

TRAFFORD COUNCIL

Report to: Executive Member for Children's Services
Date: 16 December 2022
Report for: Decision
Report of: Corporate Director of Children's Services

Report Title

Education and Early Years Basic Need and High Needs Capital Report

Summary

The Council has a statutory duty to provide sufficient places in schools and early years settings.

To support the achievement of this duty, and to meet any risks in relation to school conditions and access, the Council has received Basic Need capital funding (for expansion of pupil places) of £8.510m for 2023/24 and a nil allocation for 2024/25. This report further details and updates on the progress that has been made on existing projects to meet demand for places as projected in January 2021.

Section 6 sets out the Council's proposals to address the shortfall of places. All proposals are at the budget estimate stage and will be met from within the grant allocation available.

There is continued engagement with the Department for Education to consider additional solutions to increase capacity, including the potential establishment of a new secondary school in the Sale or Altrincham area.

The Council has a statutory duty to secure sufficient school places that meet the needs of children and young people with special educational needs and disabilities (SEND). To support the achievement of this duty the Council has received an allocation of £4.729m High Needs Capital Provision for 2022/23 and £3.680m for 2023/24.

This report provides an update on progress of existing projects to meet demand for SEND places as well as setting out the Council's approach to consultation and the proposals for the High Needs Capital Provision Grant. All proposals are at the budget estimate stage and will be met from within the grant allocation available.

Recommendation

A) That the Executive Member agrees the proposals contained within this report as the detailed capital programme for 2022/23, specifically:

1. Note the demand for primary and secondary school places in Sections 2 and 3

2. Note the demand for early years places in Section 4
 3. Note the demand for SEN school places in Section 5
 4. Approve additional capital funding detailed in Section 7:
Willows Primary School (PAN 45 to 60)
Templemoor Infant School (PAN 60 to 90) and
Moorlands Junior School (PAN 60 to 90)
 5. Approve the pausing of the expansion of Davyhulme Primary School (PAN 70 to 90) detailed in Section 2:
 6. Approve the emergency places created as detailed in Section 6:
Woodheys Primary School (bulge class)
Broomwood Primary School (bulge class)
Brentwood School – adaptations to 2 spaces
Delamere School – nurture space
Technology to support remote access to the classroom for high needs
 7. Approve the Secondary School expansion proposal detailed in Section 6:
Altrincham College (6FE to 8FE) 60 places
 8. Approve the High Needs (SEND) capital proposals detailed in Section 6:
Longford Park School – phase 2 – (16 places)
Brentwood School (45 places)
Egerton School – 6th form provision
Primary Small Specialist Classes in North (20 places)
Primary Small Specialist Classes in Central (20 places)
 9. Agree to the allocation of Basic Need capital funding and High Needs Capital Provision to carry out work to improve the facilities and expand provision for pupils detailed in Appendix A: Proposed Capital Projects, Basic Need Capital Programme, Table 1 and High Needs (SEND) Capital Provision Programme, Table 2.
 10. Note the completion of previous SEND / High Needs Capital schemes in Appendix B.
- B) That the Executive Member approves the urgency provisions in respect of this decision as detailed in the report; and
- C) That the Executive Member approves, based on the urgency provisions, that this decision shall not be subject to the call in process.

Contact person for access to background papers and further information:

Name: Sarah Butters, Head of Service – Early Years, School Places and Access
Karen Samples, Director of Education Standards, Quality & Performance

Extension: 912 1056 / 912 5100

Background Papers: None

Relationship to Policy Framework/Corporate Priorities	Corporate Plan Outcome: All our residents will have access to quality learning, training and jobs
Relationship to GM Policy or Strategy Framework	Not Applicable
Financial	The estimated capital cost of the schemes, now recommended for approval in Appendix A, is £16.150m which can be financed by capital grant from the DfE.
Legal Implications:	All changes to schools' status, closure, expansion and amalgamation, and new schools, are subject to statutory processes, which will need to be adhered to as appropriate for each scheme. In addition, the Council has statutory duties in relation to the provision of school and early education places, including using its planning powers to secure provision. Education Act 1996 sets out the statutory duty on local authorities to secure sufficient school places, which they must do with regard to securing special educational provision for pupils with SEND. Children and Families Act 2014 places a duty on local authorities to support children and young people with SEND, including keeping the sufficiency of educational provision under review.
Equality/Diversity Implications	Schools are subject to current legislation regarding Equality and Diversity
Sustainability Implications	School buildings are procured requiring successful contractors to meet required sustainability criteria.
Carbon Reduction	Improving the quality of our School buildings helps to reduce energy and carbon consumption.
Resource Implications e.g. Staffing / ICT / Assets	School buildings are assets that need to be maintained
Risk Management Implications	Operational risk of buildings closing if capital maintenance works not undertaken and insufficient school places and insufficient SEN school places
Health & Wellbeing Implications	The condition of School buildings affects the Health and Wellbeing of all staff and pupils.
Health and Safety Implications	All building work is subject to appropriate current Health and Safety/CDM regulations. Failure to respond to condition issues, which have health and safety implications, will find the Council in breach of the Health and Safety at Work Act.

1. Background

- 1.1** There has been a rolling programme of capital expansion across Trafford Schools to ensure the local authority is able to meet its statutory duty in relation to the provision of school and early years places.
- 1.2** The local authority sets its priorities for the allocation of capital resources using these key principles:
- Ensuring there is an appropriate level of school places so every child has a school place and parental choice is maximised;
 - Expanding existing schools to protect financial viability, noting the Department for Education (DfE) no longer supports the creation of schools with one form of entry (FE);
 - Taking account of emerging and changing demographics, including inward migration and housing developments;
 - Using the learning environment efficiently to enhance the provision for vulnerable pupils;
 - Ensuring health and safety issues are identified, prioritised and addressed;
 - Supporting growth and economic investment;
 - Making judicious use of public resources including supporting infant and junior school amalgamations and promoting full forms of entry into infant, junior and primary schools;
 - Supporting Good and Outstanding schools.

This maximises the impact of basic need funding, whilst providing opportunities to improve the suitability and condition of the existing stock.

