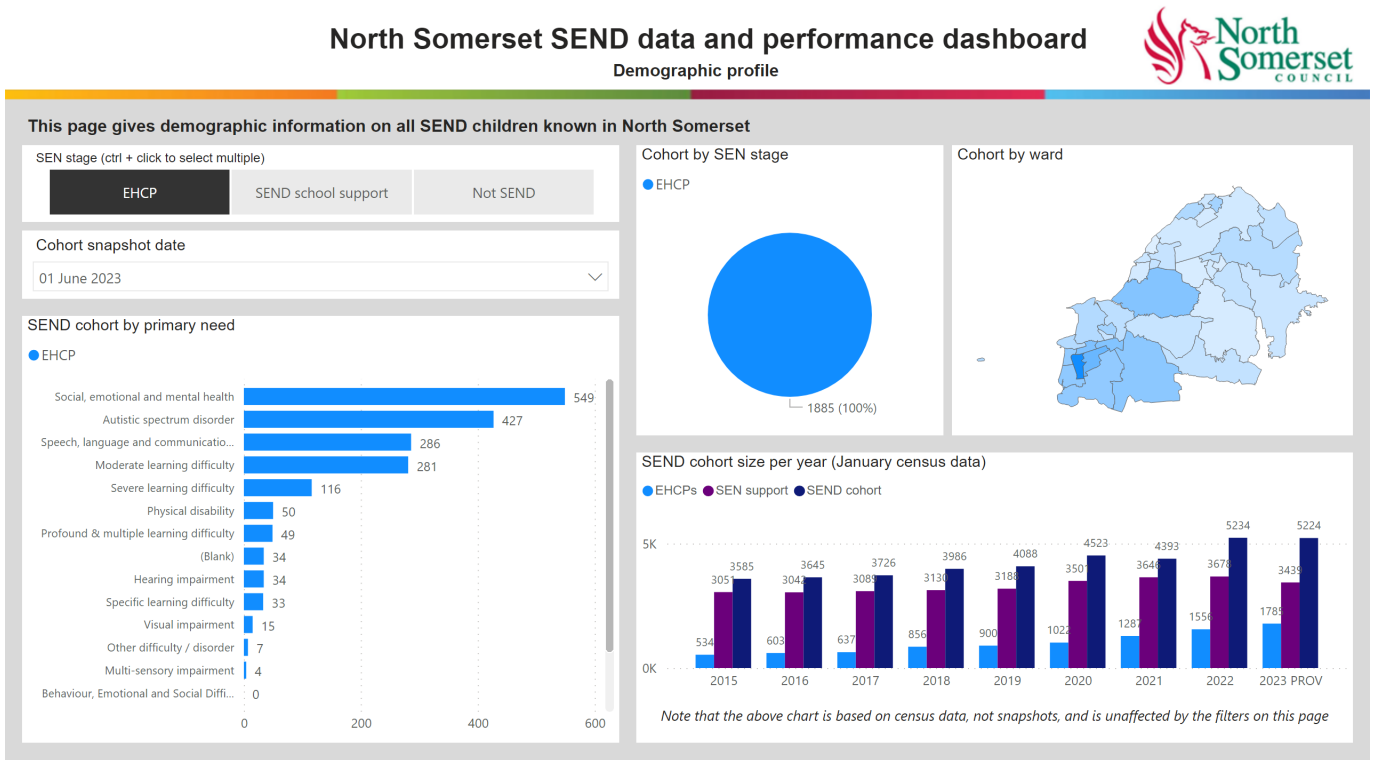
North Somerset is making good progress against key parts of our 11 Safety Value agreements with the DfE. We are continuing to reform our Top Up Funding Model to align more closely with standard practice; to increase SEND capacity in mainstream schools (especially in relation to SEMH needs) via the delivery of Nurture Groups and Resource Bases; standardise the support available to children and young people to reduce bespoke packages and provide support via the regionally pre-qualified framework of Alternative Provision (AP) providers; increase capacity in specialist provision locally; replicate the Pre-16 TUF process for post-16 placements; review EHCPs at appropriate intervals; promote the Graduated Response within the SEND system; enable the earlier identification of need and ensure consistency of assessment, planning, and review; increase the availability and timeliness of Education Psychologists (EPs) involvement and use of the Additional Analysis of Needs Tool (AANTS) ; Invest in training within schools to increase emotional schools-based avoidance resource; Develop an Emerging Needs plan for 0–5-year-olds to help identify need and tailor support for very young children; and to reach a positive in-year balance on its Dedicated Schools Grant (DSG) account by the end of 2025-26 and in each subsequent year.

- 4.2 Our increase in need is forecast to be greater in the primary and secondary school age ranges. It is considered the growth will be less in the post 16 - 19 population and most cessations of EHCPs are within this age as they transition successfully onto their chosen path into adulthood.

Our published projections of EHCPs by primary need from January 2018 to January 2026 are shown below. The biggest increase is in both ASD and SEMH with regards to primary needs. The overall EHC numbers continues to increase over the next 4 years, however, at a significant lower rate than previous years due to the early intervention work and extra support that Nurture Groups will have in allowing children/young people to remain in mainstream schools. The rate of increase will be around a 6% increase year on year for the next 5 years.



Data should inform future delivery needs. The dashboard of need in June 2023 and 2023 SEN2 Data Return on which this plan was developed is as below:



Areas of need have been identified as per 2023 SEN2 return and the 2023 January School Census. The figures include all children from 0 to 25 years old for children in receipt of an EHC plan and 0-18 years for children receiving SEN support.

4.3 Factors affecting our EHC Plan rates include:

- A net change year on year including:
 - New SEND need
 - Suppression of demand that exceeds need, especially SEMH
 - Ceasing of expired Plans (by age, pathway or met objectives)
- North Somerset having a history of funding pupils without an EHC plan and supporting the graduated response by supporting schools with early intervention. This has begun to change over the recent years due to changes in the legal threshold with more EHCP requests being agreed.
- The methodology for the forecasts in relation to the EHCP growth taking into account the population growth, housing increases in North Somerset as well as the need to incorporate a plan to manage the growth (which tackles the need to support confidence within the system from both schools and parents/carers)

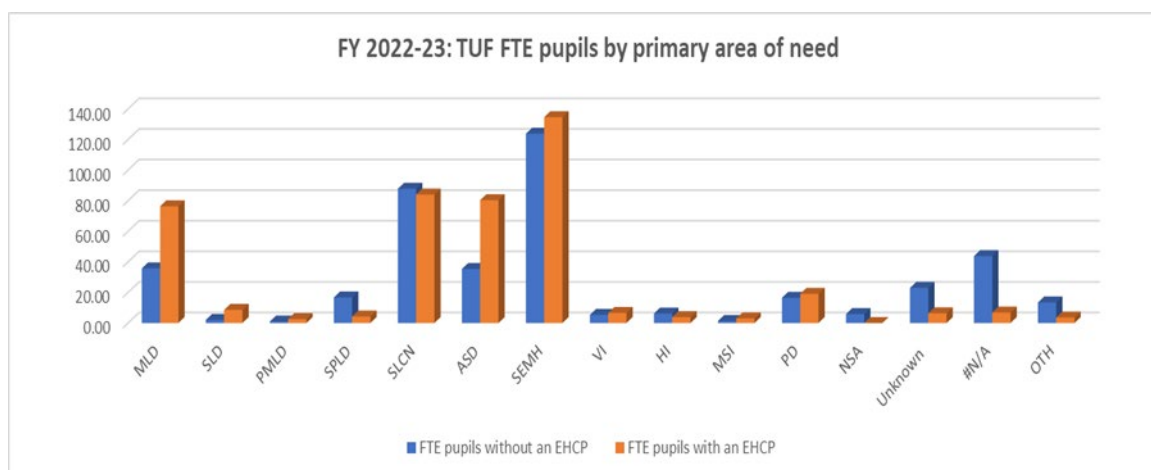
- North Somerset having a history of providing lower rates of funding without an EHCP, now set at around 500 children and young people – this would peak at over 800 if unmitigated.
- The success of new SEND provisions and positive Education achievements, building system confidence

4.4 The increase in need is forecast to be greater in the primary and secondary school age. The growth won't be as big in the post 16/19 population and most cessations are within this age group.

We are working towards all schools receiving Nurture UK guidance and training on ASD/SpLCN has been commissioned for schools and settings to deliver in 'A Year of Change for Children'.

Our greatest demands are for pupils with SEMH and ASD needs:

Primary need	ASD	HI	MLD	MSI	PD	PMLD	SEMH	SLCN	SLD	SpLD	VI	Unknown	Total
Jan-18	167	20	106	2	31	30	134	96	71	19	5	27	708
Jan-19	188	18	116	2	34	34	173	124	69	16	9	1	784
Jan-20	213	23	114	2	33	33	195	118	106	16	10	2	865
Jan-21	278	27	149	3	34	35	296	140	104	16	12	1	1095
Jan-22	302	27	190	3	39	41	415	171	94	17	14	1	1314
% inc, Jan 18 to 22	81%	35%	79%	50%	26%	37%	210%	78%	32%	-11%	180%		

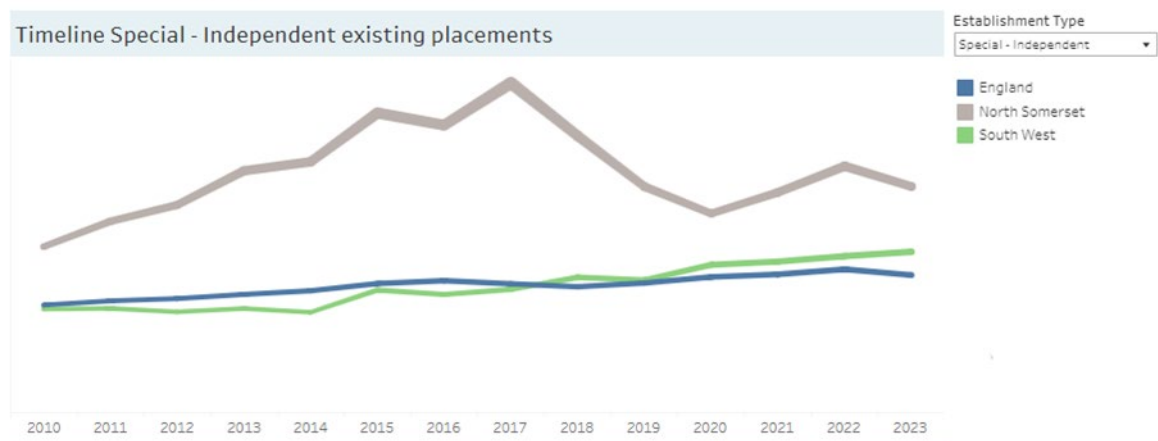


4.5 The overall EHCP numbers continue to increase over the next 4 years, however, at a significant lower rate than previous years due to the early intervention work and extra support that Nurture Groups will have in allowing children/young people to remain in mainstream schools. The rate of increase will be around a 6% increase year on year for the next 5 years.

Our strategies with the Safety Valve work and the capital schemes that support this are to increase the numbers of pupils with SEND needs attending

mainstream schools or Resource Bases attached to local mainstream settings rather than the internal or external SEND school placements. As of September 2022, we had 133 out of area placements, which is 6.8% of our total EHC population compared with the national average for England which is 4.1% of EHC plans being in independent placements. Nurture Groups are also a way of providing local early intervention to reduce the number of children and young people developing a need for greater SEMH support.

Independent Special Schools Timeline

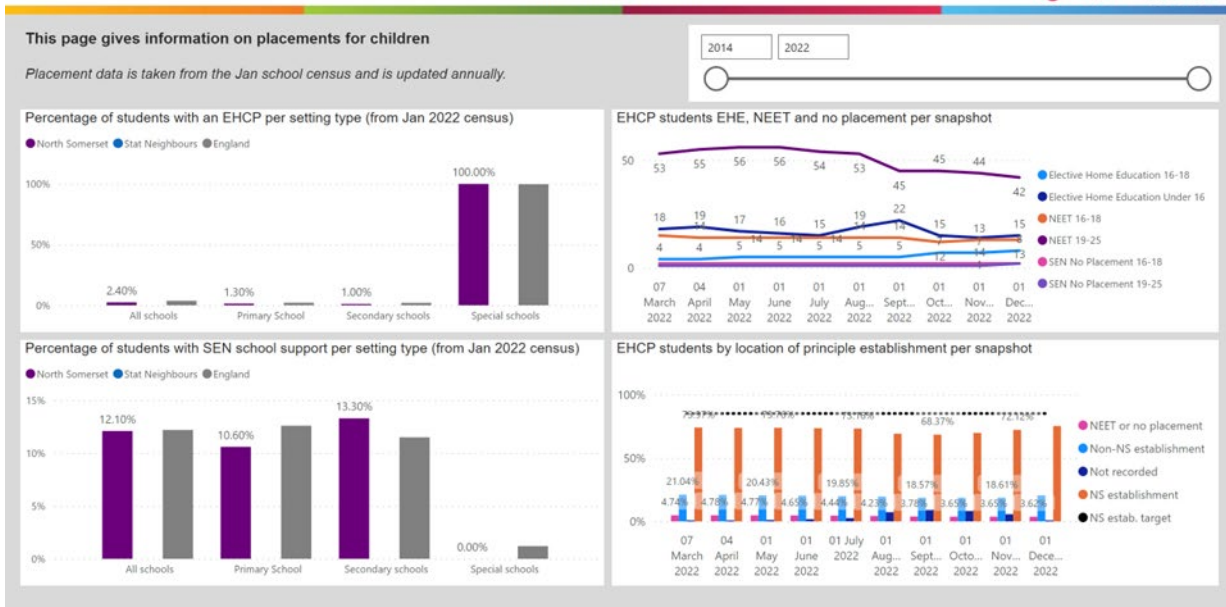


4.5 - Pupils with SEND attending independent schools 2010 – 2023 in England, North Somerset and the South West.

