

APPENDIX 1

HAMMERSMITH & FULHAM COUNCIL

**SPECIAL SCHOOL ORGANISATION
AND SEND CAPITAL PLAN**

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INTRODUCTION

This plan sets out an ambitious programme of investment in provision for children and young people with Special Educational Needs and Disabilities (SEND) in Hammersmith & Fulham (H&F) over the period to 2030.

It delivers on the ambitions of the local area's SEND Strategy and builds on the detailed analysis of trends in demand for specialist provision recommended in the SEND Sufficiency Review.

The plan sets out a framework for capital investment of £8 million in enhancing specialist provision, including:

- Significant expansion of resourced provision in mainstream settings; supporting a higher proportion of children and young people with SEND to achieve good outcomes in mainstream settings where this is the most suitable provision for their needs.
- Improving accessibility across the school estate.
- Supporting teaching and learning through the creation of internal and external flexible use spaces.
- Ensuring there is sufficient capacity in our Special Schools to meet the needs of young people who would benefit from a Special School place and that provision reflects the evolving mix of needs.

THE CURRENT CONTEXT

SEND landscape

H&F is the country's eighth most densely populated local authority. It is twice as densely populated as London as a whole. In general, the borough's central and southern areas are more densely populated than the northern area, although densities vary greatly between individual wards.

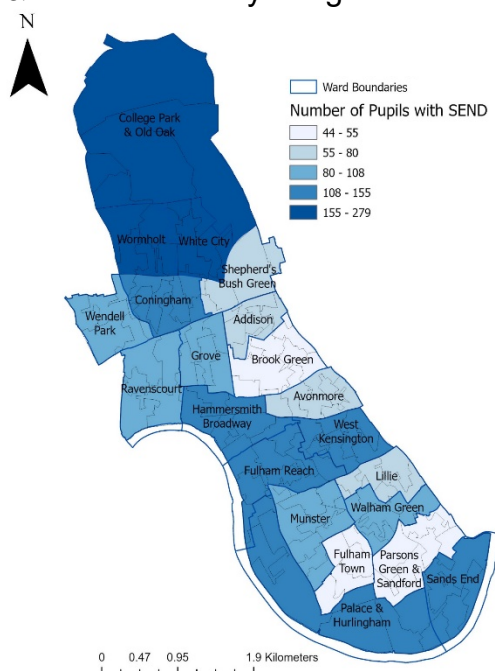


Figure 1: The number of pupils with SEND by residence ward in Hammersmith & Fulham

The wards with the highest number of SEND can be found in the North of the Borough. 28% of pupils with SEN live in White City (279), College Park (200) and Wormholt (185). Wormholt and College Park both have the highest prevalence of SEND, both at 20%.

The wards with the lowest number of SEND are in Parsons Green (44), Brook Green (51) and Fulham Town (55), this makes up 6% of where pupils with SEN reside in H&F. Brook Green has the lowest prevalence of SEND at 12%.

In 2021/22, there were 1,381 pupils with an EHC Plan in H&F, representing 5% of all pupils in the local area. This is higher than the national average of 4%. H&F has seen a consistent rising trend in EHCP numbers in recent years, broadly reflecting the national trend. In the same period, there were 3,221 pupils receiving SEN support in H&F, representing 12% of all pupils. This is the same proportion as the London average, but slightly lower than the national average of 13%.

Between 2015/16 and 2021/22, H&F has had a consistently higher proportion of pupils with an EHC Plan or Statement of SEN than London and England. H&F has a higher average percentage of pupils with an EHC Plan or Statement of SEN by 0.9 percentage points compared to London and 1.0 percentage points compared with England.

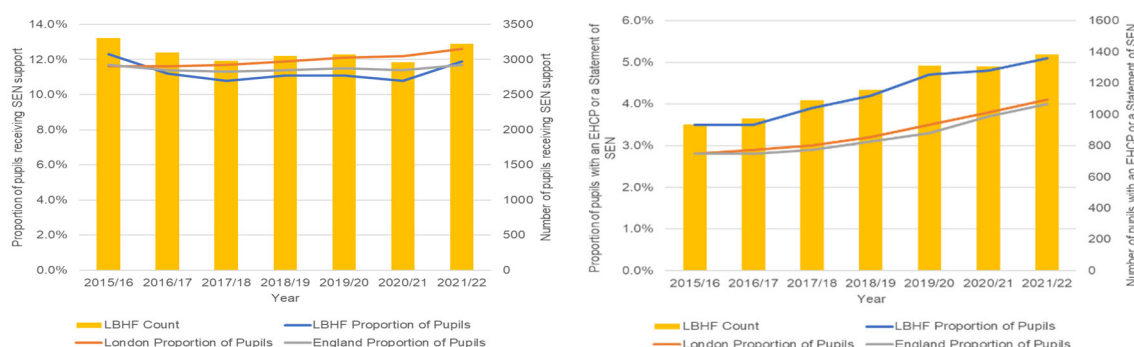


Figure 2: The number of pupils with an EHC Plan or a Statement SEN in Hammersmith & Fulham, and the proportion of pupils in Hammersmith & Fulham, London and England. The data covers the years 2015/16 to 2021/22 and includes pupils in all schools including independent schools and general hospital schools. The number of pupils receiving SEN support in Hammersmith & Fulham, and the proportion of pupils in Hammersmith & Fulham, London and England. The data covers the years 2015/16 to 2021/22 and includes pupils in all schools including independent schools and general hospital schools.