- 1.3** Between 2010 and 2024, Trafford received £86m of basic need funding which has been used to commission the expansion of 35 schools and provide an additional 4,266 places. Trafford has been identified by DfE as an exemplar local authority with regards to its effective and efficient use of basic need funding.
- 1.4** The DfE utilise data provided in the annual School Capacity (SCAP) Survey to estimate the number of additional places needed in Trafford, based on the DfE's school capacity assessment. An important point to note is that the DfE calculation deploys a methodology which assumes that local authorities will provide places for all pupils who wish to access one in their area. This differs from the local sufficiency assessment methodology which is to ensure that the local authority meets its duty to ensure sufficient places for all pupils resident in our area.
- 1.5** Trafford has good transport links and high performing, popular schools, many of which are oversubscribed, making it an attractive option for pupils from outside of our area. The 3-year average indicates 5% of primary pupils in reception year are not Trafford resident. For secondary pupils in Year 7, the 3-year average is much higher with 16% of pupils not resident in Trafford. Selective schools are a significant contributory factor with 28% of Year 7 pupils in this sector not resident in Trafford, down 1 percentage point on the previous year.
- 1.6** Trafford being a net importer of school places creates a significant difference between the DfE estimation of additional places needed and the number of places indicated in our local sufficiency assessment.

- 1.7** Demand for school places is influenced by a broad range of social, economic and demographic factors, reflecting wider trends within community and society at a given point in time. In the last 18 months, Trafford has seen an unprecedented increase in demand from pupils moving into our area mid-way through their education which has created significant pressures.
- 1.8** The selective education system in Trafford creates additional complexities, with a unique pattern of pupils in upper year groups in the primary phase moving into the area in preparation for applying for our grammar schools. Additionally, Trafford is not the Admission Authority for 18 of our 19 secondary schools where this responsibility lies with the school's governing body because they are an academy or faith school.
- 1.9** Due to this complexity, providing a place for every Trafford resident child has not been easy to achieve but Trafford continues to meet the statutory duty despite the challenges.
- 1.10** Achieving the right balance between sufficient places and overprovision is critical to maintain stability within the existing school system and to avoid compounding financial challenges for schools.
- 1.11** The Executive have previously approved the following schemes to increase capacity and the table below shows progress to date.

CAPITAL PROJECTS – PREVIOUSLY APPROVED EXPANSION SCHEMES			
School	Description	Progress	Additional Places
2 Schools		Completed Sept 2010	140
3 Schools		Completed Sept 2011	420
3 Schools		Completed Sept 2012	203
2 Schools		Completed Sept 2013	210
4 Schools		Completed Sept 2014	770
5 Schools		Completed Sept 2015	553
3 Schools		Completed Sept 2016	295
Park Road Primary, Sale	Expand from 45 to 2FE	Completed Sept 2017	105
Broadheath Primary	Expand from 2FE to 3FE	Completed April 2018	210
Brooklands Primary	Expand from 70 to 3FE	Completed Sept 2018	140
Gorse Hill Primary	Expand from 50 to 2FE	Completed June 2019	70
Worthington Primary	Expand from 45 to 2FE	Completed Nov 2020	105
Blessed Thomas Holford	Expand to PAN 290	Completed Nov 2021	400
Sale High	Expand from 198 to 210	Ongoing	60
Firs Primary	Expand from 2FE to 3FE	On target to revised timeline of July 2023	210
Willows Primary	Expand from 45 to 2FE	On target Sept 2023	105
Templemoor Infant	Expand from 2FE to 3FE	On target Sept 2023	90
Moorlands Junior	Expand from 2FE to 3FE	On target Sept 2023	120

Woodheys Primary	30 places in KS2 (temporary)	Complete Feb 2022	30
Broomwood Primary	30 places in KS2 (temporary)	Ongoing	30
Total:			4,266
CONDITION / SUITABILITY ISSUES			
St Vincent's	Two additional classrooms to replace 2 very small first floor classrooms.	Complete Dec 2017	-

- 1.12** Most of the schemes detailed have been completed to target date and on budget. There has been a small delay in some projects due to COVID-19, however projects in progress are all on target to complete in line with the revised agreed timetable.
- 1.13** There are ongoing national challenges to project delivery including Brexit, material shortages such as steel, longer lead in times for materials and HGV driver shortages. All risks are logged on project plans but there is some uncertainty about how these factors may impact future delivery timelines and budgets.
- 1.14** There have been considerable budget pressures on the Basic Need schemes approved in the 27 September 2021 report. The construction industry is in a time of extreme volatility and we are currently experiencing high levels of variance between tender returns from contractors. The market has been in a sustained period of flux due to the continued fall-out from Brexit, which is also enhanced by the COVID-19 pandemic, Ukraine conflict and current extraordinary inflation / cost of living crisis. The Education sector is seeing an uplift of 35% compared with an uplift of 15% within the corporate sector which is putting additional pressure on existing budget allocations.

2. School Place Demand – Basic Need – Primary

Forecast Methodology

- 2.1** In building projections for future demand for school places, information from a number of sources is collated and analysed including GP registrations, pupils on roll on the termly school census, Local Land and Property Gazetteer (LLPG), Strategic Housing Land Availability Assessment (SHLAA) and coordinated admissions data to forecast migration. Forecast pupil numbers are submitted to the DfE as part of the annual School Capacity (SCAP) survey which generates a Basic Need funding allocation.

Primary Overview

- 2.2** In the 2022 admission round there were sufficient reception places in all areas. On national offer day (16 April 2022) every applicant was offered a place, with 94% of Trafford resident on-time applicants allocated their first preference school and 99% allocated one of their top three preferences. There were reception vacancies in areas usually oversubscribed including Sale East, Sale West and Altrincham.
- 2.3** Trafford has always experienced a unique pattern of inbound migration into upper year groups in primary schools as pupils get ready to access the selective education system.
- 2.4** In the last 18 months, Trafford has seen an unprecedented increase in demand from pupils in all primary year groups moving into our area which has created significant pressures. The initial surge of in-year applications happened in summer 2021, after the SCAP 2021 pupil forecasts had been prepared and submitted.