- 4.6 Our current data shows that most of our pupils with SEND attend special schools. We will expand our 6 Resource Bases and 8 Nurture Group settings in place from September 2023 by creating 5 further Nurture Group and 3 new Resource Bases from September 2024/2025. This will increase the number of places available from 71 and 80 to 101 and 130 respectively. With Nurture Groups supporting 2 cohorts each academic year, the numbers of pupils supported through these provisions is doubled. The aim being that we reduce the need to access out of area placements resulting in an overall reduction in these type of placements for pre-16 placements from 11% down to 4%.

North Somerset SEND data and performance dashboard

Placements and destinations



4.7 The 8 main areas of need (based in data as at September 2023) are:

Area 1 - The highest area of need is within SEMH. Of 1,785 pupils with an EHCP, 523 (29.30%) identify with SEMH needs and 907 (26.04%) required SEND school support. Our greatest need is in Weston super Mare south with 83 pupils identified as requiring support. Other areas with a higher identification of SEMH needs are in Banwell and Winscombe, around Yatton, Portishead and Weston super Mare.

In response to the need for extra support:

- Lime Hills Academy opened in September 2022 and was accommodating 25 pupils with SEMH as a primary need, rising to 29 by September 2023. It is hoped its Free School delivery buildings will open at its permanent site in Churchill by September 2026 at the latest. When located on its permanent site, Lime Hills will accommodate up to 65 pupils with the greatest SEMH needs.
- We have opened 10-place Nurture Groups in: Backwell (Backwell Secondary and the APR area for Yatton); Yatton Infant and Juniors; Bournville Primary in WsM south; Priory Community School ~ An Academy in WsM north; and Yeo Moor Primary in Clevedon.
- A further three 10-place Nurture Groups opened in September 2023 as follows: Hans Price Academy (WsM), Broadoak Academy (WsM) and Crockerne CE Primary (Pill).
- From September 2024 five additional Nurture Groups will open at Christchurch CE Primary (WsM), Gordano School (Portishead); Portishead Primary

(Portishead); St Andrew's CE Primary (Congresbury) and Mead Vale Primary (WsM).

- We are also working towards having Nurture and Trauma Informed Practice in place at every school in North Somerset so that by providing early intervention, EHCP demand should reduce.

Of notable interest (based on the 2023 January School census), our data tells us:

- The highest numbers of pupils with identified SEMH needs attend mainstream schools (202 of which 182 attend a mainstream academy), with 54 at maintained special schools (45 in and 9 outside of North Somerset).
- 69 pupils attend independent special schools, 62 of which are outside of North Somerset
- The largest numbers of pupils with SEMH needs are in Weston super Mare south ward (141), followed by 33 in Portishead East and 29 In Weston super Mare north Worle. The smallest numbers are in Clevedon Walton (7), Nailsea Youngwood (7) and Nailsea Golden Valley (6 each).
- Demand for SEMH support increases year on year as children and young people age, with 44 pupils with SEMH needs in Y1, rising to 92 by Y7 and 102 by Year 11
- 907 pupils, as recorded in the 2023 January School Census, identified as needing SEN Support ~ 424 primary aged, 34 for PRU support and 449 of secondary age

Nurture Groups and Nurture embedded within whole-school practice is a way of providing local early intervention to reduce the numbers of children and young people developing a need for greater SEMH support. Having 75 mainstream schools but only 13 Nurture Groups indicates a gap of up to 62 Nurture Groups locations across our remaining schools (if there is the physical space across all schools). Nurture does not, however, have to be reliant on buildings.

Nurture Groups are opening at Hans Price and Broadoak Academies, and one already operates at Priory Community School ~An Academy Trust. A primary-aged Nurture Group will open in Mead Vale Primary in 2024. Portishead Primary and Gordano Schools will open Nurture Groups in 2024. Each will support around 20 pupils pa. These should help to provide support in these areas of greatest need.

If we are to provide early intervention, a Nurture Group is needed, as a minimum, with the hope that we will be able to work with more of our primary and secondary schools to introduce more nurture groups across the clusters as the evidence that they are having a positive impact is seen.

We anticipate that once fully opened, Lime Hills will be at its 65-place capacity by 2026/2027 and unless trends change, we may need extra places going forward. In opening a 2nd temporary base the school should be able to offer up to 54 places from September 2024. Whilst this school may help to provide a local placement for the c 60 pupils pa attending out of area provisions, the

implementation of whole-school nurture across all schools will also be a critical intervention.

Actions	Timescales	No. of pupils
Deliver a further 6 x Nurture Groups in primary and secondary sites across the district	2025 – 2028, funding permitting	60 - 120
Work with the DfE to deliver the Lime Hills permanent site	By September 2026	65
Review SEMH Special School Placement Demand	By September 2026	As required

Area 2 - Our 2nd greatest identified area of need is for pupils with Autistic Spectrum Disorder. Of 1,785 pupils with an EHCP, 421 (23.59%) identify with ASD needs and 199 (5.71%) require SEND school support. Our greatest need is across the Weston super Mare and Yatton areas. Other areas with a higher identification of ASD are in Pill and Clevedon, Banwell, Winscombe, Hutton and Locking.

In response to the need for extra support:

- Nailsea Secondary School ASD Resource Base opened for 10 pupils in September 2020
- Mendip Green Primary School's ASD Resource Base opened in September 2021 to 10 pupils.
- We have opened a 10-place Resource Base at Milton Park Primary School in September 2023 for primary -aged pupils with ASD with Developmental Needs
- We are working towards opening a 10-place Resource Bases at TBA Academy in September 2025 for secondary-aged pupils with ASD with Speech and Language needs and at Priory Community School Academy for secondary-aged pupils with ASD with anxiety.

Of notable interest (based on the 2023 January School census), our data tells us:

- 98 pupils with and EHCP with ASD attend NSC mainstream academies
- 100 pupils aged 16 + with an EHCP attend our local FE college
- 14 pupils with an EHCP aged 14+ are NEET
- We have 27 children and young people with an EHCP aged 9 – 19 attending OOA independent special schools

- 85 primary-aged children without an EHCP have ASD recorded as a primary need rising to 113 secondary-aged young people (with 1 in a special school).
- The biggest area of need is in WsM, with the lowest areas of needed in Blagdon and Churchill, Nailsea (West End) and Winford

Actions	Timescales	No. of pupils
Deliver a further 2 x ASD Resource Bases, one in primary and another on a secondary site across the district, and preferably Weston Hillside and Winterstoke	2025 – 2028, funding permitting	20

Area 3 - 270 pupils (15.13%) of pupils with EHCPs are classed as having MLD and 482 (13.84%) benefit from School SEND support.

Our greatest need is within Weston super Mare, although the need is spread across the district.

In response to the need for extra support:

- A 10-place Resource Base opened in September 2023 at Locking Primary School for primary-aged pupils with MLD and its permanent buildings were in place by June 2024.

Of notable interest (based on the 2023 January School census), our data tells us:

- 105 pupils with an EHCP with MLD attend NSC mainstream academies
- 40 pupils aged 16 + with an EHCP attend our local FE college
- 5 pupils with an EHCP aged 14+ are NEET
- We have 12 children and young people with an EHCP aged 8 – 18 attending OOA independent special schools
- 245 primary-aged children without an EHCP have MLD recorded as a primary need with 233 secondary-aged young people. The largest groups of pupils are in years 4 – 8 and in Y11
- The biggest area of need is in WsM, with the lowest areas of needed in Portishead and Nailsea. There are a significant number in Clevedon (28) and Pill (13)
- 49 pupils with MLD as a primary need are educated OOA

Actions	Timescales	No. of pupils
Deliver a further 1 x MLD primary-aged Resource Base preferably in Clevedon or nearby	2025 – 2028, funding permitting	10

Area 4 - Of 1,785 pupils with an EHCP, 264 (14.79%) identify with Speech, Language and Communications needs and 597 (17.14%) require SEND school support. Our greatest need is in Weston super Mare south with 35 pupils identified as requiring support. Other areas with a higher identification are across WsM, around Yatton, Hutton and Locking.

In response to the need for extra support:

- We are working towards opening a 10-place Resource Base at Hannah More Infant and Grove Junior Schools in September 2024 for primary -aged pupils with Speech and Language difficulties, although it will only accommodate 5 pupils in its first year whilst it awaits the arrival of its permanent buildings.
- We are working towards opening a 10-place Resource Base at TBA Academy in September 2025 for secondary-aged pupils with ASD with Speech and Language needs.

Of notable interest (based on the 2023 January School census), our data tells us:

- 111 pupils with an EHCP with SLCN attend NSC mainstream academies, 31 attend an SEN Resource Base, 55 a special school
- 29 pupils aged 16 + with an EHCP attend our local FE college
- 4 pupils with an EHCP aged 14+ are NEET
- Only 7 children and young people with an EHCP aged 10 – 18 attend OOA independent special schools
- 309 children and young people without an EHCP living in Weston super Mare have SLCN recorded as a primary need. The largest numbers are primary-aged and live in WsM south (76 children)
- The biggest area of need is in WsM, with the lowest areas of needed in Backwell, Winford and Wrington.

Actions	Timescales	No. of pupils
Deliver two further SLCN primary-aged Resource Bases in WsM, preferably in WsM south and Winterstoke wards	2025– 2028, funding permitting	20

Area 5 - Pupils with Severe Learning Difficulties, Profound and Multiple Difficulties, Physical Difficulties and Specific Learning Difficulties account for 248 (13.89%) of pupils with an EHCP. 110 pupils (3.2%) with a physical disability and 12 (0.03%) with a Severe Learning Difficulty received SEND school support. From the overall 1885 of pupils with an EHCP, 99.77% of pupils attend a special school; 2.1% a secondary school and 2.19% a primary school.

Our three special schools primarily support these pupils, who come from across the district. Each school serves the whole area. There are currently 402 Planned Places in our special schools that offer places to pupils with this category of need:

- Baytree School – 86 funded places with 80 on roll at the start of 2023/24, rising to 120 from February 2024 with 119 on roll from September 2024
- Ravenswood School – 134 funded places with 138 on roll
- Westhaven School – 182 funded places with 179 on roll

The Council’s Executive agreed an expansion of Baytree School to operate over two sites on 27 April 2022. The 2nd site was handed over to the school on 19 February 2024 and can, through future proofing design, accommodate between 65 – 85 extra pupils (although this level of increase will be subject to a further public consultation (s) as it exceeds their current agreement for up to 120 places).

Of notable interest (based on the 2023 January School census), our data tells us:

- The majority of pupils with the above categories of need attend mainstream special schools (114)
- The cohorts with the largest numbers are in years 3 – 14
- Most of our post-16 pupils attend a local college of FE (35 pupils)
- The wards with the greatest number of pupils with the above needs reside in WsM south, WsM Uphill, WsM Winterstoke, Portishead West and Portishead East. The smallest numbers are from across Clevedon and WsM mid-Worle.

Actions	Timescales	No. of pupils
Deliver the 2 nd site for Baytree School and have both sites fully operational from September 2024	By September 2024	120
Review the Net capacity of each of the sites following the DfE's national assessment of special schools	By September 2025	All
Following the NCA review above, to ensure that spaces across the three schools (4 sites) are fully and appropriately utilised to meet demand.	By September 2025	All
To agree SLAs with all three schools and adapt the commissioning of places to meet future demand where necessary.	September 2026	All
To progress a phased return of the pupils attending out of district schools where this is in the interests of the child and the reliance on new school placements outside of North Somerset so that out of area placements can be reduced/eliminated where this is in the interests of the child.	September 2024 and ongoing	All

The increases in provision at Baytree and previous expansions of Ravenswood and Westhaven schools should provide sufficient physical places for this group of pupils once the 2nd Baytree site has opened during the life of this plan.

Area 6 - 33 pupils with an EHCP have a Hearing Impairment and 15 a Visual Impairment. The corresponding numbers with SEND School support are 56 pupils with a Hearing Impairment and 27 with a Visual Impairment.

There are two Resource Bases in North Somerset for pupils with hearing needs:

- Castle Batch Resource Base - serving 20 pupils with Hearing Impairment/Speech, Language and Communication Needs.

- Mendip Green Resource Bases - covering Hearing Impairment/Speech, Language and Communication need for 10 pupils.

Other pupils attend maintained schools outside of the area. For some pupils, their needs will be such that an independent external placement is necessary. This currently applies to 2 pupils with a HI and 1 pupil with a VI and these numbers are unlikely to change significantly in the future.

There are two Resource Bases in North Somerset for pupils with hearing needs:

- Castle Batch Resource Base - serving 20 pupils with Hearing Impairment/Speech, Language and Communication Needs.
- Mendip Green Resource Bases - covering Hearing Impairment/Speech, Language and Communication need for 10 pupils.