SEN primary needs

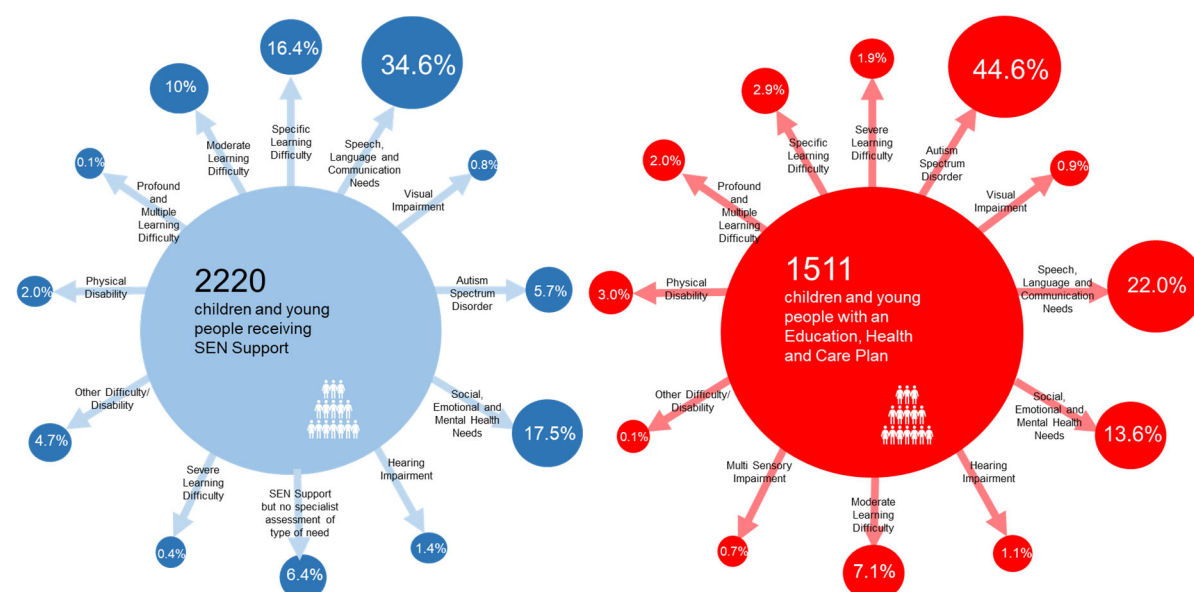


Figure 3: SEN support pupils attending school in H&F and H&F EHCP cohort by SEND area of need

Speech, Language and Communication is the largest area of need for pupils at SEN Support attending school in H&F at 34.6%. Followed by Social, Emotional and Mental Health Needs at 17.5%.

Conversely, the Autistic Spectrum Condition is the largest area of need for H&F children and young people with an EHC Plan, 44.6%. Followed by Speech, Language and Communication, 22% and Social, Emotional and Mental Health Needs, 13.6%.

Special education provision in H&F

100% of settings are rated good or outstanding in Hammersmith & Fulham.



| | | |
|--|--|---|
| 4 maintained nursery schools | 36 primary schools | 11 Secondary schools |
|  4 Post 16 Q+ - 16-25 ASC William Morris 6th Form – 16-19 SpLD / SEMH / SI Ealing, Hammersmith and West London College – 16-99 SLD / MLD / ASC / SpLD  | | |
| 4 special schools Jack Tizard – 2-19 SLD / PMLD Queensmill – 3-12 ASC Cambridge – 11-16 MLD / SLD / SEMH / SLCN Woodlane – 11-16 MLD, ASC, SLCN | 2 resourced provision Queens Manor – 3-11 MLD Miles Coverdale – 3-11 SLCN | 1 AP establishment OAT – 5-16 SEMH The Bridge Academy – secondary cohort The Courtyard – primary cohort |
| 3 Hybrid Special School Satellite provisions Via Queensmill | | 1 Community Sector The Stephen Wiltshire Centre |