- 2.5** On average, between May and October, 435 primary in-year applications are received from families newly resident in Trafford. In this period in 2021, 991 applications were received and successfully placed in our schools – more than double the number planned for which could not have been foreseen. These additional 556 pupils created significant pressures, particularly as they were mainly resident in the Sale and Altrincham areas where some pressures already existed.
- 2.6** Increased levels of demand have continued through the school year 2021/22. Before the pandemic, the average number of primary in-year applications received across the school year was 909. In school year 2021/22 a total of 1,414 applications were received, an increase of 56%.
- 2.7** As at the end of the summer term in July 2022, this is the assessed position for each of the primary planning areas for school year 2022/23:

Planning Area	Lower Year Groups	Upper Year Groups
Altrincham	Green	Amber
Sale East	Red	Red
Sale West	Red	Red
Stretford	Green	Green
Urmston	Amber	Green
Partington	Green	Green

- 2.8** All in-year applications received up to 14 October where residency has been confirmed have been allocated a school place, meaning the local authority continues to meet its statutory duty with regards to offering a place although it is noted that parental preference is less likely to be accommodated.
- 2.9** This has been achieved through allocating through the normal admissions process and through utilisation of the Fair Access Protocol (FAP). The FAP is designed to ensure that unplaced and vulnerable children, and those who are having difficulty in securing a school place in-year, are allocated a place as quickly as possible.
- 2.10** In-year applications, the impact of inbound migration and school vacancy rates (including where the local authority is not the admission authority) are monitored regularly by Place Shaping Board and the School Places and Capital Board. Intelligence is shared amongst neighbouring authorities via the GM Pupil Place Planning Group and the regional Educational Building and Development Officers Group (EBDOG). The LA is working closely with DfE Pupil Place Planning Team to identify potential options and emergency measures.
- 2.11** An audit of all existing accommodation including specialist spaces in primary schools in Sale and Altrincham was carried out to identify opportunities to create temporary additional bulge classes. The following short term measures have been implemented:

Altrincham Planning Area

- Willows Primary School - 30 places in Y5/Y6 brought online early from September 2021, further 15 places in Y5 from September 2022, ahead of permanent

expansion due September 2023 which will create an additional 15 places in every year group.

- Broomwood Primary School – 30 places in Y5/Y6 bulge class from September 2022 to July 2024 achieved through conversion of intervention space into classroom.
- Broadheath Primary School – 30 places in Y4 and 30 places in Y5, additional classes opening half term October 2022. 30 places in Y2, additional class scheduled to open January 2023.
- Navigation Primary School – music room identified for potential bulge class but small size would mean it could not be able to take a full class of 30 so not progressed at this stage.

Sale East Planning Area

- Moorlands Junior School – mobile classroom on site from September 2022 creating 30 additional places in Y5 ahead of permanent expansion due September 2023 which will create an additional 30 places in every year group.

Sale West Planning Area

- Firs Primary School – 30 places in Y1 bulge class (now Y2) from September 2022 (building on 10 emergency places from September 2021). Additional classes each of 30 places opening in February 2023 in Y1, Y3, Y4, Y5 and Y6.
- Woodheys Primary School – 30 places in Y5/Y6 bulge class from September 2021 achieved through conversion of ICT suite into classroom.

2.12 Catchment areas identify priority areas for admission to community schools, voluntary controlled schools, and to some academies. These areas are reviewed annually to ensure that sufficient places exist in each area, or neighbouring area, to accommodate all the children resident in that area. It is accepted that in some years, a very few schools may not be able to allocate places to all the residents, however, when this occurrence becomes routines, or where there is no suitable alternative provision elsewhere, the provision of additional places or amendments to the relevant catchment areas will be considered.

Urmston Planning Area

2.13 On 27 September 2021, Trafford Executive took the decision to progress four permanent expansion projects, based on the latest SCAP pupil forecasts at that time:

- Templemoor Infant School and Moorlands Junior School in Sale East
- Willows Primary School in Altrincham
- Davyhulme Primary School in Urmston

2.14 The permanent expansion projects in Sale East and Altrincham progressed urgently as this is where the biggest pressure on places was being experienced, with no vacancies in any year group in Sale East and no vacancies in any upper year group in Altrincham. The temporary bulge class measures are supporting the position in these areas until such time as these permanent expansions are complete.

2.15 The project in Urmston was a longer-term strategy to meet the future projected growth in numbers of the reception year cohorts to come, rather than to meet existing pressures from in-year applications across all year groups.

2.16 The Davyhulme Primary School expansion proposal was to increase their Published Admission Number from 70 to 90 starting from the reception cohort in September

2024 with growth progressing through the school over a seven-year period. A recent review of pupil forecasts indicates an improved sufficiency position in the Urmston planning area. It is recommended to pause the progression of this project once a planning decision is received, with a commitment for it to be reviewed in light of future pupil forecasts.

3. School Place Demand – Basic Need – Secondary

- 3.1** The unprecedented surge in demand for primary school places in the last 18 months went on to have a significant impact on admission into secondary school for 2022 due to the large, unexpected increase in primary population very late in the year. The impact on secondary places will continue to be felt in future years.
- 3.2** Even before the surge, there were emerging demographic pressures which led to the LA identifying an expansion was needed in the Sale area. One potential option at Ashton-on-Mersey School in Sale was explored early in 2021 but the Dean Trust were unable to progress the proposal at that time.
- 3.3** The LA coordinates the normal round of admission into year 7. On national offer day in 2022 there was just enough capacity to offer a place to everyone who applied. However, 179 Trafford children, predominantly resident in Altrincham and Sale, could not be allocated places at any of their preferred schools and were allocated places at the nearest school with a vacancy. At the end of the allocation every secondary school in Trafford was full and some schools allocated places above their published capacity.
- 3.4** The LA is the admission authority for 1 out of 19 secondary schools and it does not coordinate in-year admissions. Due to recent increasing pressure on places and implementation of an improved application system, all secondary in-year applications are now channelled through the LA so there is increased oversight of the position.
- 3.5** Although in-year admissions are not coordinated by the LA for secondary, it is possible to use the school census as a proxy to identify new in-year starters who have moved here from outside of Trafford. This data indicates significant increased levels of demand. Before the pandemic, the average number of new starters in secondary school across the school year was 239. In school year 2021/22 there were a total of 336 new starters from outside Trafford, an increase of 41%.
- 3.6** As at the end of the summer term in July 2022, this is the assessed position for each of the secondary planning areas for the current school year 2022/23:

Planning Area	Lower Year Groups	Upper Year Groups
Altrincham	Red	Red
Sale	Red	Red
Stretford	Amber	Green
Urmston	Red	Amber
Partington	Red	Red