Actions	Timescales	No. of pupils
To keep the need for HI and VI under review	Ongoing and by September 2027	All

Area 7 – We are currently reviewing our Pupil Referral Unit (PRU) and Alternative Provision (AP) provision. Our Safety Valve (SV) bid included an allowance of c £1m, added to £1.01m of Council resources towards securing a new secondary-aged site for the Voyage Learning Campus (VLC), our PRU/AP provision. Secondary-aged provision at the VLC is mainly delivered from a leased industrial unit on the Oldmixon site in Weston super Mare. The site has limited outdoor space, and its conversion does not lend well to the delivery of appropriate light and welcoming spaces for pupils with significant behavioural and emotional needs. Parts of the site have no access to windows and the arrangements of classrooms and supporting spaces do not design out opportunities for bullying and the congregation of groups for non-school activities. The site is in a poor condition and is subject to leaks and building failures on a regular basis. The landlord is not proactive in meeting his landlord maintenance requirements. The site is leased at a revenue cost of £95,000 pa, payable from the High Needs budget. The Council has commissioned a high-level design of a replacement site that has identified the need for a 2ha new site with an approximate land acquisition cost of £2,250,000. The total cost of the delivery of a new site for 65 pupils, based on BB104 requirements, is in the region of £12.1m. The Council does not have the capital resources to cover this.

The identification and possible purchase of a new location and an expansion of the VLCs site in Milton will be delivered as part of the 2023 – 2028 capital programme. The Milton site’s £1.4m upgrade will enhance its site facilities that cover primary PRU and health AP to make it more suitable for pupils with anxiety

and mental health needs. Outreach facilities are also a key requirement for this site.

Earlier intervention within AP to provide short-term assistance before a pupil can return to their mainstream setting is a priority. Too often pupils remain in AP and having the right support locally is essential.

Actions	Timescales	No. of pupils
To identify a new site for the Voyage Learning Campus' secondary-aged pupils within or close to Weston super Mare and commence and cost plans for the delivery of a new site.	Site identified by December 2024	TBA
To secure funding and obtain planning approval to deliver a new VLC secondary-aged PRU site.	By September 2027	TBA
To upgrade the VLC site in Milton to ensure it is fit for purpose for primary -aged pupils and those with anxiety/medical needs. To also provide outreach opportunities and spaces on the site.	By September 2025	

Area 8 - Many of our mainstream schools do not have the physical space to meet the needs of their pupils with SEND, especially those who need to dysregulate before returning to their mainstream class or those with physical disabilities who need appropriate personal hygiene spaces. Library and corridor spaces are being used to support those with SEND needs outside of the classroom and these are not appropriate or supportive of a child or young person's needs.

We have worked with 2 primary schools (Churchill CE Primary and Golden Valley Primary in Nailsea) to deliver support rooms and appropriate toilet facilities for the 2023/24 school year to enable c5 pupils with EHCPs to remain at these schools.

All schools should have sufficient and appropriate facilities to meet the needs of all pupils. The BB103 guidance does not adequately allow for SEND needs within mainstream settings and a failure to address suitability requirements (due to general capital underfunding that has not been sufficient to address suitability concerns over many years) has led to many older schools having inadequate facilities. We are grateful to the DfE for securing the HNPCA, but more funding is needed to make sure all schools can meet the needs of all pupils, including those with disabilities who should be able to attend a mainstream setting where the curriculum offer can meet their needs.

Actions	Timescales	No. of pupils
To support schools with reasonable adjustments, funding permitting	Ongoing	TBA

5. Our Capital Funding

- 5.1 The DfE announced the Special Provisions High Needs grant payments for the 2022/23 and 2023/24 financial years on 28 March 2022. Details of these grants are listed below:

Allocations				
	2022/23 £	2023/24 £	2024/25 £	Totals £
Special Provisions High Needs	1,696,470	2,713,824 <u>2,851,151</u> 5,564,985	1,159,472	8,450,927

Additional allocations for 2023/24 financial year and the 2024/25 financial year allocation was announced in March 2024. We await further allocations from 2025/26 onwards, although the DfE have indicated that these are subject to successful national funding rounds and cannot necessarily be relied upon.

- 5.2 In October 2022 the DfE invited North Somerset, as part of its High Needs revenue deficit reduction plan, to submit a bid to secure additional capital to deliver building solutions to help support an increase in the availability of local SEND places. This was so that capital investment might contribute to controlling and reducing the revenue deficit - the Safety Valve (SV) bid. The DfE confirmed that our bid for an additional £2.918m to deliver our remaining 4 years of a 5-year programme in 2 years, was approved on 16 May 2023. The funding was received in June 2023.

Our bid reflected internal and external consultations with schools and other SEND stakeholders undertaken in September 2022 - ([CY65 Outcome of the autumn 2022 high needs provision capital allocations \(n-somerset.gov.uk\)](https://www.n-somerset.gov.uk/cy65-outcome-of-the-autumn-2022-high-needs-provision-capital-allocations)). Year 2 and Year 3 of the proposed schemes have been combined and have/are being delivered. We are now working through the design and approval stages of the Year 4 and Year 5 programme to deliver the opportunities this funding has given us for the 2024/ 25 school year. The Council has committed to cover the risk of any shortfalls to ensure that the ambitious delivery programme is not compromised.

5 - Year plan						
	Funded	Funded	Funded	Funding to be secured	Funding to be secured	
New/Expanded Provisions	2022/23 School Year Year 1	2023/24 School Year Year 2	2024/25 School Year Year 3	2025/26 School Year Year 4	2026/27 School Year Year 5	Totals
10-12 place Resources Bases	0	1	1	1	2	5
10-place Nurture Groups	5	3	2	2	1	13
Bespoke school enhancements	1	1	TBA	TBA	TBA	2
Enhancements to the VLCs current site in Milton				1		1
Replacement site for the Oldmixon VLC site					1	1
Totals	6	5	3	4	4	22

- 5.3 To support the rapid impact on deficit recovery in the High Needs Block, our programme prioritises those schemes which have the greatest potential impact and the highest levels of deliverability. The later parts of the programme include schemes where a new build or greater refurbishment may be required. The

number of projects reflects our available budget and delivery capacity in the short to medium term. North Somerset Council has committed to using all of the HNPCA of at least £1.7m in 2022/23 and £2.7m in 2023/24 to deliver a sizeable proportion of the necessary provision, with the funding gap of £2.9m now covered by the Safety Value capital allocation. Options for delivery using the latest allocations are being developed.

6. Our Revenue Funding

- 6.1 Funding for maintained special schools comes from the High Needs Block of the Dedicated Schools Grant (DSG). This funding stream continues to experience unprecedented levels of increasing demand, driven by significant increases in the number of children with Education Health and Care Plans (EHCPs) who require specialist provision.
- 6.2 In the previous financial year 2022/23, this manifested itself, for example, in spend of £8.373m on placements in independent non-maintained special schools. At the end of the same financial year there was a deficit in the High Needs Block of -£9.685m.
- 6.3 Additional funding has been provided by the Department for Education nationally to High Needs Blocks. This alone is insufficient to offset increases in demand and the transfers from the Schools Block of the DSG to the High Needs Block are required together with the revenue Safety Valve projects.
- 6.4 The need for additional local provision is proven, and financial modelling indicates that providing local places in maintained special schools is much more cost effective than provision in independent non-maintained special schools. In addition, it is likely that there will be some transport cost reductions, although the extent of these will be dependent on individual children and their home to school journeys.

Across the 2022/23 financial year, the cost to the Local Authority for providing home to school transport to children with EHCPs was in excess of £3.18m with a further £734,266 spent on providing Passenger Assistants. For the 2023-24 financial year, this cost is forecast to exceed £4m; with over £1.6m being spent on transporting children with an EHCP to a placement outside of North Somerset. The cost of providing Passenger Assistants is forecasted to also rise to £984,014.

7. Schemes delivered and to be delivered by September 2024

- 7.1 Demand for provision for pupils with SEND has grown at a higher rate than it has nationally, in part because of the significant growth in new housing within North Somerset which has increased the size of the pupil population and changed the local demographic profile. There is some evidence that there are high levels of need within the new families moving to North Somerset due to, for example, our

policy of having 30% affordable housing for all new housing developments across the authority and a number of individual high needs placements.

- 7.2 The Council has invested over £20m within the last two years to create additional places by expanding existing specialist provision and creating new ones. The need, however, continues to outstrip supply. In parallel, there has been a high demand for specialist places from parents and carers, reflecting to some extent historic gaps in skills and confidence within our mainstream schools to meet needs. We have worked intensively in the last 18 months to address those gaps as demonstrated within our SEND Improvement Plan and the greatly improved outcomes for children with SEND in local mainstream schools.
- 7.3 Recent provision of Nurture Groups is successfully meeting fundamental developmental, social and emotional need arising from early childhood experiences, trauma and attachment difficulties and preventing escalation of need which would otherwise result in requests for specialist provision. The rate of growth in demand for children with Social, Emotional and Mental Health Needs (SEMH) in North Somerset is four times that of the national rate of growth.
- 7.4 Our current strategy is to build capacity within mainstream schools whilst continuing with our capital programmes to create special school places as well as making reasonable adjustments as needed. By combining the HNPCA and securing additional capital funding through the SV bid are creating three additional Resource Bases and five additional Nurture Groups across a further eight schools as well as enabling us to support many more children with social and emotional health needs through increasing capacity and increasing the scope of the Voyage Learning Campus, our Pupil Referral Unit/Medical Needs provision.
- 7.5 In the 2022/23 school year the following Nurture Group schemes were delivered:

School	Education Phase	Number of Places
Backwell School	Secondary	10
Bournville Primary	Primary	10
Priory Community School	Secondary	10
Yatton Infant and Junior	Primary	10
Yeo Moor Primary	Primary	10
Totals		50

7.6 These schemes are supporting our 6 pillars of change, particularly using a strengths-based approach to teaching and learning, using a whole school approach with trauma informed practice and building trusted relationship.

7.7 From September 2023 we have further progressed our delivery plans and opened the following new provisions:

School	Education Phase	Type of Provision	Number of Places
Broadoak School	Secondary	Nurture Group	10
Crockerne CE Primary	Primary	Nurture Group	10
Hans Price Academy	Secondary	Nurture Group	10
Locking Primary	Primary	Resource Base for MLD	10
Milton Park Primary	Primary	Resource Base - ASD with Developmental Needs	10
Churchill CE Primary	Primary	SEND school enhancements	-
Golden Valley Primary	Primary	SEND school enhancements	-
Totals			50

Again, these schemes are supporting our 6 pillars of change, particularly using a strengths-based approach to teaching and learning, using a whole school approach with trauma informed practice, having active visible partnerships and building trusted relationship.

7.8 The long-awaited delivery of the 2nd site for Baytree School was completed and handed to the council/school on 19 February 2024. The Council is also working alongside the DfE who are delivering the permanent site for Lime Hills Academy in Churchill. Planning permission (subject to conditions) was granted on 13 December 2023, although at the time of writing this update the conditions have yet to be satisfied. Whilst it was hoped this would be available from September 2024, opening will be delayed until September 2026. The DfE have funded a 2nd temporary site for Lime Hills Academy that will be ready for occupation by September 2024 at Winterstoke Hundred Academy. This contingency is only available whilst this school continues to grow to its full capacity for secondary-

aged pupils. It supplements the temporary arrangements currently in Nailsea that will move to accommodating primary-aged pupils only.

7.9 North Somerset has 4 Special Schools meeting the needs of children and young people as follows:

- Baytree School (<http://www.baytreeschool.co.uk/>) – a 120-place 3-19 years community special school serving pupils with Severe Learning Difficulties and Profound and Multiple Learning Difficulties from across the whole district. The school's Worle site in Weston Super Mare is significantly over subscribed. Their new second site in Clevedon handed to the school on 19 February 2024, increasing available places to 120 across the two sites. The new site cost the Council £18.4m.
- Lime Hills Academy (<https://clf.uk/academies/lime-hills-academy/>) – a 5-16 years SEMH Free School that opened in September 2022 in temporary accommodation in Nailsea and is currently serving 29 KS3 and KS4 pupils. From September 2024 a further temporary site will open allowing the school to serve up to 54 pupils. It is hoped it will move to its permanent site in Churchill by September 2026 at the latest. It serves the whole authority and is part of the community of schools overseen by the Cabot Learning Federation. The Council has contributed the temporary site and works to the value of £75k (having secured a 50% contribution of £75k from the DfE) to refurbish existing accommodation and will pay for works at the permanent site up to £350k.
- Ravenswood School (<https://www.ravenswoodschool.org.uk/>) – a 140 place 3 -19 years community special school serving pupils with multiple and complex needs. The school is located in Nailsea and serves pupils from across the authority. Ravenswood was recently expanded from 119 places at a cost of £127k to the Council.
- Westhaven School (<https://www.westhavenschool.org.uk/>) - a 156-place 4-19 years foundation special school serving pupils with multiple complex needs. Westhaven was recently expanded from 138 places at a cost of £268k to the Council. It has c 180 pupils on roll currently.