Figure 4: Overview of 0-25 specialist commissioned provision in Hammersmith & Fulham

| Setting | Description | Commissioned places |
|--|--|---------------------|
| Woodlane High School | Woodlane High School is a Hammersmith & Fulham maintained secondary special school. The school supports young people with SLCN; ASD; and MLD. | 100 |
| Cambridge School | Cambridge School is a Hammersmith & Fulham maintained secondary special school. The school supports young people with MLD; severe learning difficulties; SEMH needs. | 129 |
| Jack Tizard School | Jack Tizard is a Hammersmith & Fulham maintained special school for children and young people aged 2 to 19 with profound and multiple learning difficulties. | 70 |
| Queensmill School | Queensmill School is an Academy special school for children and young people with a diagnosis of autism from 3 to 19 years. The school caters for children and young people with complex learning needs. The school also operates three satellite provisions across the primary and secondary phase. | 246 |
| Miles Coverdale Primary School SEN Unit | Miles Coverdale Primary School operates a Specialist Speech and Language Resource Base for children aged 3 to 7 years with speech, language, and communication needs (SLCN). | 20 |
| Queen's Manor Primary School - The Pavilion | Queen's Manor Primary School operates the Pavilion, a Specialist Resource Base for children with moderate learning difficulties. | 20 |

| | | |
|---|--|-----|
| William Morris Sixth Form School | William Morris Sixth Form operates an inclusive learning provision for young people with a range of needs including SLCN, ASD, and MLD. | 50 |
| Ealing, Hammersmith, and West London College | Ealing, Hammersmith, and West London College provides High Needs education provision across the college within its Inclusive Learning and mainstream programs. | 251 |

Figure 5: Description of specialist commissioned provision in Hammersmith & Fulham

EHCP PLACEMENT TRENDS AND FUTURE PROJECTIONS

Background to data sources and modelling assumptions

The projection of future SEN pupil numbers is not an exact science and naturally includes a high degree of uncertainty, heavily dependent on assumptions:

- Total population projections include a range of uncertainties concerning birth rates, internal and external migration, patterns of parental preference and housing yield.
- The SEND population projections contain uncertainties regarding trends in incidence of primary needs and changes in policy and practice. Smaller overall cohort sizes lead to greater statistical variance (e.g., the impact of changes in provision elsewhere).

The future scenarios are therefore indicative of a range of potential outcomes. There are several different data sources for SEND population numbers which use different definitions or coverage and can show significantly different apparent patterns:

- School Census – which shows numbers in state-maintained schools in H&F and is therefore particularly relevant for demand for places and capital planning in H&F.
- SEN2 which provides data on all EHC Plans maintained by H&F and is therefore particularly relevant for assessing the overall level of demand.
- The AP Census is also a relevant data source.

The rate of SEND looks very different when considered as a % of the school or borough population. Both views are relevant depending on the question being considered. For school organisation purposes, it is usually the demand for school places that is the key driver.

Historic SEND Support and EHCP trends

H&F has seen a consistent rising trend in EHCP numbers in recent years, broadly reflecting the national trend. The proportion of pupils in maintained schools with an EHCP is above the national average but the differences are less significant when considered as a proportion of the borough population. SEN Support, on the other hand, has seen a broadly flat trend locally and nationally with H&F consistently slightly below national averages.



Figure 6: historic H&F EHCPs and SEND Support trends compared to England and London

The two largest primary need groups for EHC Plans are ASC and SLCN, which together account for almost two thirds of EHCPs. Over the past three years, the proportion of the EHC Plan cohort in the ASC and SLCN groups has been broadly steady, with a slight reduction in ASC as a percentage of all EHC Plans.

SEMH has seen a strong rising trend. There have been declines in the proportion of the EHCP cohort with MLD, SLD and SPLD, together with some of the smaller primary need groups. Some of the smaller primary need groups have seen relatively large percentage swings, e.g. HI and some care is needed in interpreting trends for very small groups. The extent to which the recent trends reflect changes in demand going forward will need to be kept under review.

| SEN type Cohort | 2020 actual | 2021 actual | 2022 actual | Change 2020-22 (number) | Change 2020-22 (%) | Average annual rate of change 2020-22) | % of cohort 2020 | % of cohort 2022 |
|-----------------|-------------|-------------|-------------|-------------------------|--------------------|--|------------------|------------------|
| All EHCP | 1207 | 1305 | 1312 | 105 | 8.7 | 4.3 | 100 | 100 |
| ASC | 532 | 592 | 568 | 36 | 6.8 | 3.4 | 44.1 | 43.3 |
| HI | 7 | 15 | 14 | 7 | 100.0 | 50.0 | 0.6 | 1.1 |
| MLD | 92 | 96 | 87 | -5 | -5.4 | -2.7 | 7.6 | 6.6 |
| MSI | 3 | 5 | 5 | 2 | 66.7 | 33.3 | 0.2 | 0.4 |
| OTH | 44 | 45 | 58 | 14 | 31.8 | 15.9 | 3.6 | 4.4 |
| PD | 31 | 35 | 31 | 0 | 0.0 | 0.0 | 2.6 | 2.4 |
| PMLD | 36 | 37 | 40 | 4 | 11.1 | 5.6 | 3.0 | 3.0 |
| SEMH | 103 | 115 | 141 | 38 | 36.9 | 18.4 | 8.5 | 10.7 |
| SLCN | 256 | 257 | 279 | 23 | 9.0 | 4.5 | 21.2 | 21.3 |
| SLD | 39 | 39 | 38 | -1 | -2.6 | -1.3 | 3.2 | 2.9 |
| SPLD | 54 | 59 | 43 | -11 | -20.4 | -10.2 | 4.5 | 3.3 |
| VI | 10 | 10 | 8 | -2 | -20.0 | -10.0 | 0.8 | 0.6 |