- 3.7** Based on SCAP 2021, DfE indicated the need to provide 607 new mainstream secondary places from 2023. Basic need funding allocations were £8.510m for 2023/24 and £0m for 2024/25.
- 3.8** Of this, 200 additional places now provided at BTH in Altrincham, leaving a balance of 407 places still to be provided. It is important to note that this figure is based on SCAP 2021 which did not account for the surge in demand. New figures will be calculated by DfE in late spring 2023 based on SCAP 2022.
- 3.9** A Priority School Rebuild bid was submitted to rebuild two blocks at Sale High School. The outcome of this bid is expected to be announced later this year. If it is successful, consideration will be given to whether this can be combined with an expansion project.
- 3.10** The LA has met with all other non-selective secondary schools in Sale and Altrincham to discuss potential expansion projects, noting there are no easy expansion options due to tight sites and limitations of communal facilities within existing sites:
- Ashton-on-Mersey – unable to expand within existing site, explored re-providing sixth form on nearby site to unlock space but not feasible from planning/cost perspective.
 - Altrincham College – feasibility study undertaken to review options.
 - North Cestrian – very tight site, feasibility study undertaken to review options.
- 3.11** A Stage 2 feasibility report was produced by Lancaster Maloney at Altrincham College. This feasibility study reviewed the current accommodation and opportunities around an increase from 6FE to 8FE and covers all the accommodation requirements and relevant subject adjacencies. 3 potential options and cost plans were produced. Option 3 is the preferred option to move forward with.
- 3.12** A Stage 2 feasibility report was produced by 10architect at North Cestrian School. This feasibility study reviewed the current accommodation and opportunities around an increase from 5FE to 6FE. 5 potential options and cost plans were produced. Some of the options are for additional teaching accommodation only and do not resolve some of the longer-term accommodation for large spaces such as dining and sports facilities. These aspects would require further capital funding in the future.
- 3.13** The SCAP 2022 has identified a significant pressure for entry into year 7 in September 2023 and so other options to create additional capacity have been considered:
- Asking schools to take additional pupils over their published admission numbers. A significant number of additional places across all secondary year groups has already been achieved in this way.
 - Explored neighbouring LA vacancies, primarily along our border areas with Cheshire East and Manchester but all are full.
 - Creation of temporary bulge class in existing school through addition of temporary accommodation/mobile classrooms. This presents significant operational challenges in the secondary sector due to curriculum planning for teaching time and use of specialist spaces.
 - Existing school expands into satellite site if non-education accommodation can be identified. Examples of this being done from unused office space in another LA but significant operational and curriculum challenges reported. Potential accommodation considered by Place Shaping Board includes former Trafford High School and former Moss View Primary School sites but discounted due to their location.

Potential Establishment of a New Secondary School

3.14 The LA is having regular meetings with DfE to review the sufficiency position and consider potential solutions. Due to the significant additional secondary place requirement which the SCAP 2022 has identified, a new secondary school in either the Altrincham or Sale areas is also being considered.

3.15 There are two routes for establishing a new school:

Central mainstream free schools programme	Presumption free schools
<ul style="list-style-type: none"> • Government invites applications from groups to establish high quality new schools. • Latest wave 2022, government plan to open a total of 15 new mainstream schools in education investment areas which is those with the lowest education standards so Trafford not eligible. • Trusts submit bids to the department to open a school. • DfE can provide the capital for land and construction for these free schools. To secure best value for money, where possible DfE look to supplement this funding with other contributions such as provision of a site from LA or contributions from developers. 	<ul style="list-style-type: none"> • Where LA identifies need for a new school they must seek proposals to establish a free school through this process. • LA decides what type of school is needed and produces the specification for the school, which it will use to seek proposals from sponsors to establish the new school. • LA is responsible for providing the site for the new school and meeting associated capital build costs, principally using DfE Basic Need funding and contributions from developers. • Once a sponsor has been appointed, the LA will work directly with the sponsor to open the school.

3.16 Due to the unique and unprecedented sufficiency challenges being experienced in Trafford, a formal expression of interest for a new school has been progressed with DfE. A new secondary school usually requires additional demand of at least 900 places (6 FE school) but it is possible to put forward a case for a smaller school than this and so a 750 place (5 FE school) is being considered. Work is underway to identify any potential site options in the Sale or Altrincham area which are large enough to meet the indoor and outdoor space requirements for a new school. If the bid is successful and site challenges can be overcome, the timeline for a new school is 3 years.

4. Free Early Education Places

4.1 The Council has a statutory duty under the Childcare Acts 2006 and 2016 to secure free early years provision for eligible 2, 3 and 4 year old children in their area. This entitlement is a part time place of 15 hours per week for the 40% most disadvantaged 2 year old children and all 3 and 4 year old children.

4.2 The statutory duty was extended by the Childcare Act 2016 to include an additional 15 hours per week entitlement for eligible 3 and 4 year old children. This 30 Hours Free Childcare scheme is for working families and it came into effect in September 2017.

- 4.3** Trafford has always had a buoyant early education market. However, the sector is facing significant recruitment and retention challenges, both nationally and locally. To date, the Council is meeting its statutory sufficiency duty for early education and childcare places. A Sufficiency Assessment undertaken in Spring 2022 demonstrated that 84% of early education places were occupied. The Assessment highlighted recruitment and retention as a significant problem with a third of all group-based private voluntary and independent early education settings forced to cap the number of children and places they were able to offer, due to a lack of available staff. This has resulted in some fragility across the sector compounded by the economic landscape and cost of living crises. The number of group-based early education providers remains stable with 91 nurseries and pre-schools operating across Trafford, alongside 56 school nursery classes. The number of childminders has decreased significantly over the last two years with 170 childminders currently operating across Trafford compared to approximately 250 before the pandemic. This situation will continue to be monitored closely with a further Sufficiency Assessment planned for Spring 2023.
- 4.4** Take up of early education places remains high with Trafford ranking first nationally for take up of the early education offer for disadvantaged 2 year olds. Take up of the universal early education offer for 3 and 4 year olds is high at 94% (2021).