7.10 We also have 71 places provided by 6 SEND Resource Bases

- Castle Batch Resource Base (<http://www.castlebatch.n-somerset.sch.uk/>) – a 4-11 years primary academy serving 20 pupils with Speech, Language and Communication Needs. The base serves pupils from across the district and the school is located in Weston super Mare. The school is part of the Priory Learning Trust. This provision has been part of the school for over 20 years.
- Mendip Green Resource Bases (<http://www.mendipgreen.co.uk/>) - this 4-11years primary academy has two Resource bases covering Speech, Language and Communication and Autistic Spectrum Disorders, each serving 11 and 10 pupils respectively. The bases serve pupils from

across the district and the school is located in Weston super Mare. The school is part of the Extend Learning Academies Network. The most recent addition that opened in September 2021 cost £183,500.00

- Nailsea School Resource Base (<http://www.nailseaschool.com/>) - this 11-16 years secondary academy is part of the Wessex Learning Trust and has a Resource Base for 10 pupils with Autistic Spectrum Disorder. The school is based in Nailsea, and the Resource Base serves the whole district. This provision opened in September 2020 at a cost of £145,000.
- Milton Park Primary Resource Base - this 5 – 11 primary academy is part of the Extend Learning Academies Network and has a Resource Base for 10 pupils with Autistic Spectrum Disorder with Moderate Learning Difficulties. The school is based in Weston super Mare and the Resource Base serves the whole district. This provision opened in September 2023 at a cost of £246,335.
- Locking Primary Resource Base - this 4 – 11 primary academy is part of the Extend Learning Academies Network and has a Resource Base for 10 pupils with Moderate Learning Difficulties with Developmental Delay. The school is based in Weston super Mare and the Resource Base serves the whole district. This provision opened in September 2023, with its permanent buildings in place from June 2024 at a cost of £813,000.

7.11 In addition to the above, the following schemes have been progressed to RIBA stages 1 and 2 and will be delivered from September 2024:

School	Education Phase	Type of Provision	Number of Places
Christchurch CE Primary	Primary	Nurture Group	10
Gordano School	Secondary	Nurture Group	10
Mead Vale Primary	Primary	Nurture Group	10
Portishead Primary	Primary	Nurture Group	10
St Andrew's CE Primary	Primary	Nurture Group	10
Hannah More Infant and Grove Junior	Primary	Resource Base - Speech and Language	10
TBA	Secondary	Resource Base – ASD with speech and language	10

School	Education Phase	Type of Provision	Number of Places
Priory Community School Academy	Secondary	Resource Base – ASD with anxiety	10
VLC enhancements in Milton	All	PRU/AP	12
Totals			92

8. Schemes to be delivered September 2025 – July 2027

- 8.1 Our strategies within the Safety Valve and future SEND capital schemes are to progress projects that increase the numbers of pupils with SEND needs attending mainstream schools or Resource Bases attached to local mainstream settings rather the internal or external SEND placements where this is appropriate.
- 8.2 Our independent placements within the areas of greatest need or cost aged 4 – 19 are as below:

Placement Type	Numbers in:	Numbers in:	Numbers in:	Numbers in:	Numbers in:	Numbers in:	Numbers in:
	Early Years	KS1	KS2	KS3	KS4	6th Form	Total
SEMH		1	7	24	27	7	66
ASD		1	1	11	11	5	29
SLCN			1	2	3	1	7
MLD			1	7	3	2	13
PD, PMLD,SLD and SPLD			1	3	1	4	9
HI and VI				1	2		3
Totals							127

- 8.3 As a result of there not being enough specialist provision places within North Somerset and/or as an outcome of families taking the Local Authority to Tribunal and the Tribunal ordering the parental preference be named, we have a number of children and young people in independent special school settings outside of North Somerset. These placements are often very expensive. A recent example of this are three independent special school placements that have been agreed via the tribunal process in the space of one month alone, resulting in an approximate total spend of £270,000 pa. By having the right environments and

placements locally, scarce resources could be utilised more efficiently thereby enabling the High Needs funding to benefit more children and young people.

- 8.4 Examples of the types of independent provision being named (as shown above) are those who support SEMH with a very specific trauma informed approach or those with an ASD specialist/designation. There are cases of some parents who have lost confidence in the mainstream system or are led to believe that their child will not successfully transition into a mainstream secondary environment. The pressure points will often arise at phase transfer. The Local Authority's experience is that requests for specialist provision occur throughout the academic year across a wide variety of age ranges. Our local SEMH provision is in the process of being increased but this is also an area of SEND where we are currently seeing a growth in need. There is currently a significant mis-match between need and provision, although it is hoped our Nurture approach will help to mitigate this. Whilst the LA consults with neighbouring authority areas for their specialist SEMH provision, there is a general lack of places in the SW area.
- 8.5 The Local Authority convenes a special school panel on an annual basis in January, in order to determine placement allocations to specialist provision for the forthcoming new academic year. This includes consideration of the current ASD Resource Bases, as well as the LA maintained special schools. In the January of the 2022-2023 academic year, the Local Authority received around 200 requests for a specialist placement, with approximately 40 spaces in total to be able to offer. This does not include further requests that have been received since the January panel convened. Increases in demand for new EHC Needs Assessments or placement breakdowns in mainstream school settings are adding to the pressures within mainstream schools. Alongside revenue challenges, schools often feel unable to meet the requirements of pupils with escalating SEND needs. They are not only dealing with funding pressures but can experience an inability to retain or employ new support staff, sometimes due to the cost of living challenges meaning that staff are moving away for higher-paid jobs. Some also cannot always secure staff in time for when a placement starts. There are also times where requirements cannot be met due to a genuine escalation of the needs of the pupil. Independent schools may be able to overcome some of the pressures experience by maintained schools due to their higher placement costs.

Parents are aware of new independent schools setting up and can visit these schools. They can often be understandably impressed by the offer, which will often include in-house therapy support on-site. This can lead to a preference for this type of setting. Whilst there is not enough local specialist provision, the LA will often continue to spend higher resources on independent settings, especially when a Tribunal situation arises.

Examples of an average cost of some of these settings are as below:

- Aurora Hedgeway - £77, 409 - £84,273 pa

- National Star - £184,096 - £233,105 pa
- Notton House - £70, 698 pa
- Sedgemoor Manor - £90,325 pa
- Silverbridge - £47,299 -£68,339 pa

8.6 The LA is working hard to minimise the amount of these types of placements being agreed and trying to reduce out of area spend. If, however, a parent is not happy with the LA placement, they are normally successful with an independent placement via a Tribunal Order. Whilst the LA spend on the independent sector is an area of concern, there is also an impact on the child attending an education setting out of their local area in terms of having a peer group outside of home. Whilst they may benefit from a peer group in the school setting of pupils with similar needs and ability levels, it is harder to them to transfer learnt skills back to the home area and maintain a friendship group with peers that live far away.

It is noted, however, that local provision is not always available or appropriate for all students. Where pupils are settled in a placement outside the district and it would not be in their best interests for this to change, the placement should continue. A review of place availability within the Special Schools in North Somerset will take place during the life of this plan in the hope that we can provide more local places for pupils with SEND within at least one of these schools. It should be accepted that for a minority of students overall, a specialist placement outside of the area will always be in their best interests.

8.7 Based on the data above, going forward between 2025 – 2027 we want to:

Actions	Timescales	No. of pupils
Deliver a further 6 x Nurture Groups in primary and secondary sites across the district	2024 – 2028, funding and need permitting	60 - 120
Review SEMH Special School Placement Demand	By September 2026	As required
Delivery a further 2 x ASD Resource Bases, one in primary and another on a secondary site across the district, and preferably Weston Hillside and Winterstoke	2025 – 2027, funding permitting	20

Actions	Timescales	No. of pupils
Delivery a further 1 x MLD primary-aged Resource Base preferably in Clevedon or nearby	2025 – 2027, funding permitting	10
Deliver two further SLCN primary-aged Resource Bases in WsM, preferably in WsM south and Winterstoke wards	2025 – 2027, funding permitting	20
To agree SLAs with all three schools and adapt the commissioning of places to meet future demand where necessary.	September 2026	All
To progress a phased return of the pupils attending out of district schools where this is in the interests of the child or young person so the reliance on new school placements outside of North Somerset so that out of area placements can be reduced/eliminated where this is in the interests of the child.	September 2024 and ongoing	All
To keep the need for HI and VI under review	Ongoing and by September 2027	All
To secure funding and obtain planning approval to deliver a new VLC secondary-aged PRU site.	By September 2027	TBA

Actions	Timescales	No. of pupils
To support schools with reasonable adjustments, funding permitting.	Ongoing	TBA

School Place Planning Policies, including Developer Contributions and New School Competitions

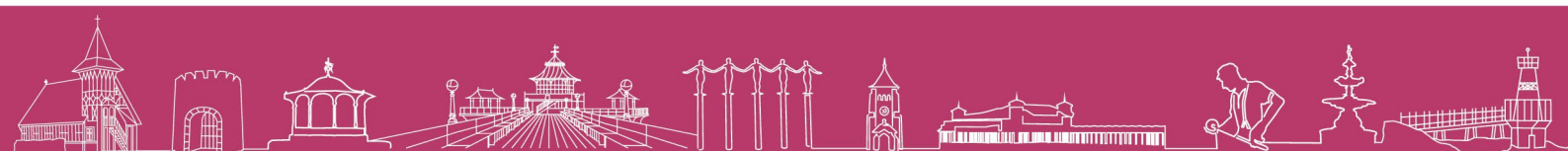
1.1 The Council's Corporate Plan is our over-arching strategy that sets the vision, ambitions and commitments for the area and how we want to work as a council.

- There are 216,700 people living in North Somerset and over 100,500 dwellings
- By 2040, the population is projected to increase by 31,500 people
- 17.6% are aged 15 and under
- Around 226 children and young people are cared for by the council
- 95.7% of people in North Somerset gave their ethnicity as 'white' in the last census while 6.8% of households in North Somerset have members from different ethnic groups
- 17.7% of people in North Somerset are disabled under the Equality Act
- 8.8% of people aged over 5 years in North Somerset are unpaid carers
- 92.1% of adults have at least a level 1 qualification and 40.8% have a level 4 qualification or higher
- There are 64 primary schools, 11 secondary schools and 4 Special, 1 Pupil Referral Unit and 6 Resource Bases across the area

Our Vision is for 'An open, fairer, greener North Somerset' and the policies below reflect this.

2. Developer Contributions

- 2.1 In seeking Developer Contributions we will be led by the Council's [Regulation 123 List](https://n-somerset.gov.uk/my-services/planning-building-control/planning-policy/community-infrastructure-levy/about-community-infrastructure-levy) that can be viewed at <https://n-somerset.gov.uk/my-services/planning-building-control/planning-policy/community-infrastructure-levy/about-community-infrastructure-levy>
- 2.2 We expect that the primary sources of developer funding for education will be via the Community Infrastructure Levy (CIL), which is paid on a per sqm fixed tariff basis by almost all residential developments where they are not self-build or affordable housing, and s106 for Strategic Development Areas where specific Children's Services requirements may be covered.
- 2.3 Developers should also be aware of the guidance published in August 2023, '[Securing developer contributions for education](https://publishing.service.gov.uk)', which sets out the expectations of the Department of Education on Local Authorities [Securing developer contributions for education \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



2.4 All contributions are paid to the Council and not to schools or academies. The use of the funding is also determined by the Council and cannot be used to pay for existing condition or suitability needs at schools.

The Council will also seek and use contributions from developers to cover the Children's Services wider statutory obligations in line with the most recent regulations published at the time in relation to early years provision (for those aged 0 to 5); Children and Family Centres and Post-16 needs. Our colleagues in the Place Directorate will also seek contributions to home to school transport costs where pupils from new housing can only be accommodated in a school that is either not on a safe walking route or is more than the statutory safe walking route distance from their home (of 2 miles or over for under 8's and 3 miles or over for those aged 8 and over).

2.5 Whereas with s106, specific education contributions are allocated to a named school or Children's Services project, such as a new primary school and/or pre-school within or close to a significant housing development, CIL is not expressly tied to one site or location and can take several years to accumulate. The control and use of CIL funding is held within the Council. An internal business case must be agreed in order for funding to be allocated to a project. This means that the Council will operate a programme approach, looking ahead and designating funds to meet the emerging needs where specific locations may come under pressure.

2.6 The CIL tends to be a more regular form of income than S106 contributions, because almost all residential developments will contribute. [Up-to-date guidance regarding the CIL](#) can be found on North Somerset Council's website. Where there is a particular need for land, this may also be a justifiably exceptional need for a deviation from the Regulation 123 List guidance as to the division of CIL and s106. North Somerset Council does not currently accept land in lieu of CIL payments, however it is within the powers of the Council to introduce such an option, subject to the introduction of a formal policy to that effect.

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

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

2.8 Our requests, subject to the above, will be for land which is proportionate to the level of need from that development and meets the other s106 tests as set out above, and capital or developer-provided infrastructure to support school and early years places. For developments that require the provision of a whole new school, we reserve the right to request revenue allocations to cover (in full) Council staff costs associated with the delivery of the new provision. We may also seek revenue contributions to support the growth of the new school up to the first three years of opening where housing numbers and resulting pupils yields fall

short of the numbers required to enable the new academy to operate within financially viable parameters. This could involve 'ghost funding' vacant places to cover the shortfall between the number of pupils on roll in a cohort versus the optimum number of 30 per year group class, as per paragraph 10 of the DfE guidance, 'Securing developer contributions for education'.

The Council will expect land for primary and secondary schools to be assigned where a need for a new school has been identified by the Council. This will be in line with the next largest land allocation for a 210, 420 or 630-place primary school or, at least, a 900 place and rising secondary school as based on DfE guidance - [Primary and secondary school design - GOV.UK \(www.gov.uk\)](http://www.gov.uk), with a minimum size of site being for a 210-place primary or a 900-place secondary school.

Land for SEND schools and post-16 places away from secondary schools may need to be negotiated across developments with different developers. As the numbers of pupils with SEND are significantly lower than those requiring mainstream places, a development would have to cover a significant area of the district to enable the Council to claim a sufficient area of land to be suitable for a new school whilst being proportionate to that development. There is an expectation that all new schools will include spaces for SEND, such as Nurture Groups (one or two classroom spaces) and potentially Resource Bases for up to 10 pupils.