Figure 7: Historic trend of EHCPs by primary area of SEND Needs

Future trends modelling

Two main scenarios are presented, together with a 'baseline' scenario that illustrates the impact of overall population trends, derived from GLA school roll projections. These scenarios relate to the demand for places.

The baseline applies projected population trends to the current proportions of pupils with EHC Plans, assuming no further growth in EHC Plan cohort. This is not considered a realistic scenario but provides an input into subsequent scenarios. It is presented to illustrate that population trends alone apply a general downward pressure on EHCP numbers, potentially limiting growth in future numbers.

Scenario 1: Continuation of recent trends or 'high model'

This model extrapolates the 2020-22 trends discussed above, adjusted by underlying population change.

Scenario 2: 'Mid-range model'

This scenario assumes the recent trend initially continues but that changes in policy and practice acts to reduce the rate of growth in EHCPs with the trend rate of increase levelling off over a five-year period, after which trends in EHCPs reflect overall population trends.

The above models focus on the statutory school age cohort to support the development of school provision and does not include EYFS and the 19- to 25-year-old EHCP cohorts.

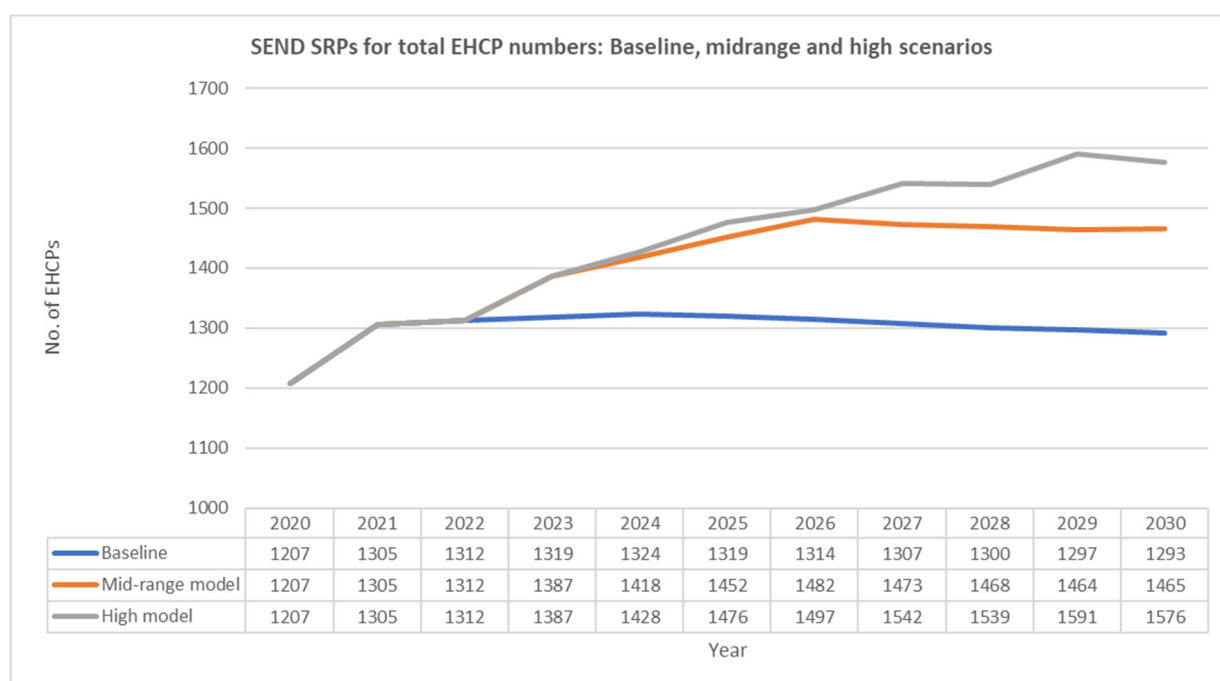


Figure 8: High, mid-range and baseline scenarios for EHCPs in schools

The trends on SEN Support are expected to be broadly flat, but a reduction in the number of EHC Plans as a result of embedding the local area's ordinarily available guidance and investments in support services are likely to see incremental increases in the SEN support cohort, reducing the differences between H&F and national averages.