5. School Places Demand – Special Educational Needs and Disabilities (SEND)

- 5.1** High Needs Provision Capital Allocation (HNCPA) is funding to support the provision of new places for children and young people with special educational needs and disabilities (SEND) and those requiring alternative provision. Trafford's funding allocation is £4.73m for 2022/23 and £3.68m for 2023/24.
- 5.2** In Trafford, children with additional needs benefit from excellent mainstream and special school provision. However there is very limited capacity to meet increasing demand for places in both primary and secondary settings in the future.
- 5.3** Our strategic priorities are to increase capacity within local specialist provision, including small specialist classes within mainstream schools, to meet the increasing demands for places. We are committed to supporting our schools and settings within the borough to meet this increasing demand as we believe that local provision offers the best outcomes for the children and young people of Trafford. This fits with our commitment to the Trafford Inclusion Charter and the aims of SEND Green Paper following the recent SEND Review.
- 5.4** Small specialist classes (SSC) have been developed to make sure most pupils with complex special educational needs can have their additional needs met within a mainstream school. These classes are usually for around 10 pupils with an Education, Health and Care Plan (EHCP). Staff are experienced and trained in the specialism of each class as well as general special and additional needs. Pupils from the SSC often spend time in the bigger classes in the school when they show themselves able to cope with the social and educational demands of the mainstream class in particular areas of the curriculum, and they are fully integrated into general school life. A review in 2018 highlighted how vital these classes are to supporting children with additional needs in Trafford.
- 5.5** All SSCs at mainstream primary schools in our area are currently at full capacity, so we have identified the following requirements for additional SSCs and have invited schools to submit an expression of interest during Summer Term 2022:

Area	Need	Key Stage
South / Central Trafford (WA14, WA15, M33)	Social communication/ Autism spectrum / complex needs	KS1 and KS2
North / West Trafford (M16, M32, M31, M41)	Social communication/ Autism spectrum / complex needs	KS1 and KS2

- 5.6** We have identified a number of proposed schemes linked to our priorities. Some are at specific schools and some are inviting expressions of interest from Trafford schools:

Type	School	Scheme
Additional classes	Brentwood School (secondary)	Expansion for increasing cohort size. Additional capacity for 45 places to meet needs of secondary age children
6 th form	Egerton School (secondary)	Creation of new 6 th form facility
Additional classes	Longford Park School (primary SEMH special school)	Further 2 classrooms to create additional capacity for 16 places to meet needs of primary age children who present with SEMH/ASC/social communication needs and behaviour that challenges
Additional small specialist class	Primary School in North	Additional small specialist class required for 20 pupils across key stages 1 and 2 for pupils with a range of complex needs.
Additional small specialist class	Primary School in Central	Additional small specialist class required for 20 pupils across key stages 1 and 2 for pupils with a range of complex needs.

- 5.7** A public consultation was announced on 30 September 2022 inviting comments on these proposals and any additional ideas for how we should spend the High Needs Provision Capital Allocation (HNPCA) funding 2022-24. The consultation period ran from 30 September until 14 October 2022.

- 5.8** Appendix B 'Update on Previous High Needs (SEND) capital projects' details all previous SEND / High Needs capital schemes.

6. Proposals

- 6.1** The Council has expanded a number of primary schools and added 4,266 new places during the last 12 years including new accommodation set to open in September 2023.

- 6.2** Since the last report to Executive dated 27 September 2021, there have been two minor basic need schemes:

- Woodheys Primary School – conversion of ICT suite to create 30 places in KS2 for 2 years with an option to continue into future years if there is sustained demand.
- Broomwood Primary School – conversion of intervention space to create 30 places in KS2 and replacement of the intervention space

6.3 Following a thorough analysis of the options and review by School Places and Capital Board and members of Place Shaping Board it is recommended to proceed with the following proposal:

Altrincham Area - Expand Altrincham College (6FE to 8FE)

- There is identified additional demand for secondary school places in the Altrincham/Sale areas following a number of primary expansion schemes and the recent unprecedented surge of primary in-year applications.
- Inbound migration trend in primary upper year groups as families move into the area to access the selective education system has led to enlarged Y5/Y6 cohorts coming through into the secondary sector.
- Additional 93 secondary pupils in total expected from new housing developments within next 5 years and includes the Places for Everyone allocation at Timperley Wedge. Developer contributions secured via Section 106 contributions will be used to contribute to this project.
- The feasibility study at Altrincham College includes for the expansion from 6FE to 8FE but also allows for the legacy shortfall of accommodation to be resolved along with the adjacencies of subject areas.
- The feasibility study at North Cestrian School includes for the expansion from 5FE to 6FE. Although it allows for the correct number of teaching spaces it does not resolve the larger space issues such as dining and sports facilities. Progression with option 3 or 4 from the feasibility study would mean a further investment to school in future years as the expanded cohort works through the school meaning it is not the preferred option at this time. This option will be kept under review as a future opportunity for expansion.

6.4 Since the last report to Executive dated 26 July 2021, there have been the following minor high needs capital schemes.

- Brentwood School – adaptations to 2 spaces to create additional classrooms for Year 7 cohort.
- Delamere School – creation of a nurture space for an individual pupil
- High Needs Team – Robots to support remote access to the classroom

6.5 Following a thorough analysis of the options and review by School Places and Capital Board, it is recommended to proceed with the following proposals:

- Brentwood School – expansion of 45 places and option to consider individualised learning spaces.
- Longford Park School – Phase 2 – creation of a further 2 classroom spaces for 16 pupils.
- Egerton School – creation of sixth form provision
- Primary School in North (expression of interest) – Additional Small Specialist Class in KS1 & KS2
- Primary School in Central (expression of interest) – Additional Small Specialist Class in KS1 & KS2

7. Financial Implications

- 7.1** Trafford has Basic Need allocation of £8.510m for 2023/24 and a nil allocation for 2024/25, along with an unallocated balance of £1.097m from 2021/22. Grant allocations are based on projections of pupil numbers across both the primary and secondary sectors. Although this is not a ring-fenced grant it is a Council priority to ensure sufficient primary and secondary school places exist.
- 7.2** Additional capital is required to complete the projects at Willows Primary (£0.9m), Templemoor Infant (£1.1m) and Moorlands Junior (£1.2m) Schools. The construction industry is in a time of extreme volatility and we are currently experiencing high levels of variance between tender returns from contractors. The market has been in a sustained period of flux due to the continued fall-out from Brexit, which is also enhanced by the COVID-19 pandemic, Ukraine conflict and current extraordinary inflation / cost of living crisis. The Education sector is seeing an uplift of 35% compared with an uplift of 15% within the corporate sector which is putting additional pressure on existing budget allocations.
- 7.3** In the Education and Early Years Capital Programme report of 27 September 2021, £3m was allocated to Davyhulme Primary School to expand school places in Urmston. Following a review of pupil numbers in Urmston it is proposed that the expansion of Davyhulme Primary is paused at the Planning stage and that remaining funding be returned for reallocation to other priority projects. To be reviewed again in light of future pupil forecasts and funding allocations.
- 7.4** The projects proposed in this report are at the budget estimate stage and are yet to be fully costed, the estimated capital expenditure of £16.150m can be financed from the following funding streams:
- Basic Need Capital Grant 2021-22 reallocation
 - Basic Need Capital Grant 2023-24
 - High Needs Provision Capital Allocation (HNPCA) 2022-23
 - High Needs Provision Capital Allocation (HNPCA) 2023-24
 - Developer contributions secured by Section 106 for secondary provision in the Altrincham/Sale areas