There is an expectation that all new primary schools will include, as a matter of course, appropriate early years provisions for children aged 2 – 4. Developers will also be asked to make available or contribute capital to secure new early years places away from school sites for pupils aged 0 – 4 for use by the Private, Voluntary or Independent sector.

Except for agreed nil Community Infrastructure Levy (CIL) areas there is an expectation that all developers will be expected to provide a contribution towards the cost of infrastructure within their development proposals, in addition to home to school transport contributions, developers will be asked to consider the other children's services statutory needs such as [Family Hubs and Start for Life programme - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and [Sure Start children's centres: guidance for local authorities - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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

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

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

In line with paragraph 53 of the DfE guidance, 'Securing developer contributions for education', where no sites have been identified in the Sites Allocation Plan to meet the education needs of a new development and where expansions to existing provision cannot be seen to be accommodated without compromising the education already being provided, the Council will expect the developer to make financial contributions to fund all or part of the cost of new schools/pre-schools/community resources where appropriate to meet the infrastructure needs generated by their development including a sum towards a possible future land purchase. If this cannot be agreed, the education service may need to object to the development.

- 2.10 In all the above cases, contributions will be assessed to meet the conformity tests. A table of the s106 contribution rates determined based on published data as of June 2023 and to be used from September 2024 is shown below. As per the DfE guidance, North Somerset reserves the right to increase the scorecard base data used (2022 published in 2023) by the rate of inflation.

Additionally, an uplift of 10% has also been applied to reflect the costs associated with delivering school capital projects to higher sustainability standards.

The table below is an example of the data as at June 2023 and does not reflect inflation for 2023 at the time of publishing. The latest rates will be available on request from school.organisation@n-somerset.gov.uk

	New School - Regional (SW) Average cost per place (2022)	Expansion - Regional (SW) Average cost per place (2022)	Average Regional (SW) New & Expansion cost per place (2022)	Average Regional (SW) New & Expansion cost per Mainstream place (2022) + 10% uplift for sustainability as per DfE guidance ⁷
Early Years ¹	£23,424	£19,619	£21,522	£23,674
Primary ²	£23,424	£19,619	£21,522	£23,674
Secondary ²	£28,377	£26,984	£27,681	£30,449
Post- 16 ³	£28,377	£26,984	£27,681	£30,449
SEND Primary ⁴	£93,696	£78,476	£86,086	£94,695
SEND Secondary ⁵	£113,508	£107,936	£110,722	£121,794
SEND All through ⁶	£103,602	£93,206	£98,404	£108,244
<u>DfE Score Card 2022 (published June 2023) Link</u>				
1 - EY As per DfE guidance this is the same figure as primary 2 - As per 2022 DfE score card published June 2023 3 - Post 16 as per DfE guidance this is the same figure as secondary 4 - As per DfE guidance this is primary x 4 5 - As per DfE guidance this is secondary x 4 6 - This is the average of primary and secondary x 4 7 - As per DfE guidance this has an uplift of 10% to accommodate higher sustainability standards including considerations for net zero carbon				

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

Land sizes will be in accordance with BB102; BB104 and other statutory guidance (see 2.7 above).

- 2.11 A draft school scope specification is attached as Annex 1 to this appendix.
- 2.12 The Council's Business Intelligence Unit oversees pupil projections for North Somerset. The numbers of pupils generated from new homes is dependent on the size, types of homes supplied and the rate of build. For homes in new estates, primary school pupil yield is normally expected to peak within 5-10 years of the completion of any new development. Secondary school demand will normally peak around 4-5 years later.

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

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

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

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

- 2.14 The Council has a range of Supplementary Planning Documents (SPDs) that provide guidance on North Somerset Council's policy requirements. These include, for example, design standards; parking requirements; and the provision of informed Travel Plans. They can be viewed on the Council's website at: <http://www.n-somerset.gov.uk/my-services/planning-building-control/planningpolicy/supplementary-planning-advice/adopted-supplementary-plans/supplementary-plans-adopted/>. New school buildings will be expected to comply with these standards where reasonably practical, and/or to provide explanation where those standards cannot for some reason be met.
- 2.15 Decisions as to whether the Council will ask for a contribution (full or part) towards the provision of necessary infrastructure will be considered on a case-by-case basis. This is because the need for new or expanded provision will be dependent on factors such as:
- i. The availability of existing infrastructures and whether if it can meet the projected requirements of the new development in full or in part
 - ii. Whether 'works in kind' will deliver for the community more effectively

- 2.16 The Council will aim to collect all Children's Services s106 contributions, where possible, at the start of a development or as soon as possible thereafter. This is to enable the Council to have facilities in place as soon as reasonably practicable once the new dwellings are starting to be delivered. Where a developer can prove that this will affect the viability of the development, exceptions may allow funding to be released across the development (in percentages to be agreed on a case-by-case basis). This flexibility does not apply to CIL payments, which must be made within 60 days of commencement of a Full or Reserved Matter consent.
- 2.17 Following the launch of consultations on the government's proposed planning reforms, North Somerset Council is reviewing its draft Local Plan 2025 – 2040. The plan – which was first consulted on in 2020 and has been shaped by three more rounds of public consultation – was set to go out for a final round of consultation later this year, before being submitted for independent examination. This consultation will not now take place, pending consideration of the updated government guidance and any further work which may be required.

The government's proposed planning reforms have major implications for our proposed Local Plan. The new standard method has calculated a need for 23,805 dwellings in North Somerset over the next 15 years, almost 9,000 dwellings more than our current Local Plan target. The council is working hard to review our draft plan in light of the government's announcements and hopes to progress this as quickly as possible.

3. New School Places, including New School Competitions

- 3.1 All new schools must normally be academies. When considering new school place provision, North Somerset Council will either establish a new academy or free schools via the national Presumption Route or Free School guidelines or, where appropriate, work with its partners to expand consistently good or outstanding popular schools. Alternatively, the Council may work with good/outstanding Multi-Academy Trusts (MATs) to support their Free School bids where they meet with the Council's strategic plans. Occasionally the DfE exceptionally opens Free School bids to Councils for targeted applications, such as the 2018 SEND bidding round.
- 3.2 All new schools/academies should be community resources that are committed to work together as well as extensively and effectively with parents, other providers and wider children's services. They should deliver with other partners a wide offer of teaching, learning and other services; meeting additional pupil and family needs; ensuring that problems are identified and addressed universally; maximising pupil and family learning improvements; and making the greatest use of their community resource to ensure collective accountability in the local area.
- 3.3 North Somerset Council will seek to ensure that all learning establishments within the Council's area are committed to working together to meet the best interests of

children and families. It will lead and facilitate this ethos, sometimes acting as a brokerage service, and ensure that any new education partners subscribe and commit to North Somerset Council's learning principles. The Council will ensure that, where possible, schools should facilitate access to wider community resources.

- 3.4 For new schools where the Council has determined need, the national Presumption Route Free School guidelines - <https://www.gov.uk/government/publications/establishing-a-new-school-free-school-presumption> will be followed.

As an example, we attach as Annex 2, the most recent Expression of Interest Evaluation Matrix used in the competition for a new free school.

- 3.5 Where new demand is such that a new school is not required, the Council work with its partners to expand consistently good or outstanding popular academies and schools. This may include increases in provision on an existing site and/or an expansion of age range on a new or existing site or a transfer and expansion onto a new site, all within national guidelines. If a school expands and transfers to a new site, the Council will expect to secure the previous site location in exchange.

- 3.6 Where appropriate, the Council may work with good/outstanding Multi-Academy Trusts (MATs) to support their Free School bids where they are consistent with the Council's strategic plans. If more than one provider asks for the Council's support with their bid, providers will be expected to submit Local Intentions of Interest to the Council. The Council will support the group that best matches its strategic obligations. The preferred sponsor will be notified of the Council's support.

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

- 3.7 A decision to request an Expressions of Interest (EOI) process for a new school will be made by the Executive Member for Children's Services, Families, and Lifelong Learning, having regard to the recommendations of the CYPS Policy and Scrutiny Panel or its Steering Group.

As part of the planning process for new schools, the Council will undertake an assessment of the impact of the proposal, both on existing educational institutions locally, and in terms of impact on particular groups of pupils from an equality's perspective. This is to enable the request to meet the duties under section 9 of the Academies Act 2010 and under section 149 of the Equality Act 2010. The application process will normally include written submissions and interviews with strong applicants able to show that they can fulfil the criteria, such as that shown in Annex 2. Officers will make recommendations of support to the DfE. The regulations prevent the publication or sharing of the Council's preferred sponsor. Details of this organisation will normally be included with the submission of all

Expressions of Interest sent to the DfE following the Council's conclusion of its EOI process only. Secretary of State/Regional Director decisions are normally made in around 6 weeks. It is anticipated the whole process will take around 6 – 9 months to complete.

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

- 3.8 The Council is responsible for providing the site for the new school and meeting all associated capital costs. It is also required to meet the revenue costs of the new provision by making provision in its growth funds to support. The latest guidance is available at: <https://www.supportservicesforeducation.co.uk/Page/10238>
- 3.9 Where local places are needed and this can be addressed by the expansion of an existing school on the existing or onto a new site, where more than one establishment may be deemed appropriate for expansion, a decision to request Local Intentions of Interest for providing new school places may be progressed. Any such decisions will also be discussed with the DfE's SW office as the Regional Director for the South West/their Advisory Board will often be the decision maker if the expanding school is an academy.

Expressions of Interest will need to follow the principles of new school competitions as shown in Annex 2. Bids will need to show:

- how well the additional places are located to meet growth and, in the case of Special School provision, whether the school is able to meet the needs of the additional young people requiring a Special School place.
- standards in the school - it is expected that schools that expand will be Outstanding or Good * with progress scores that show that outcomes are improving for children and young people.
- the capacity of the school to provide suitable accommodation on the site, within existing space and within planning/building constraints or to be able to move to a new site and continue to meet its communities needs and those of an extended school population without detriment to its current local community.
- that their school is popular with parents/carers.
- that the school is inclusive and supports the needs of all learners
- that where the school moves onto a new site and does not retain the current locations provision, the school/MAT is prepared to relinquish all control of their current site to make this available to the Council in exchange.

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

- 3.10 It is probable that where a new school is needed, its provision within a new development will be progressed to meet local demand. Other schools will not always be able to rely on additional demand from pupils from new housing, utilising their access to their school with or without free home to school transport, to offset the detrimental impact of falling rolls in their vicinity due to demographic changes in their area. The Council is committed to being a net zero Council by 2030 and fully supports the UK government target to cut greenhouse gas emissions. Providing school places within walking distance from a child or young person's home is part of that commitment.

4. School Place Planning Principles

- 4.1 North Somerset Council has clear strategies for school place provision. Organisational and building changes will be progressed where they meet pupil demand (mainstream and SEND), contribute to good or outstanding school standards, help to meet the Council's carbon footprint reduction requirements and provide, where appropriate, community facilities to support national and local agendas.
- 4.2 In making decisions, the Council will apply the following principles and actions to their determinations:
- a. We will provide schools and other education providers with the information necessary to enable them to make informed decisions about how they will provide sustainable 'inclusive and improving' education, achieve the highest possible standards and ensure the full participation of all learners, especially the most vulnerable and disadvantaged. It is for MATs and schools to use the resources available to them individually and collectively to ensure that they have robust and adaptable school structures in place to meet increasing and decreasing demands.
 - b. We will promote the creation of new schools in areas of significant residential growth to ensure that new schools become central to a new development. We will consider the numbers of pupils in and around the locality of the school, standards and Ofsted ratings of nearby schools, as well as demand for school places. Where there is a need for extra places due to new housing alongside the creation of a new community, an existing school will only be supported for expansion if there is insufficient demand to create a new school within the area of demographic growth. This supports our vision to become carbon neutral by 2030 and the principle of 'local schools for local children'.
 - c. When considering the expansion of existing school/academies, this will only normally take place where standards were consistently rated as good or outstanding at their last inspection by Ofsted, where the most recent Progress 8 score was at least the national average, where the school or Trust are in good financial health and has the physical capacity to expand and, where a

school is designated as having a religious character, the trustees of the school and appropriate religious authority (in the case of church schools the diocese or relevant diocesan board), does not object to the proposed change. This may include increases in cohort sizes on the existing school site and/or the expansion of cohorts and/or an age range on a new or existing site.

- d. We are aware that demand for existing providers in nearby towns or villages close to a new school may remain as is or decline. In commissioning the right numbers of school places close to where children and young people live, we may also need to support a decrease in the capacity or closure (if appropriate) of existing education provisions to ensure the strategic overall viability of schools and academies. Multi-Academy Trusts also have a responsibility to ensure the viability of their establishments and may need to action difficult choices where a school's intake is no longer needed to match its physical capacity due to demographic reductions in its local population.
- e. The Council will meet its sufficiency duties within school place planning clusters (as defined by the Council) whilst allowing for the movement of pupils from school to school. It will base capacity needs on pupil projections and previous admission trends.

We have noted the National Audit Office report 'Capital Funding for New School Places' (2013) that refers to a minimum 5% surplus that the Department for Education (DfE) assumes in its planning as necessary to support operational flexibility. We will support schools and academies to work within these levels either across individual schools or wider planning areas to meet the needs of static, declining and/or growing communities. This is to ensure there are places available to those seeking school allocations outside the normal school admissions rounds whilst enabling schools/communities in areas of residential growth to benefit from extra resources should they need to grow.