Future scenarios by primary need

ASC and SLCN are projected to continue to be the largest groups but with significant growth in SEMH numbers if recent trends continue.

Most other primary need cohorts are relatively small, and trends must be considered unreliable, but some cohorts may experience a decline in numbers if recent trends continue (e.g. MLD, SLD).

| Primary Need | 2022 Actual | 2030 mid range | 2030 high | Change (mid-range) | Change (high) | % change (mid-range) | % change (high) | Notes |
|--------------|-------------|----------------|-----------|--------------------|---------------|----------------------|-----------------|---|
| ASC | 568 | 589 | 633 | 21 | 65 | 4 | 11 | |
| HI | 14 | 44 | 48 | 30 | 34 | 216 | 239 | Small cohorts - trend may be unreliable |
| MLD | 87 | 39 | 42 | -48 | -45 | -55 | -52 | Is declining trend likely to continue? |
| MSI | 5 | 13 | 14 | 8 | 9 | 167 | 187 | Small cohorts - trend may be unreliable |
| OTH | 58 | 110 | 119 | 52 | 61 | 90 | 104 | |
| PD | 31 | 23 | 24 | -8 | -7 | -27 | -22 | Decline may be an artifact of slight changes in numbers in a small cohort |
| PMLD | 40 | 49 | 52 | 9 | 12 | 21 | 31 | |
| SEMH | 141 | 287 | 309 | 146 | 168 | 104 | 119 | significant rise in recent years. Will this trend continue? |
| SLCN | 279 | 315 | 339 | 36 | 60 | 13 | 21 | |
| SLD | 38 | 23 | 25 | -15 | -13 | -40 | -35 | Declining trend coming from 2022 numbers - is this likely to continue? |
| SPLD | 43 | <5 | <5 | | | | | Small cohorts - trend may be unreliable |
| VI | 8 | <5 | <5 | | | | | Small cohorts - trend may be unreliable |

Figure 9: High and Mid-Range Scenarios for EHCPs by Primary Need

Trends in placements

Of the larger placement types there has been a rising trend in numbers in Special Schools and a slight rising trend in the number of pupils (not percentage) with EHC Plans in mainstream primary, with secondary broadly level in terms of numbers.

As a proportion of the cohort of EHCPs covered by school census and the AP census this equates to a:

- 1.7% increase in the proportion in maintained Special Schools between 2020 and 2022.
- -1.2% reduction in the proportion in maintained secondary schools.
- -0.6% reduction in those in maintained primary schools (excluding resourced units).

| | 2020 actual | 2021 actual | 2022 actual | CHANGE 20/21 | CHANGE 21/22 | AVG RATE OF CHANGE |
|----------------------------------|-------------|-------------|-------------|--------------|--------------|--------------------|
| 1:2:1 Tuition | 7 | 1 | 5 | -0.86 | 4.00 | -0.14 |
| AP | 34 | 10 | 11 | -0.71 | 0.10 | -0.34 |
| Further education | 1 | 20 | 22 | 19.00 | 0.10 | 10.50 |
| Non-maintained special school | 1 | 11 | 3 | 10.00 | -0.73 | 1.00 |
| Nursery | 6 | 6 | 3 | 0.00 | -0.50 | -0.25 |
| Other independent school | 4 | 4 | 18 | 0.00 | 3.50 | 1.75 |
| Other independent special school | 36 | 33 | 43 | -0.08 | 0.30 | 0.10 |
| Post-16 | 61 | 52 | 51 | -0.15 | -0.02 | -0.08 |
| Primary | 337 | 375 | 358 | 0.11 | -0.05 | 0.03 |
| Resource Unit | 8 | 13 | 15 | 0.63 | 0.15 | 0.44 |
| Secondary | 205 | 231 | 206 | 0.13 | -0.11 | 0.00 |
| Special | 505 | 546 | 570 | 0.08 | 0.04 | 0.06 |
| Special post 16 institution | 1 | 3 | 4 | 2.00 | 0.33 | 1.50 |
| Otherinc Post 19 | 4 | 1 | 3 | -0.75 | 2.00 | -0.13 |

Figure 10: Recent patterns in placement of EHCP learners (Reception to Yr. 14)

The above table reflects the small cohort size in many of the placement types and some unpredictable changes year on year. This makes it problematic to use this data to extrapolate future trends. It however suggests that that all the projected future increase in EHCP numbers would be accommodated in mainstream provision under the current configuration of the H&F SEN provision.

The high and mid-range scenarios suggests between 637 and 685 EHCPs placed in maintained Special Schools by 2030, an increase of between 67 and 115 places.