As detailed in Appendix A: Proposed Capital Projects, Table 1 & Table 2

8. Legal Position

- 8.1** It is important to note that the Council has a general duty under Section 14 Education Act 1996 to ensure that there are available in its area sufficient schools in number, character and equipment to provide for all pupils the opportunity of appropriate education (s. 14 (2)). This general duty has been characterised as a target duty in *Meade v London Borough of Haringey* [1979], rather than absolute, though the Council must be able to show a reasonable cause i.e., an emergency, as to why it cannot fulfil the duty and it must take all statutory steps to overcome obstacles to its fulfilment (*R v Inner London Education Authority ex parte Ali and Another* [1990] COD 317).
- 8.2** In addition, the Education and Inspections Act 2006 amends Section 14 of the 1996 Act by inserting a new subsection (3A) to require LAs in England, when exercising their powers on the provision of schools in their area under that section, to do so with a view to securing diversity in the provision of schools and increasing opportunities for parental choice.

- 8.3** The Council has a statutory duty under the Childcare Acts 2006 and 2016 to secure free early years provision for eligible children in their area.
- 8.4** The Council has a general duty under Section 2 of the Health and Safety at Work Act 1974 to provide a safe working environment and hence respond to condition issues, which have health and safety implications.
- 8.5** Section 42 of the Children and Families Act 2014 places a duty on the Council to secure special educational provision in accordance with a child's or young person's Education, Health and Care Plan.

9. Other Options

- 9.1** When considering the expansion of a school, the LA must consider the impact on neighbouring schools and the proposed options will meet the needs of both current and future catchment area children and allow the LA to accommodate in year applicants that cannot achieve places elsewhere, creating the least impact on other schools.
- 9.2** None of the Capital grants are ring-fenced and could be used for other Council priorities; however they meet the Council's Corporate Plan outcome: 'all our residents will have access to quality learning, training and jobs'.

10. Consultation

- 10.1** Further consultation will be required as changes to schools' status including closure, expansion, amalgamation and new schools are subject to statutory consultation processes and these will be complied with for each scheme. All proposals will subject to other statutory processes as required, including school organisation processes for making significant changes to provision and planning processes
- 10.2** Individual consultation on the larger schemes has been carried out with appropriate Headteachers and Chair of Governors. Further, more detailed, consultation will be carried out with Governing Bodies if the schemes contained within the report are agreed.
- 10.3** A public consultation was announced on 30 September 2022 inviting comments on the proposals and any additional ideas for how we should spend the High Needs Provision Capital Allocation (HNPCA) funding 2022-24. The consultation period ran from 30 September 2022 until 14 October 2022. A total of 20 responses were received, 18 from parents and carers and 2 from schools or settings. 12 agreed with the proposals, 6 did not agree and 2 were unsure if they agreed. Those that did not agree outlined that they felt the proposals didn't go far enough to support additional places in secondary or further education opportunities. All feedback received can be found in Appendix C.

11. Urgency

- 11.1** The report is submitted to the Executive Member for Children's Services on an urgent basis.

- 11.2** A decision will be urgent if any delay likely to be caused by the call-in process would seriously prejudice the Council's or the public's interests.
- 11.3** This report should be considered as 'urgent business' and the decision exempted from the 'call-in' process for the following reason(s):-
- A delay until the Executive Committee in January would prevent the Council from delivering the projects in time to meet the demand for places which would leave the Council in breach of our statutory sufficiency duty for school places
 - It will also potentially increase costs as emergency measures would have to be implemented.
- 11.4** The report and urgency of the key decision have been communicated to the Chair of the Scrutiny Committee.
- 11.5** It is proposed therefore, that the decision contained in this report is therefore deemed to be urgent and cannot be reasonably deferred. It is also proposed that the decision, based on urgency provisions, is not subject to call-in to allow the Council to deliver the projects without any delay.

12. Reasons for Recommendation

- 12.1** To ensure compliance with the Council's statutory duties as highlighted in Section 8 – Legal Position.

Key Decision: Yes

If Key Decision, has 28-day notice been given? Yes

Finance Officer ClearanceMH.....

Legal Officer ClearanceTR.....

CORPORATE DIRECTOR'S SIGNATURE *(electronic)*



Jill McGregor

To confirm that the Financial and Legal Implications have been considered and the Executive Member has cleared the report.

Appendix A – Proposed Capital Projects

BASIC NEED CAPITAL PROGRAMME – TABLE 1		£m
Allocation c/f from previous report (Sept '21)		1.097
Savings/overspend from previous schemes*		(3.200)
Reallocation of previously approved Basic Need monies**		2.650
Developer contributions secured via Section 106		0.272
2023-24 allocation		8.510
2024-25 allocation		0.000
Total		9.329
School	Work	Estimated Cost £m
Woodheys Primary School	Additional 30 places in KS2 for 2 years	0.050
Broomwood Primary School	Additional 30 places in KS2 for 2 years	0.200
Altrincham College	Expansion (PAN increase of 60) including contribution from S106	7.200
North Cestrian	Expansion (PAN increase of 30) exploration	0.050
Total Cost of schemes		7.500
Total Available		9.329
Balance Basic Need still to allocate		1.829

* Total of projected overspend at Willows Primary (£0.9m), Templemoor Infant (£1.1m) and Moorlands Junior School (£1.2m)

** Total of balance of remaining funding for Davyhulme Primary School

HIGH NEEDS (SEND) CAPITAL PROVISION PROGRAMME – TABLE 2		£m
Allocation c/f from previous report (Jul '21)		0.122
Savings/overspend from previous SEND capital & High Needs capital schemes		0.132
2022-23 allocation		4.729
2023-24 allocation		3.680
Total		8.663
School	Work	Estimated Cost £m
Brentwood School	Adaptations to 2 classrooms for Year 7 cohort	0.044
Delamere School	Creation of nurture space for individual	0.060
High Needs Service	Robots to support remote access to the classroom	0.016
Brentwood School	Expansion of 45 places and option to consider individualised learning spaces	4.400
Longford Park School	Phase 2 – Creation of a further 2 classroom spaces for 16 pupils	0.540
Egerton School	Creation of sixth form provision	2.700
Primary School in Central	EOI- Additional Small Specialist Class – KS1 & KS2	0.640
Primary School in North	EOI- Additional Small Specialist Class – KS1 & KS2	0.250
		£m
Total Cost of schemes to be approved		8.650
Total Allocation Available		8.663
Balance still to allocate		0.013