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

The Local Authority will suggest that MAT Trust Boards review the viability of their schools that have more than 15% of surplus places, especially where standards are low or where floor standards necessitate a review of provision. It

will recommend and work with academies to review their provision to ensure that place availability is appropriate to local need.

The Council will work with schools and MATs to ascertain if surplus school capacity can be used to create Nurture Groups and/or Resource Bases to support the inclusion of pupils with SEND within mainstream settings.

- f. Where there is an interim need for extra places at a school for 'bulk' admissions, provided notification of an increase in potential offers is received in good time to administer the locally agreed co-ordinated admissions scheme, 'breach' increases in admission levels will be implemented. We will also work alongside growing schools to help them manage their growth without significantly impacting on other local schools. Increases via breach classes will be supported as part of the first stage in planned increases in PAN that will need to be progressed in line with the School Admissions Code.
- g. The Council supports partnership working and would hope that the needs of the area are considered by schools and partners when planning their own school expansions or decreases in PAN both for intake groups and in older cohorts. All plans (LA or academies/academy trusts) should be shared with other responsible bodies before implementation. The Council will work alongside clusters of schools and can provide recommendations for cluster-wide options that support wider sustainability plans.
- h. We will encourage all existing settings to provide the maximum number of places possible within the existing capacities of their sites where needed. The Council will challenge schools and academies (academies via the SofS/Regional Director/DfE) to admit more pupils where it considers the establishment has the capacity to do so and the projections support a sustainable increase in class structures.
- i. We will challenge schools in areas of residential growth who wish to reduce their PAN when either the projections or the Local Plan indicated future growth and these places will be needed in the future.
- j. The Council will only expand schools that are not classed as good or outstanding by Ofsted and achieving the appropriate Progress 8 scores in exceptional circumstances. This will normally be where the school has the capacity to improve, or it is to be supported by another good/outstanding school on its journey to good/outstanding within its Multi-Academy Trust (MAT).
- k. We will promote all schools adopting Nurture principles within their settings, providing space for bespoke Nurture Groups where possible.
- l. Where financially possible, we will provide learning facilities fit for 21st century living, teaching and learning. This includes developing sites and buildings that promote active activities such as walking, cycling or scooting to school, having

production kitchens on site, promoting school allotments and other measures to help tackle childhood obesity.

- m. The Council will use its capital resources wisely to meet the needs of learners. (This may necessitate making difficult decisions about the viability of some sites where other local facilities can meet the demand for places. It will look to secure resources generated from closing a facility or site to be used to update other provisions for a greater number of learners where it is able to do so).
- n. Decisions to join or move/merge with other Multi-Academy Trusts is for the Governing Body of a school or a Trust Board to determine. Where, however, a maintained school is judged to be 'Inadequate' the Council will abide by Section 4 of the [Academies Act 2010](#) that permits the Secretary of State to make an Academy Order in two circumstances: firstly, on the application of a school's governing body under section 3; or secondly, if the school is eligible for intervention within the meaning of Part 4 of the 2006 Education and Inspection Act.
- o. The preferred size of new primary age provision in North Somerset (school or building) will preferably be through all-through primary schools. Unless set in a rural location (where a 105-place school is part of an academy chain), all new primary schools will normally enable at least one form of school entry (30 places per year group and 210 places overall) or two forms of entry (60 places per year group and 420 places overall). Where there is evidence of demand a 525 or 630 place school will be provided. As stipulated in DfE guidance issued in August 2023, new provision should be large enough to meet the need generated by a development, based on standard class sizes and forms of entry i.e. a development that generates 400 primary school places would require a two-form entry school.
- p. The local secondary school should be the natural and easy choice for pupils and parents providing good /outstanding education, high standards of care and an environment that enables all children to flourish and contribute to the economy

Where there are significant numbers of pupils to enable a new school to be viable, the local authority will investigate and promote the provision of a new academy(ies) to meet community's needs. This is to enable, where possible, pupils to be able to walk or cycle to a school within the statutory distance from their home address, in accordance with paragraph 46 of the DfE guidance, 'Securing developer contributions for education'.

In order to provide the best education for the 11-16 population, secondary schools should not normally serve fewer than 6 forms of entry (up to 180 pupils per year group) or more than 12 forms of entry (up to 360 pupils per year group). Where there is evidence of local demand, larger provision could be considered.

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

If the Council considers that a development need cannot be accommodated within existing provisions, as per paragraph 46 of the DfE guidance, 'Securing developer contributions for education', the Council will seek developer contributions towards secondary-school places. Where current schools cannot be expanded or they are not within the statutory walking distance or on a safe route from the new development, this requirement may include new land and building contributions appropriate to the size of the new development. Where this is lower than a 900-place school, the Council will expect the developer to allocate a site appropriate for a 900-place provision to future-proof future expansion needs. The Council may need to seek land and resources from a range of developers before the new school can finally be delivered.

- q. The LA supports enabling pupils with a range of learning difficulties to achieve the highest possible standards within mainstream schools where appropriate. It promotes the availability of specialist rooms and Nurture Groups in all mainstream schools and will look to use s106 and CIL contributions to deliver new SEND infrastructure within mainstream schools to meet local needs where suitable.

Where a child's needs cannot be met at a mainstream school, and their Education, Health and Care Plan (EHCP) states they would be better served by attending a Resource Base attached to a mainstream school or a Special School, where possible a local SEND place will be sought. The Council is committed to increasing the availability of local places.

The LA makes every effort to place children in local schools but does recognise that there are a small number of pupils whose needs are so severe and complex that they require provision that is only available in maintained or Independent schools outside of North Somerset.

- r. Alternative Provision (AP) is provided to pupils who cannot be educated within a mainstream setting, but who will normally not have an EHCP.

All children in England between the ages of 5 and 16 are entitled to a free place at a state school. Local Authorities have a statutory duty to ensure that children and young people in their area have access to this education. The Voyage Learning Campus (VLC) is an Alternative Provision school that provides for pupils in years 1 – 11 across two sites. It supports schools in meeting the needs of pupils with social, emotional and behavioural difficulties when children are out of school. This includes pupil referral units, hospital schools or other forms of provision accessed via the local authority or directly by schools to deliver the statutory duty to provide education for such pupils.

The LA makes every effort to place children requiring AP in a local placement and is assessing current needs and accommodation with the aim of providing short and longer-term interventions locally.

The Council will use s106 and CIL funding to support a relocation and possible change in remit of the VLCs secondary pupil referral base. It is also looking to enhance the facilities of the VLCs Milton site to ensure that the site is appropriately redesigned to meet the needs of pupils who require tuition away from school due to medical needs, because they are primary-aged pupils who have been excluded from school or because they require other forms of short-term support.

Where tuition is not possible in the home, or if it is not advisable if a student is becoming isolated, then tuition may be arranged in the community. An emergency contact form is completed if a tutor is to act 'in loco parentis' in such cases. Tuition could be arranged in Public Libraries, Community Centres, Museums etc.

- s. School Planning Areas - North Somerset Council will use its school planning areas as agreed with the DfE to monitor and manage school place provision.

- 4.3 Pupils entitled to free home to school transport assistance will be supported with their travel arrangements provided they fulfil the statutory requirements for assistance. This may include places offered in accordance with the Council's Fair Access Policy. This may or may not relate to the First Geographic Area determined by a school within their own admission arrangements. Details of the Council's home to school transport policy are available at <http://www.n-somerset.gov.uk/my-services/schools-learning/support-pupils-students/home-school-transport/about-home-school-transport>

In line with section 61 of the DfE guidance, 'Securing developer contributions for education', where additional places are required before the delivery of extra accommodation, a contribution towards the cost of home to school transport for pupils from the development may be requested in line with the conformity tests for a period of at least 7 years.

It is estimated that the annual cost for providing transport to enable a primary aged pupil to attend a school more than 2 miles from their home could be up to £36k per annum (£190 per day x 190 days), although this is dependent on the number of pupils and resulting mode of transport that is appropriate. This can be reduced when multiple pupils can benefit from a single transport route and the average cost per head of mainstream transport has been calculated as £1,378. In the case of secondary age pupils, the cost of public transport (if reliably available) currently stands at approximately £450-780 per school year per

pupil if a pupil is offered a school place more than 3 miles from their home address or with no safe walking route.

If it is necessary to provide a taxi/minibus/coach, the cost can range from the provision of taxi at the cost £18k to a minibus at the cost of £49k per annum to a 70-seater coach at a cost of £59k per annum dependent on the journey. The average cost per head is £1283 for both primary and secondary students.

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

- 4.4 North Somerset Council is under a statutory duty to secure access for young people to sufficient educational and recreational leisure-time activities which are for the improvement of their well-being (Education Act 1996. S507B). It is the Council's duty to ensure that any barriers to accessing such facilities are removed, and that factors such as availability of transport, income, health and disability, gender or sexuality do not prevent young people from accessing opportunities. This duty is primarily focused on the 13-19 age group, but also includes young people with learning disabilities from 13-24 and recognises the need to provide a range of activities suitable for children of all ages. Claims for support with this statutory duty are made by the Council's Place Directorate.
- 4.5 The Council also has a statutory duty to provide Family Hubs and Children's Centres offering support to families from ante-natal onwards. The number of children likely to need these services will be based on the pupil yields at the Early Years' stage; however, the contribution required will be calculated on the existing provision in the area and if/ how this will need to be expanded to meet the additional need. This could be supporting new classes or programmes, or for larger developments a physical expansion to a building may be required.

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

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

Annex 1

Expectations for School and Pre-School Buildings

- 1.1 North Somerset Council's aspiration is for all its children to be educated in inspirational environments that enable them to learn and develop educationally, morally and emotionally in safe, secure and physically and financially robust buildings. The condition and suitability of academies is a matter for the academy and/or their Multi-Academy Trust. The Council does have, however, responsibility for school places and should influence and advise all schools in North Somerset for matters of national importance. It is vital that schools/academies are central to the communities they serve, providing genuinely personalised learning experiences for their pupils; engaging environments for parents, carers and the local community; and providing a wide curriculum of learning that leads to high standards and good behaviour in all our facilities.
- 1.2 In all cases and where practicable and appropriate, for all new schools delivered by the Council, it will seek to maximise the community use of school facilities outside of school hours to meet the needs of the local community and provide a revenue stream for the school.
- 1.3 In addition to creating the right internal accommodation to meet curriculum needs, the Council expects all new schools/school expansions in areas of design significance to be important buildings, contributing to their urban environment. This can add to the cost of a new building and should be a financial consideration when allocating resources to build any new school.
- 1.4 School buildings should be built to the highest and latest standards possible including:
- BB103 for mainstream and BB104 for special schools
 - Other relevant national standards
 - All necessary Building regulations
 - All necessary sustainability requirements
 - All necessary transport requirements
 - In line with local Supplementary Planning Documents (SPDs)
- 1.5 New sites:
Where a new school is to be provided by a developer this will include a site to meet at least the mid-range size in accordance with the relevant BB guidance plus the necessary increases in site size for the pre-school and any shared community facilities (if appropriate). The site will need to allow for the provision of sports

pitches and outdoor space to meet the needs of the school and the community it serves (if appropriate).

Sites should/must:

- be a rectangular plot, the sizes of which should be appropriate for the different sized school being considered and/or where other facilities available from the site are added.
- be of a suitable shape to incorporate buildings, hard/soft play areas, shared facilities, parking, community access etc., whilst meeting the needs of the surrounding buildings and any necessary planning conditions.
- be in an accessible location and have at least two separate entry and exit points and not be located at the end of a cul-de-sac.
- have discreet access to shared facilities (internal and external).
- have appropriate access/egress/parking facilities and the surrounding road infrastructure must comply with North Somerset Council requirements/current policies and traffic impact assessment needs. The site should facilitate the provision of 'Safe Routes to School'.
- be delivered in virgin state without contamination, well drained and free of constraints including noise and air pollution and archaeological interests.
- not be used by developers as a solution to their wider developer infrastructures such as for drainage routes or swales.
- have a suitable topography to meet the school's needs.
- have access to services including broadband fibre connections that must be available, with all costs to facilitate their supply met by the developer.
- have appropriate road and travel infrastructures to and from the school provided by the developer.

1.6 School sites/buildings must have:

- as a minimum, compliance with the mid-point of BB103 requirements and must also comply with BB102.
- a full production kitchen delivered in accordance with North Somerset Council's specifications to meet the needs to deliver meals to all pupils on the site (school/pre-school as appropriate).
- an external wall construction which is robust and suitable for a school environment where balls etc. can be kicked against walls without detriment to the finish.
- a suitable connection to building(s) via the latest medium (e.g. fast fibre) installed to enable connection to broadband services.