Summary of trends and placement model

As highlighted above, the projection of future SEN pupil numbers is not an exact science, leaving room for uncertainties with the scenarios presented. It is however reasonable to assume that the plausible range of future EHC Plan numbers lies between the mid and high scenarios, between 1465 and 1576 EHCPs in H&F schools (Reception to Yr. 14) by 2030. When total EHCPs supported by H&F are considered, including those placed in out of borough and / or independent settings are considered, total EHCPs are projected to rise from 1525 in November 2022 to 1995 in 2030, assuming recent trends continue.

This compared to the baseline used for the modelling of 1312 EHC Plans in January 2022 for the LBHF maintained school roll cohort. The overall increase in EHC Plans is between 153 and 264. The scenarios suggest between 67 and 115 of these EHC Plans would be placed in maintained special schools if recent trends continue.

It is estimated that ASC and SLCN are likely to remain the two largest primary need groups the rising trend in SEMH may be significant, if it is expected to continue.

The above data would imply that to maintain the current number pupils placed in Special Schools would require between 80 and 130 additional places in Additionally Resourced Provision and SEN Units by 2030. Creating some capacity in Special Schools to take some pupils who would otherwise be placed in costly out of borough placements would require going beyond those numbers. Reducing OOB placements by fifty, from 280 in 2022 requires an increase in the number of resourced unit places to between 130 and 180, recognising that many OOB placements relate to children and young people with very specific and complex needs that require a highly specialised placement.

The implementation of additional resourced provision units will take some time. The rising trend in demand for places in Special Schools may continue in the short term with the number on roll in all four Special Schools slightly above the commissioned number of places in 2022. The trend rate of increase over the five years 2017-2022 was for an increase of 21 places per year but with a slower rate of increase in 2021-22.

In addition, the rising trend in SEMH, if it continues, may require specific proposals for provision for children and young people with SEMH.

The range of uncertainties in the data modelling are considerable. It would therefore be advisable to progress proposals in phases to allow trends in EHCP numbers to be reviewed and plans for provision of places adjusted accordingly.

PROPOSALS FOR SEND PROVISION

Sufficiency Review Recommendations

The [SEND Sufficiency Review](#) has set out the following recommendations for provision for children and young people with SEND following consultation with parents/carers and education partners, and informed by national good practice:

| | |
|-----|---|
| 1. | H&F create a specialist SEMH provision for primary and secondary aged pupils. |
| 2. | H&F remodel and strengthen the SEMH outreach provision to support a graduated approach, to meet the needs of pupil in their local mainstream school. |
| 3. | The Learning Partnership to include SEMH training for H&F settings as part of the ongoing CPD programme to support school partners to better identify and meet SEMH needs. |
| 4. | H&F will create enhanced ASC early years, primary and secondary provision in mainstream settings, utilising local expertise and developing capacity through a range of mechanisms both: (a) existing and (b) additional commissioning - to support children and young people whose autism impacts significantly on their ability to access a mainstream classroom, but who may be able to access elements of a mainstream curriculum. This includes the sufficiency of timely ASC outreach support. |
| 5. | H&F remodel the current provision to create a primary (Key Stage 1 and Key Stage 2) enhanced provision for pupils with complex speech, language and communication needs who would benefit from a language enriched environment. This should be achieved within the current commissioning arrangement for the primary provider. |
| 6. | H&F create an enhanced secondary provision for pupils with complex speech, language and communication needs who would benefit from targeted interventions in a language enriched environment with mainstream integration. |
| 7. | H&F build on the work of the Joint Communication Offer to develop a robust SLCN pathway to meet the needs of children in their mainstream settings. |
| 8. | H&F and local area partners implement a robust workforce development and ongoing training of mainstream partners, to reduce the reliance on specialist intervention/support. |
| 9. | H&F undertake an accessibility audit – which is tailored to effectively address SEND types – and deliver a plan to improve accessibility for pupils within mainstream schools. |
| 10. | H&F and SEND partners develop a robust Severe Learning Difficulties, PMLD, and physical disability pathway, for young people, that support: (a) the timely transition to adult education, social and health services and: (b) deliver the best Preparing for Adulthood outcomes. |
| 11. | H&F will reform Alternative Provision to reflect short-term targeted interventions - with a key focus on reintegration for a pupil back into mainstream school. |
| 12. | H&F will continue with the current commissioned numbers for Alternative Provision detailed within the existing SLA, as these currently align to the projected local needs. |
| 13. | Aligned to proposed developments for Severe Learning Difficulties/Profound and Multiple Learning Difficulties, H&F will develop further and enhanced Local Offer pathways for 16–25-year-olds which focus on positive life outcomes, mainstream inclusion and transition. |
| 14. | H&F will look to progress, potentially in partnership with our West London partner LAs, the development of a post-16 banded funding model to ensure the cost of support and further educational provision is equitable. |

| | |
|-----|--|
| 15. | Refresh the H&F Ordinarily Available Guidance so that it clearly outlines the local provision and responsibilities of schools, health and care partners for 0-25 years SEND as part of the graduated approach. |
| 16. | Reinforce local area values and visioning to support a shared understanding of local partners' responsibilities and the joint stewardship of H&F High Needs Block allocation, alongside work to finalise the local area SEND strategy. |