Appendix B – Update on Previous High Needs (SEND) capital projects

2018 schemes

Ref No	School	Scheme	Update
2018.1	Secondary	New Autism Spectrum Condition Class (ASC) in two mainstream secondary schools for between 10 to 15 pupils per class with additional support from Educational Psychology, Speech and Language Therapy, Occupational Therapy and Healthy Young Minds	Provision opened at Lostock College in September 2018
2018.2	Egerton School	Provide a nurture class and outdoor area for year 7 and 8 pupils to aid their transition	Provision opened in September 2018
2018.3	Delamere School	Provision of toilets to support the needs of ambulant pupils as the geographical primary special school model takes effect	Works completed over Summer 2018
2018.4	Pictor Academy	Provision of hoists in both KS1 and KS2 to support the needs of non-ambulant pupils as the geographical primary special school model takes effect	Works completed to KS1 area in 2018 Works completed to KS2 area in 2019
2018.5	Moorlands Junior	Improvements to existing small specialist class to support social communication in designation	Works completed over Summer / Autumn 2018
2018.6	Delamere School	Refurbishment/enlargement of hydrotherapy pool to meet the needs of all pupils at the School	New larger pool completed Jan 2021

2018 bidding round

Ref No	Provision	Scheme	Funding request	Status
Bid 1	Wellfield Junior School	Creation of small lobby area, this can be used as quiet area to work along with improving the security of the Small Specialist Class.	£5,000	Successful
Bid 2	Broomwood Primary School	Creation of a multi-sensory area within the pre-school	£10,000	Successful
Bid 3	Longford Park School	Creation of a multi-use games area	£130,000-160,000	Partly Successful £80,000 awarded

Bid 4	Longford Park School	Building adaptations (£15,000) and extension (£60,000)	£75,000	Partly Successful £15,000 awarded
Bid 5	Gorse Hill Studios	Improvements to access and music provision	£50,000	Unsuccessful Revised bid received Feb 2019 was successful

2019 schemes

Ref No	School	Scheme	Update
2019.1	EXPRESSION OF INTERESTS REQUIRED Secondary School Planned opening in September 2020	New Autism Spectrum Condition Class (ASC) in a further mainstream secondary school for between 10 to 15 pupils per class with additional support from Educational Psychology, Speech and Language Therapy, Occupational Therapy and Healthy Young Minds	Expansion to provision at Lostock College. Works to be completed over Summer 2021
2019.2	Egerton School	Increase provision from 56 to 65 places by Sept 2020 Provision of mobile accommodation to support increase in pupil numbers. The additional accommodation will allow School to develop a fitness suite and further therapy suite.	Works completed Summer 2020
2019.3	Manor Academy	Increase provision by 25 places, including a change in the sixth form age range to include a 3 rd year (age 16-19) Redevelopment of existing Sale West Development Centre into 4 classrooms to allow multi-use of this area and support increase in pupil numbers and age range	Works completed November 2019

2021 schemes

Ref No	School	Scheme	Update
2021.1	Firs Primary School (primary mainstream)	Additional small specialist class required for 10 pupils across key stages 1 and 2 for pupils with a range of complex needs. Planned opening in September 2022.	SSC works being undertaken in conjunction with a School expansion to 3FE. Currently on site and works to complete by Summer 2023.

Ref No	School	Scheme	Update
2021.2	Longford Park School (primary SEMH special school)	Additional capacity for 6-8 places to meet needs of primary age children who present with SEMH/ASC/social communication needs and behaviour that challenges	Works have received planning permission and have been tendered, and are due to take place over Summer 2022.
2021.3	Pictor Academy (primary special school)	Individualised learning space for children who require low stimulating environment and high adult support throughout the school day	Works completed Summer 2021.
2021.4	Delamere School (primary special school)	Reconfiguration of nursery/early years classrooms to ensure a fit for purpose learning environment for additional numbers	Works completed Summer 2021.
2021.5	Expressions of interest invited from Trafford mainstream secondary schools	New small specialist class to meet autism spectrum / social communication needs in a mainstream secondary school for between 10 to 15 pupils per class. With additional support from Educational Psychology, Speech and Language Therapy, Occupational Therapy and Healthy Young Minds. Planned opening in September 2022	Works at Wellington School have received planning permission, have been tendered and are due to take place over Summer 2022.
2021.6	Expressions of interest invited from Trafford mainstream primary schools	New small specialist class required for 10 pupils across key stages 1 and 2 for pupils with a range of complex needs. Planned opening in September 2022	No further primary SSC progressed in 2021. There will be a further EOI round in 2022.

2021 bidding round

Ref No	Provision	Scheme	Funding request	Status
Bid 1	Well Green Primary	Accessibility requirements for pupil	Nil from HNPCA	Works due Summer 2022 from other LA funding
Bid 2	Moss Park Infant	SSC - new area for pupils with EHC	10,000	Complete
Bid 3	Longford Park	sensory area	10,000	Complete
Bid 4	Pictor	outdoor area	40,000	Planned Summer 2022

Bid 5	Flixton Girls	Alt Prov for girls	35,000	Complete
Bid 6	Lime Tree Primary	EOI – SSC for EYFS, KS1 & KS2	Nil	Not taken forward in 2021
Bid 7	Trafford Alt Educ	Gym & sensory space	31,500	School lead scheme
Bid 8	Springfield Primary	1:1 pod spaces	5,000	Complete
Bid 9	Lostock High	Outdoor area	35,000	School lead scheme
Bid 10	Barton Clough Primary	WC refurb for SSC pupils	15,000	Planned Summer 2022
Bid 11	Lime Tree Primary	Accessibility for pupil – alterations to pathway	9,500	Complete
Bid 12	Seymour Park Primary	Outdoor area	50,000	Planned Summer 2022
Bid 13	Wellacre Academy	Accessibility for pupil – installation of closomat	6,930	Complete
Bid 14	Wellington	sensory garden	2,000	On hold until SSC works completed
Bid 15	Heyes Lane Primary	Outdoor area	3,000	Complete
Bid 16	Gorse Hill Studios	Music studio	50,000	Provider lead scheme
Bid 17	Wellfield Infant	EOI – increase in SSC	Nil	Not taken forward in 2021
Bid 18	Delamere	1:1 learning pod	10,800	Complete

Appendix C – Consultation Comments (transcribed from online survey)

Parent Carer 1

Comments on our proposals

My eldest son is at *School* hub in yr9. He is very academic and will need somewhere suitable for A levels in under 3 years time. Currently I am not aware of anywhere with the same high level support (low level sensory/low class numbers) for his autistic/ADHD needs. We will need somewhere.