- toilets which allow for appropriate privacy with the correct numbers in accessible locations for all ages of pupil. Adult size toilets should always be used. There should be no urinals and good access to washing facilities
- there should always be access to toilets constructed in an open and unisex manner, to prevent the potential for bullying and to meet diversity needs. Toilet cubicle doors for older students (KS2 and above) must be of a full height and each one must be ventilated adequately.
- toilet facilities for pupils with additional needs should be provided in the same location as those for the ambulant pupils and to the appropriate specifications.
- appropriate toilet door heights for nursery-aged pupils that are confirmed with the end user prior to construction commencing.
- facilities for nursing mothers available on all new school sites.
- areas for quiet reflection and prayer available on all new school sites.
- barrier matting at every external door location, suitably sized. The type of matting should be either recessed in mat wells or of an agreed alternative design.
- under floor heating (UFH) as a preferable system (i.e. normally no radiators in classrooms or circulation spaces), noting that PE stores need to be excluded to enable mats to be stored. However, it is recognised that UFH is inappropriate for the needs of some pupils in special schools where appropriate solutions to heat and cool a room must be found. Unless there is no alternative, gas heating should not normally be the provided heating source.
- new buildings should be built to the highest standards i.e. BREAM Excellent where appropriate and have renewables on site to enable electric heating.
- a site generally free from both underground and over-ground services. In particular, the site should not have restrictive services such as power, gas, water sewerage, archaeological constraints etc. that impinge upon the site development. The site should however be provided with services such as power, water, telecoms, drainage – to enable the construction of a school. The services should be terminated within the site boundary in a location that is within 20m of the likely position of the new school building.
- the latest low energy sustainable heat, facilities and light options
- provide for sustainable modes of travel to and from and within the site. This will include electronic charging points for vehicles, sufficient cycle and scoot parking and changing rooms and showers for those who travel sustainably. School buildings should be carbon neutral by 2030.
- not be below a flight path for aircraft either taking off or landing at Bristol or other nearby aircraft facilities (i.e. Weston Helicopter Museum).

- not be within the HSE restricted zones for high pressure gas storage units or pipelines.
- only be transferred, if there are rhynes or other water courses, once the requisite maintenance works have been completed to the satisfaction of the Environment Agency or Internal Drainage board as applicable. Maintenance access to the watercourse should be excluded from the transferred land or appropriate measures put in place to enable access without impinging upon the site area and use.
- not be affected by ecological or conservation constraints. Prior to transfer, the site should be subject to an ecological survey and the results issued for acceptance by the local authority.
- not be affected by Archaeological constraints. Prior to transfer, the site should be subject to an Archaeological Desktop survey. If it is recommended that trial trenches should be dug, these should be completed prior to transfer, at the cost of the contractor. The NSC Archaeological Officer will need to approve that the site can be constructed upon, following receipt of the survey and trial trench findings.
- be sited so that the school is not affected by noise from adjacent highways or industrial sites. The contractor must provide noise assessments prior to the site transfer to demonstrate that it is suitable.
- be designed to provide at least two entrances to the site that are suitable for school coaches (52-seater), refuse and general deliveries. The surrounding road infrastructure should also suit parking for parents who drive to school and drop/collect children, without adversely affecting the residents. Due cognisance of the relevant Supplementary Planning Document – North Somerset Parking Standards, should be complied with.
- have all internal and external doors installed with integral anti-finger trap designs. Examples of such doors are Leaderflush Shapland Sentinel or Hazlin Safehinge.
- not normally be within the Environment Agency flood zones 3a or 3b classifications. If it is appropriate, mitigation measures should be in place without cost to the Local Authority or school.
- on completion and provided by the contractor, the school must have the necessary maintenance and defect contracts in place for the duration of the defect's correction period at no cost to the school or North Somerset Council. The rationale being that warranties must remain valid and no complications regarding liability.

Primary Provision

- 1.7 Where significant numbers of new primary school places are required, often at the start of a major new development, the Council will ask for the schools within the new

housing areas to be ‘future-proofed’ and built to enable a phased increase in provision to be added at a later stage. For example, a one or two-form entry school may need to be built with the full future capacity hall, staff rooms, main group rooms etc. appropriate to the capacity of a larger school. This would enable further class bases and other supporting facilities (such as a pre-school;) to be added at a later stage in the development. When considering a ‘local school’ for primary schools, this will normally be a school within 2 miles (as a safe walking route) from the child’s home. Many parents of primary aged pupils expect a school place for their child within an 800m walking and 1600 cycle/scooting distance from their home (although this is not a legal entitlement).

- 1.8 When negotiating agreements with developers, the Council will, if possible, ensure input from the promoter of the (new) school into its design and final specification. All buildings should meet national requirements as well as North Somerset’s requirements.
- 1.9 The Council will encourage the establishment of pre-school provision for at least 2- and 3-year-olds onto school sites where there is need and where it is financially and physically possible. This will be through:
 - Private, Voluntary and Independent (PVI) provisions
 - A change of lower age range of the school to accommodate younger pupils
 - A locally based school provider i.e. Governing Body led provision

Secondary Sites

- 1.10 For secondary school places, in general, where the needs of the development cannot be met in full or in part at the local school(s), contributions will be requested from developers as below:
 - ✚ In line with paragraph 54 of the DfE guidance, ‘Securing developer contributions for education’, for developments where the need cannot be accommodated within existing provisions, land and the delivery of at least a 900-place school (or larger if the development projections show extra demand) built to the Council’s specifications and based on the DfE’s Building Bulletin BB103 and supporting building bulletins will be requested. This will include a site to meet at least the mid-range size in accordance with BB103 plus the necessary increases in site size for the pre-school, SEND and any shared community facilities (if appropriate). The site will need to allow for the provision of sports pitches and outdoor space to meet the needs of the academy and the community it serves
 - ✚ Where a development is planned to grow in phases, the Council will look to the developer to provide land and the infrastructures needed for a larger school (including playing fields) and for the pre-school, SEND and any

shared community facilities (if appropriate). Whilst the full hall, staff room and other infrastructure requirements must be provided at the outset, the Council will agree to the delivery of additional classrooms at later stage provided these have been allowed for in the capacity of the initial provision and the design of the site

- 1.11 Where the Council can be satisfied by the developer that a new school is not needed, the developer will be expected to pay for the necessary extra class bases for whole tutor group increases in capacity (30 extra pupils per year group) and the additional infrastructure needs required at the nearest appropriate North Somerset secondary school able to expand so it can operate within BB103 guidelines. Where the nearest appropriate school is in excess of 3 miles as a safe walking route from the development, or the route to school is deemed to be unsafe, the Council will expect the developer to contribute towards the cost of home to school transport (as assessed) for a period of at least 7 years from the start of the new development or to pay for the route to school to be made safe to enable pupils to travel to school sustainably.
- 1.10 In line with paragraph 25 of the DfE guidance, 'Securing developer contributions for education', the Council will seek developer contributions towards SEND school places where it considers that the new demand cannot be met from existing local resources. Where current schools cannot be expanded, this may include new land and building contributions appropriate to the size of the new development.

SEND

- 1.11 [Building Bulletin](#) 104 outlines the range of requirements for such specialist facilities. The percentage of SEND pupils is reviewed annually.
- 1.12 Details of the Councils SEND Strategy can be found in Appendix 2. Currently, children with additional needs may be educated at their local school or at a specialist provision located within or outside of North Somerset. Where the needs of the development cannot be met in full or in part within North Somerset, contributions will be requested as below:
- ✚ For mainstream schools, the developer is to pay for Nurture Group facilities and/or specialist equipment (hearing loops etc.) to meet the requirements of pupils with additional needs to study alongside their peers.
 - ✚ For specialist provisions, the developer is to pay for the necessary extra class bases and additional infrastructure needs for whole tutor group increases in capacity (6 – 10 extra pupils per class group) at the nearest good/outstanding North Somerset school able to expand so it can operate within BB104 guidelines.
 - ✚ Due to the needs of the pupils attending specialist provisions, the Council will expect the developer to contribute towards the cost of home to school

transport (as assessed) for a period of at least 7 years from the start of the new development.

- ✚ Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new school to serve a range of new communities.

All Schools

- 1.13 For all new schools, the developer will be expected to pay for the Fixtures, Fittings and Equipment (FFE) at a rate of £10k per class base. Where new class bases at an existing school are to be created within existing accommodation, the same contribution may also be required for FFE. Additional funding will be needed to cover ICT costs.
- 1.14 Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new mainstream and SEND school places to serve a range of new (and existing) communities.
- 1.15 For all new secondary and SEND schools, the developer will be expected to pay for the Fixtures, Fittings and Equipment (FFE) at a rate of £10k - £15k per class base (dependant on the faculty to be expanded). Where new class bases at an existing school are to be created within existing accommodation, the same contribution may also be required for FFE.
- 1.16 Where a new school is not needed as another local school can be expanded, the developer will need to pay for the necessary extra class bases and the additional infrastructure needs required at the nearest appropriate North Somerset school so it can operate within the BB guidelines, supporting building bulletins and early years guidance. Where the nearest appropriate school is in excess of the statutory safe walking route from the development, or the route to school is deemed to be unsafe, the Council will expect the developer to contribute towards the cost of home to school transport (as assessed) for a period of at least 7 years from the start of the new development or to pay for the route to school to be made safe to enable pupils to travel to school sustainably.
- 1.17 Contributions to cover the Supervision of Works (Clerk of Works) on the above schemes will be requested at a rate of 1.75% of the gross construction costs.
- 1.18 Revenue funding and procurement set up costs will be requested when a development requires a new school. The amounts required will be calculated on a scheme-by-scheme basis dependant on the size of the school. Such contributions will be used to assist the new academy and Council in covering pre-opening expenses but will normally be in the same region as the funding made available to promoters via the DfE's Free Schools process – see

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/901034/A_guide_to_new_special_free_school_revenue_funding_2020_to_2021.pdf

Early Years

- 1.19 Demand for nursery/pre-school facilities will be made with reference to an audit of childcare provision for 0–4-year-olds in the area of the proposed development. If the audit shows there are insufficient places, then a request will be made for the provision of early year's facilities. The Council has a statutory duty to ensure enough provision and will seek contributions for developers/set planning conditions to ensure enough places across the Council's area.

The Statutory Framework for Early Years Foundation Stage sets standards for provision and states that any buildings used for childcare must have 3.5m² per child younger than 2 years, 2.5m² for 2-year-olds and 2.3m² for 3 – 5-year olds. The Council will use developer allocations to provide accommodation and commission places from schools and the PVI sector. The Council will also explore options for the developer to deliver the provision, for example through community or commercial-based providers at bespoke accommodation provided by the developer as part of employment-led obligations. Pre-schools or nursery classes will be included on all new primary and secondary school sites where practicable. Where the needs of the development cannot be met in full or in part within that area, contributions will be requested as below:

- ✚ The developer to provide at least two nursery classes with supporting facilities for 2- and 3-year-olds built to the DfE's Statutory Guidance for Early Year Foundation Stage requirements at any new school for each 210-place equivalent new provision in their development area. The provision may be overseen by the school or a Private, Voluntary or Independent (PVI) provider.
- ✚ The developer to provide for at least one, preferably two nursery classes for 2- and 3-year-olds with supporting facilities built to the DfE's Statutory Guidance for Early Year Foundation Stage at the nearest good or outstanding North Somerset school able to expand to include this provision. The early years setting may be overseen by the school or a Private, Voluntary or Independent (PVI) provider. Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new early year setting to serve a range of new communities.
- ✚ The developer to provide for at least one, preferably two nursery classes for 0 – 2-year-olds with supporting facilities built to the DfE's Statutory Guidance for Early Year Foundation Stage at the new school or the nearest good or outstanding North Somerset school or early years provider able to expand to

include this provision. The early years setting may be overseen by the school or a Private, Voluntary or Independent (PVI) provider. Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new early year setting to serve a range of new communities.

- ✚ Where the needs of the development cannot be included as part of a school and/or the need for early years places exceeds the places available locally, the developer must include the availability of early years facilities as part of their business requirement offer for their development. The size and nature of this provision will be assessed in accordance with conformity tests. Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new early year setting to serve a range of new communities.

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

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

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

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

**School Place Planning Strategy
2024 - 2027**

Capital Funding

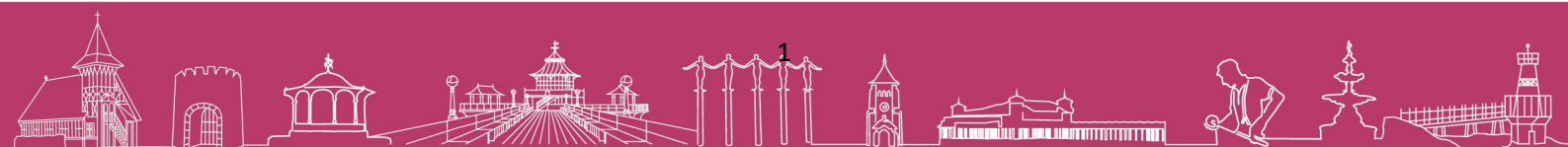
1 Basic Need

- 1.1 Capital allocations for *new school places* come to the Council from a range of sources including: Basic Need; s106 contributions/Community Infrastructure Levy (CIL), and Free School Bids. The Department for Education (DfE) may also allocate bespoke funding for priority areas as national priorities dictate.

The DfE announced the latest Basic Need allocations up to the 2024/25 financial year in March 2024. Details of these grants are listed below:

	2022/23	2023/24	2024/25	2025/26	Totals
	£ financial year	£ financial year	£ financial year	£ financial year	£
Basic Need	0	6,694,758	0	1,441,812	8,136,570

- 1.2 The Council was successful with a Free School Bid in March 2019 to open a new Free School. Lime Hills Academy (a SEMH Free School and part of the Cabot Learning Federation) opened in September 2022, offering up to 29 places from their temporary site in Nailsea. The DfE hope to deliver their permanent buildings in Churchill for 65 pupils by September 2025. The site's planning application was approved, subject to conditions, on 13 December 2023. At the time of updating this appendix, planning conditions are still to be satisfied.
- 1.3 Local Authorities have a statutory duty to secure sufficient school places for its residents. Basic Need can be used to secure new schools or expansions at existing schools or academies. S106 and CIL payments are used to create extra places and are not given to existing schools to rectify condition or suitability concerns.
- 1.4 There is an expectation that Council's contribute c30 - 40% of their funds to each Basic Need project.
- 1.5 Details of national allocations were published at: <https://www.gov.uk/government/publications/basic-need-allocations>, and are paid in nine equal instalments from May to January annually when appropriate.