Figure 11: SEND Sufficiency Review recommendations

Proposals

Recommendations 1, 4, 5, 6, 9 and 16 of the SEND Sufficiency Review are most directly relevant to this strategy and closely aligned with the needs analysis in the [EHCP Placement Trends and future projections](#) section of this document. To deliver these recommendations and informed by the analysis above, the following will be implemented.

Current provision:

| Setting | Proposed changes |
|---|---|
| Cambridge School | To progress a change in designation for Cambridge School over three academic years from 2023/24 to a specialist SEMH provision. Cambridge School will work in partnership with H&F to develop a GCSE pathway for those learners academically able. |
| Woodlane High School | To progress a change in designation that will allow Woodlane to support a higher level of MLD needs to support the change Cambridge School designation. This will be implemented over a phased period from the academic year 2023/24. |
| Jack Tizard School | The place commissioning and designation of Jack Tizard will remain unchanged. H&F will work in partnership with Jack Tizard to explore the resumption of outreach provision and improving support for children and young people attending mainstream schools with PMLD. |
| Queensmill School | The place commissioning and designation of Queensmill will remain unchanged. H&F will work in partnership with Queensmill in relation to satellite provision and utilising their expertise as a centre of excellence for new units. Officers will work with Queensmill in reviewing the future configuration of the current satellite sites in the context of discussions with the host schools; and the development of local, inclusive provision. |
| Miles Coverdale Primary School SEN Unit | It is proposed to maintain the current commissioned numbers of 20 pupils and in line with recommendations in the SEND Sufficiency Review extend this to include the Key Stage 2 cohort from September 2023. This will be reviewed on an ongoing basis with the Unit and partners. |

| | |
|--|--|
| Queen's Manor Primary School - The Pavilion | It is proposed that the unit will undertake a graduated change in designation to accommodate pupils with Autism Spectrum Condition. This will constitute one of the four proposed Primary Phase ASC Resourced Units. |
| William Morris Sixth Form School | There are no changes proposed to the designation or place commissioned numbers at William Morris. |
| Ealing, Hammersmith, and West London College | There are no changes proposed to the designation or place commissioned numbers at Ealing, Hammersmith, and West London College. |

Figure 12: Special School proposed organisation changes

New provision:

| Area of need or theme | Proposal |
|--|---|
| Autism Spectrum Condition and Speech, Language and Communication Needs | <p>Expand the number of resourced unit places co-located in mainstream provision by up to 180 places by 2030 including up to 120 ASC places and 60 SLCN places split across phases.</p> <p>For provision to be delivered in three phases with 50% of new places delivered in phase 1 (2023-25). Phases 2 and 3 will be subject to review of trends in demand.</p> |
| Special School capacity | To prepare options for an additional 20 places to provide interim capacity within the Special School estate, should this be needed as 'bulge' classes(s). |
| Inclusive mainstream settings | <p>To undertake an accessibility audit and include accessibility works within school planned programmes of work.</p> <p>To develop six indoor and six outdoor flexible use spaces in mainstream settings.</p> |

Figure 13: New SEND provision

Creation of Resourced Provision or Units

The locations for other resourced provision or units will be identified through an open process where schools will be invited to submit expressions of interest, scored against specific criteria to be agreed in advance but including evidence of strong inclusive practice, value for money and geographical distribution.

The increasing capacity at schools to accommodate resourced units are unlikely to require statutory proposals, as changes in roll are unlikely to be above 30 pupils or 25% of the number on roll.

The confirmation of the locations for the resourced provision or units will require extensive consultation with schools, parents and other stakeholders including consultation on changes in admission arrangements. For an opening in September of a given year, consultation on changes in admission numbers would need to begin in the February of the previous year (e.g., February 2024 for a September 2025 opening). Prior to this there would need to be agreement with the Governing Body on the proposal. Any building works would need to be specified, tendered, procured, and completed, a process likely to take around a year in many cases, running in parallel with the consultations described above. This would suggest the process would take approximately two years in total.

The table below summarises proposals:

| Phase | Financial Year(s) | Description | Phase (primary / secondary) | Primary Need | Number of places |
|------------------------------------|-------------------|--|-----------------------------|--------------|------------------|
| Phase 1 – 2023/24 – 2025/26 | | | | | |
| 1a | 2023/24 - 2024/25 | Primary ASC resourced provision (unit 1 of 4) | Primary | ASC | 15 |
| 1a | 2023/24 - 2024/25 | Primary SLCN resourced provision (unit 1 of 2) | Primary | SLCN | 15 |
| 1a | 2023/24 - 2024/25 | Possible additional places at special school(s) as bulge class(es) if needed | Secondary | | 20 |
| 1b | 2023/24 - 2025/26 | Primary ASC resourced provision (unit 2 of 4) | Primary | ASC | 15 |
| 1b | 2023/24 - 2025/26 | Secondary ASC resourced provision (unit 1 of 4) | Secondary | ASC | 15 |
| 1b | 2023/24 - 2025/26 | Secondary ASC resourced provision (unit 2 of 4) | Secondary | ASC | 15 |
| 1b | 2023/24 - 2025/26 | Secondary SLCN resourced provision (unit 1 of 2) | Secondary | SLCN | 15 |

| Phase | Financial Year(s) | Description | Phase (primary / secondary) | Primary Need | Number of places |
|--------------------------------------|-------------------|--|-----------------------------|--------------|------------------|
| 1b | 2023/24 - 2025/26 | Accessibility improvements to mainstream settings | Primary and Secondary | All | |
| 1b | 2023/24 - 2025/26 | Flexible use spaces that can be easily adjusted to support different learning styles, activities and pupils' needs: first 4 | Primary | All | |
| Phase 2 – 2026/27-2029/30 | | | | | |
| 2 | 2026/27 - 2027/28 | Primary ASC resourced provision (unit 3 of 4) | Primary | ASC | 15 |
| 2 | 2026/27 - 2027/28 | Secondary ASC resourced provision (unit 3 of 4) | Secondary | ASC | 15 |
| 2 | 2026/27 - 2027/28 | Primary SLCN resourced provision (unit 2 of 2) | Primary | SLCN | 15 |
| 2 | 2026/27 - 2027/29 | Secondary SLCN resourced provision (unit 2 of 2) | Secondary | SLCN | 15 |
| 2 | 2026/27 - 2027/30 | Flexible use spaces that can be easily adjusted to support different learning styles, activities and pupils' needs - second group of 4 | Primary | | |
| Phase 3 – 2028/29 – 2029/2030 | | | | | |
| 3 | 2028/28 - 2029/30 | Primary ASC resourced provision (unit 4 of 4) | Primary | ASC | 15 |
| 3 | 2028/28 - 2029/30 | Secondary ASC resourced provision (unit 4 of 4) | Secondary | ASC | 15 |
| 3 | 2028/28 - 2029/30 | Flexible use spaces that can be easily adjusted to support different learning styles, activities and pupils' needs - third group of 4. | Primary | | |

Figure 14: Summary of planned proposals by phase

Capital Funding

Hammersmith & Fulham has been allocated £8.4 million in High Need Provision Capital Grant by the DfE and may receive further allocations in future years. The 2023-28 Capital Plan (proposed at the time of writing) allocates £8 million of High Needs capital to creating a budget to commence delivery of the recommendations detailed in the [Proposals](#) section above. In addition, elements of the accessibility works will be included in schools' planned programmes.

Funding has been planned in phases to reflect the proposed phasing of the rollout of provision with £3.5 million allocated to phase 1 and £4.5 million to phase. It is expected that locations in existing space will be prioritised ahead of new build. The precise costs will be determined through detailed specification and tendering for works.

The precise cost of implementation will not be confirmed until specific projects are tendered. Benchmarking data for resourced units is relatively limited but using benchmarking data from [EBDOG](#) from 2020-21 suggests a plausible range of £7.6 million to £8.6 million at current prices assuming refurbishment of current spaces rather than new builds for the resourced units. It is likely, allowing for inflation and potentially higher costs on specific sites that additional capital grants from future years' allocations would be needed to complete the programme through to 2030, but existing capital should be sufficient to roll out phases 1 and 2 as outlined in the [Proposals](#) and [Creation of resourced provision](#) sections of this plan.

Five Year Place Commissioning Plan (2024-2029)

In line with the recommendations and proposed strategy the subsequent five-year place commissioning intentions are as follows:

| Setting | Place Commissioned numbers per annum |
|--|--------------------------------------|
| Woodlane High School | 100 |
| Cambridge School | 129 |
| Jack Tizard School | 70 |
| Queensmill School | 246 |
| Miles Coverdale Primary School SEN Unit | 20 |
| Queen's Manor Primary School - The Pavilion | 20 |
| William Morris Sixth Form School | 50 |
| Ealing, Hammersmith, and West London College | 300 |
| Ormiston Bridge Academy – AP | 50 |
| Ormiston Courtyard Academy – AP | 14 |
| Resourced Provision (settings TBC) – Autism Spectrum Condition | 120 |
| Resourced Provision (settings TBC) –Speech, Language and Communication Needs | 60 |

Figure 15 – Five Year Place Commissioning Plan