1.6 Conditions of grant are published at [Terms and Conditions DfE Grant Funding Agreement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The capital conditions state:

- *A local authority should seek to ensure funding paid out under this grant is spent efficiently. To which end, it should thoroughly evaluate all procurement options for school projects – including the DfE construction frameworks and output specification – to demonstrate value for money. A local authority should encourage academy trusts and other responsible bodies to do the same, should they procure a construction project directly.*
- *A local authority may be required to provide such information as reasonably requested by the Secretary of State, relating to expenditure on school places and the procurement options appraisal conducted.*

1.7 Details of the schemes in progress for the next three years can be found in Appendix 1b to this Plan.

2 School Condition Allocations

2.1 The Local Authority (LA) receives a *School Condition Allocation* to cover urgent health and safety and condition needs at community and Voluntary Controlled (VC) schools. Voluntary Aided (VA) schools are supported by the Locally Coordinated Voluntary Aided Programme (LCVAP) paid to their Diocese and smaller academies/academy chains can bid for funds from the Academies Condition Improvement Fund (CIF). Larger academy chains qualify for School Condition Allocations (SCAs). All schools have ear-marked Devolved Capital (DC) paid to them to meet the improvement needs of their sites.

2.2 The Council’s Capital Maintenance Allocation for the 5 LA schools across the 7 sites for which the Council is now responsible has been funded from allocations received over the past 3 financial years as below:

2022/23	2023/24	2024/25
£ per financial year	£ per financial year	£ per financial year
284,340	206,824	209,113

This fund is currently based on a formula that reflects the numbers of pupils in schools. As schools convert to academy status, the overall pot is reduced. Whilst St Joseph’s RC Primary School is still a maintained school, its responsible body is the Clifton Diocese.

Local authorities, non-maintained special schools, and eligible special post-16 institutions are automatically eligible for direct SCA, subject to any terms and conditions.

For special and alternative-provision schools (including pupil referral units), the pupil count is multiplied by 4.5 for determining SCA eligibility. This is because these schools tend to have lower pupil numbers for their size and more complex facilities.

Allocations are based on School Census data, collected in October annually and weighted (in relation to North Somerset schools) as below:

Pupil Phase	Phase-related weighting
Nursery/Primary	1.2
Special/PRU	4.5

In addition to the phase weightings explained above, SCA includes factors for Condition Data Collection (CDC) banding, location, VA status, and PFI status.

For the 2023-24 allocation round the DfE used an unadjusted per pupil funding rate of £148.50.

In 2021-22, the DfE introduced transition protections to support the move to the new methodology, which ensured that no responsible body eligible for SCA in 2021–22 received less SCA than in 2020–21. If the calculated amount of funding was less, then a transition protection made up the difference. This protection applied to the standard SCA published in spring 2020, not the one-off additional SCA published in summer 2020.

From 2022-23, the DfE began the process of moving all responsible bodies eligible for SCA to the full funding methodology. This continued for 2023-24. This means that, where a responsible body received protections in 2022-23, if the calculated amount for 2023-24 was less than 50% of the amount it received in 2020-21, it received a protection to make up the difference. If it was calculated SCA was higher than 50% of the amount received in 2020-21, it received its calculated SCA. In 2024-25, the level of these transitional protections will be reduced to 25% and will probably no longer apply from 2025-26. The exact methodology for calculating SCA in future years is yet to be confirmed and will be kept under review.

Further allocations will be based on the numbers of schools still maintained by 2025, that may be fewer than the current 5.

The above allocation should also be used to help to maintain children and family centres, although the formula for this is not known and allocations do not appear to include funds in addition to those for schools based on the calculations above.

- 2.3 The latest individual school DC allocations in 2022/23 and 2023/4, paid directly to LA schools, are as below:

	£ (2022/23)	£ (2023/224)	£ (2024/25)
Kewstoke Primary	4,983	4,896	4,770
Baytree Special	7,620	7,822	8,253
Ravenswood Special	10,429	10,936	11,138
VLC – Milton and Oldmixon sites	7,594	6,962	6,734
Westhaven Special	13,315	13,619	13,214
Totals	43,941	44,235	44,109

- 2.4 There was an opportunity for all responsible bodies to apply for School Rebuilding Programme grants through a bidding process in March 2023. There are currently 400 projects in the programme, announced in 2021 and 2022, as below:

- the first set of 50 schools, announced in February 2021
- the second set of 50 schools, announced in July 2021
- the third set of 61 schools, announced in July 2022
- the fourth set of 239 schools, announced in December 2022

A [list of confirmed projects](#) is available, including information on when each was announced. North Somerset Council was not successful with the four bids it made as part of this process.

- 2.5 The backlog of capital maintenance needs at LA maintained school, last assessed in October 2020, was estimated to be £10,340,737.48. Since that time some schools have converted to academy status, certain schemes have been completed or are in progress (for example the Ravenswood School and Kewstoke Primary School roofs) and other condition needs have been identified. Colleagues in the Place Directorate have started to re-survey the estate and will provide an update of our condition backlog as soon as they can.
- 2.6 Section 6 of the Academies Act 2010 provides that ‘Local Authorities must cease to maintain a school on the date which it opens as an academy.’ The Council will not normally include schools that are known to be converting to academy status in its Schools Capital Maintenance Programme even though, for many, if they had not converted before the start of a new financial year, the Council has received an element of maintenance funding for them as part of its Capital Maintenance Funding received from the DfE’s national grant distributions. This is because the

funding from the DfE does not cover the extent of work required across the school's capital buildings stock that far exceeds the annual allocations.

Until the March following conversion LAs receive funding within their School Condition Allocations from the DfE to help to maintain their schools. Many of North Somerset's remaining schools are in a poor state of repair. Whilst schools remain within North Somerset's control the Council has a duty to ensure their buildings are safe. Even with conversion, the DfE expects LAs to 'treat schools considering conversion fairly, including by investing in high-priority condition issues and honouring any commitments of capital funding that they have made. On conversion, at a minimum, schools should be in a safe condition with no health and safety or regulatory compliance issues.'

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

The Council would not normally agree to undertake works at a school when they have an Academy Order in place.

- 2.7 Details of the conditions of grant can be found at [Condition funding methodology 2022 to 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/105422/condition-funding-methodology-2022-to-2023.pdf)

3 Special Educational Needs and Disability (SEND) Funding

- 3.1 In March 2022 the Department for Education announced the High Needs Provision Capital Allocations (HNPCA) for the 2022/23 and 2023/24 financial years. HNPCA is paid to Local Authorities (LAs) to support the provision of places for children and young people (CYP) with special educational needs and disabilities (SEND) and those pupils requiring alternative provision (AP). A further announcement of funding was made in March 2024.

Details of the North Somerset grant allocations are listed below:

Allocations				
	2022/23 £	2023/24 £	2024/25 £	Totals £
High Needs Provision Capital Allocations (HNPCA)	1,696,470	2,713,824 <u>2,851,161</u> 5,564,985	1,159,472	8,450,927
Safety Value Allocations		2,918,000		
Totals	1,696,470	8,482,985	1,159,472	11,338,927

- 3.2 Guidance on the allocation of the HNPCA is available at [High Needs Provision Capital Allocations Guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- 3.3 Following internal and external consultations with schools and other SEND stakeholders, North Somerset’s Director of Children’s Services agreed, in October 2022, that officers would work with schools and other partners to advance capital proposals to increase SEND provisions using the HNPCA ([CY65 Outcome of the autumn 2022 high needs provision capital allocations \(n-somerset.gov.uk\)](https://www.n-somerset.gov.uk)). The consultation linked to the approval of this plan included options for new SEND provision going forward. The DfE expects Local Authorities to confer with schools, parents and other stakeholders about their plans and this consultation was the vehicle for this consultation.
- 3.3 In addition to the HNPCA, in October 2022 the DfE invited North Somerset, as part of its High Needs revenue deficit reduction plan, to submit a bid to secure additional capital to deliver building solutions to help support an increase in the availability of local SEND places so that capital investment might contribute to controlling and reducing the revenue deficit - the Safety Valve (SV) bid. North Somerset was successful in this bid and has been granted a further £2.9m grant in the 2023/24 financial year from the DfE. This allows North Somerset to deliver a 4-year delivery programme with years 3 and 4 previously unfunded within a 2-year funded delivery programme.
- 3.4 The DfE have provided guidance on how the funds should be spent. The ‘Government’s vision for children and young people with special educational needs

(SEN) and disabilities is the same as for all children and young people - that they achieve well and lead happy and fulfilled lives.' The Children and Families Act 2014 places important statutory responsibilities on local authorities for supporting children and young people with special educational needs (SEN) and disabilities. This is a vital role that local authorities retain in an increasingly school-led education system and one that requires long-term strategic planning, informed by detailed local knowledge enhanced through consultation with parents and carers, and good relationships with local schools.

3.5 The capital funding is not ring-fenced, and local authorities can use it as they see fit. There is an expectation that local authorities will seek to use this funding in a way that helps them manage the cost pressures on their high need's revenue budgets and should ensure they are considering any resulting savings when developing their Dedicated Schools Grant (DSG) Management plans. For this reason, this strategy recommends that use of this grant should be prioritised as below:

- To increase the availability of new SEND places across North Somerset, especially where this can contribute towards the availability of more local places to meet increasing demand and reduce the High Needs Block overspend.
- To update current sites to meet the needs of existing pupils that could not be made if this fund were not available, such as making reasonable adjustments.

Suggested types of work include, but are not limited to:

- projects that enable and/or increase access to mainstream placements for pupils with high needs (who might otherwise have required more specialist provision).
- projects that increase the local availability of high needs places to help reduce out of area placements and associated transport or residential costs, and/or reduce reliance on more expensive provision where local provision can be provided at less ongoing cost.
- projects that adapt, re-model or improve existing high needs places to make them suitable for a wider range of pupil needs. This could be achieved through:
 - Expansion(s) to existing high needs provision, including at the same site or at a different site.
 - Reconfiguring provision to make available space for additional places or facilities.
 - Re-purposing areas so that they meet the needs of pupils with SEND.
 - Investment in accessibility to improve access to existing provision.

- Other capital transactions that result in new (additional) places or improvements to facilities
 - Supporting or contributing to the cost of creating a whole new special school.
- 3.6 The funding is not intended for individual mobility equipment such as wheelchairs, or for maintenance work, which should be covered by Devolved Formula Capital funding, the Condition Improvement Fund or School Condition Allocations. The funding is provided for capital purposes only and cannot be used for revenue expenditure of any kind, such as training or staff costs.
- 3.7 Details of the schemes in progress for the next three years can be found in Appendix 1b to this Plan.

4 General Updates and Risks

- 4.1 The Council has provided every North Somerset pupil with a local school place that asked for one. Our ability to continue to provide local places for local pupils will be dependent on having capital resources to facilitate this.
- 4.2 The delivery of new school places is dependent on the provision of sufficient land and capital allocations appropriate to new place needs. Securing sites of sufficient size for a proposed new school and clear of physical constraints is complex. Whereas land for new primary schools can often be given as part of s106 agreements in larger developments, land for new secondary and specialist SEND provision can be more difficult to obtain as the allocation of a significant school site may not always be proportionate to the level of appropriate developer contribution. Expansions of current schools may not always be possible due to the physical constraints of their sites. Expansions are only normally supported where a school is determined, by Ofsted, to be classed as good or outstanding.
- 4.3 In certain cases, capital to secure a school site may be needed. The cost of a site is often dependent on its perceived 'hope' value and the Council has no capital fund available to purchase land for school purposes. In addition, the cost of providing the buildings needed to deliver the extra places may often exceed the funding available. Whilst compromises are made, additional resources are often needed. Delays in the delivery of schemes may be necessary whilst additional funds are secured, although delays often result in increased costs too.

There is a significant risk that the capital funds needed to progress all the schemes contained within this draft School Place Planning Strategy will not be found. School schemes need to be assessed against other council priorities. Officers continue to work to secure capital allocations from developers and through external funding sources as available, but often these do not cover the full cost of a project. Compromises need to be sought, but with increased costs to meet green agenda and other new planning requirements, there is a risk that

some schemes will not be affordable, and pupils will need to be transported to other schools both inside and outside the district.

- 4.4 The Council only retains influence over its remaining 6 LA schools for whom it is the Decision Maker (1 community; 1 Aided; 1 PRU; and 3 special schools (6 schools across 8 sites). This will continue until when or if they convert to academy status.

For all other schools, decisions are taken by the Regional Schools' Directors (RSD) and the Secretary of State (SofS) /Department for Education (DfE). In these circumstances the Council is a consultee, although officers maintain an open dialogue with the RSDs office and DfE officials so the Council's position and recommendations can be shared. This makes planning (and paying) for the Council's statutory duty to secure sufficient school and early years places complex.

- 4.5 In meeting new demand, business cases may need to be developed to support Council borrowing. The dilemma the Council has to consider is that whilst a business case for need may show significant revenue savings over time, with the exception of home to school transport costs, most revenue savings will be beneficial to the Dedicated Schools Grant (DSG) and not to the Council budgets responsible for meeting the borrowing costs.