My youngest son is in yr5 at *School* and has a 1:1 and use of a separate room as he has struggled to return to school since the pandemic. He too is very academically able. We do not see anywhere in Trafford currently that caters for children like him (autistic/ADHD/PDA/high level support needs). He will struggle to travel to a school out of county. There needs to be funding spent on setting up specialist provision for children like him. Very high needs, own agenda, high academic ability, very much not mainstream ever.

Parent Carer 2

Comments on our proposals

It's not enough to meet demand especially with high schools.

Parent Carer 3

Comments on our proposals

Please consider more SEN training for school staff.

Parent Carer 4

Comments on our proposals

There needs to be more of a provision for key stage 1 and eyfs

Parent Carer 5

Comments on our proposals

My daughter had the first COVID transition to secondary school. She got her diagnosis of autism in Year 7 while she was struggling to attend. Eventually couldn't attend for all of Year 8. She got a tutor and a once a week place at Carrington and her EHCP got her a place at the new *School* SSC. What a difference it has made. My daughter comes from school full of tales of what she's done, she's happy there. Still struggles some mornings, but manages to make it in at some point each day and has told me how much she now likes school. These places are vital for the region's children. I'm concerned she's missed so much of school already but at least now she has no real barrier to attendance and is able to get back into a routine again.

Parent Carer 6

Comments on our proposals

I think this is a great idea as specialist places are really hard to get. I have 5 children and 2 with ehcps. 1 attends mainstream with support and 1 attends a primary ssc and we are currently looking at high schools with ssc for us him. More places are definitely needed in the area as more children are being diagnosed and need more support.

Parent Carer 7

Comments on our proposals

I agree that SSC's within mainstream schools is more beneficial as it allows access to mainstream and their peers. My son was placed within an SSC in Year 3 due to his high needs but due to the support received he is now able to access science and art lessons within mainstream. This has also enabled him to create friendships with his peers within the mainstream.

I am disgusted that the funding has reduced by £1000 within 1 year!!!

Parent Carer 8

Comments on our proposals

There are currently no SSC type provisions for secondary school aged pupils with SEND associated with ADHD and other complex needs that do not relate to ASD. There are currently six primary SSCs,

with the proposal of two more. These SSCs do not only support pupils with ASD/social communication difficulties. There have been other pupils with other SEND including ADHD or ADHD and ASD, yet these pupils aren't considered for with of the two secondary 'Hubs' - because it seems they're only for pupils with a diagnosis of ASD. What about appropriate secondary 'Hub' style provision for pupils with other complex needs, including ADHD, who have been able to successfully manage within the SSCs in primary mainstream - so do not need to explore *School* as the specialist high school for SEMH. It seems they are being forgotten because the secondary 'Hub' are prioritising those with SEND around ASD.

Parent Carer 9

Comments on our proposals

A long time ago there was a proposal to build a specialist autism provision that would support pupils within Borough and out of area but would be a centre of excellence for this group up to the age of 25. Plans have been changed and scaled back significantly meaning that currently thousands of pounds are needlessly wasted on transporting children to schools out of area. As cohorts of children with ASD increase it is essential that these plans become more ambitious.

Parent Carer 10

Comments on our proposals

I very much appreciate the dedication and commitment of all staff involved in the creation of further access to specialist provision in Trafford and hope that our Son will be able to access the provision he so desperately needs one day.

We have been expressing his needs for 2 years in his current primary school with no support towards an EHCP therefore he has missed out on any school education for 7 months now. Ultimately I have applied for an EHC assessment myself in order for our son to hopefully attend school again one day. We are awaiting his assessment at present. Further access to specialist education will have a very positive effect upon my sons future and quality of life.

Parent Carer 11

Comments on our proposals

There is no current specialist school for children who are academic and have high support needs and this gap is not addressed within these proposals

Parent Carer 12

Comments on our proposals

I am in support of these proposals but note that the focus of support in secondary school SSCs is on ASC. There are no mainstream SSCs in South Trafford that specifically provide support for SEMH. My child attends *School* year 6 and we are currently trying struggling to find a local school that can support her needs in the way that *School* have evidenced. Whilst the additional ASC provision at *School* is welcome, the school campus is vast and the number of students on site will be overwhelming for a child with sensory issues/SEMh. I would be keen for *School* or another smaller school to also open an SSC for SEMH.

Parent Carer 13

Comments on our proposals

I think that it would be extremely beneficial to have a SSC in the South Trafford area. All of the current provision for SSCs is currently quite central and this often means long commutes for children via commissioned transport which is expensive for Trafford and tiring for the children. For us this has also meant that we have 2 children at 2 different schools miles apart and reduces our opportunity as parents to talk to the staff at the SSC and be part of the school community. Our eldest child also can't participate in after school activities because we don't have a means to collect him. Of my child's class last year 8 out of the 10 children required transport to the South Trafford area.

Parent Carer 14

Comments on our proposals

Having a son in Year 6, on the Autistic Spectrum there are very limited places for him for Secondary. The provision that is available is also very limited too, with regards to numbers. Finding a suitable provision is also tricky.

Parent Carer 15

Comments on our proposals

I have a son who i wanted to attend a primary ssc and i was declined as all full. I feel current provision doesn't meet his needs and his ehcp plan has not been made available within statutory time frames or been coproduced as it ought have been

Still stuck in TASC pathway after years with no real dx or assessment of need

Secondary ssc unlikely to be available to him in current proposed time frame

Parent Carer 16

Comments on our proposals

As a parent of a child with ASD (who is currently in y7 attending the HUB at *School* and our younger child who is awaiting assessment on the TASC pathway, the need for more SEND places in Trafford is desperately needed!!

Our youngest child attends an out of borough primary school because of small class sizes as she cannot cope in mainstream within Trafford!

Parent Carer 17

Comments on our proposals

Trafford needs a small specialist KS3 and KS4 and sixth form provision that can cater for anxious children with complex support needs (in particular PDA profile of autism) with high cognitive ability. Something more like the *School* in Crewe. These children are constantly overlooked. Why are there no plans to spend funding on these types of provision in Trafford when these children can not attend mainstream or units attached to mainstream due to sensory and anxiety overload. Funding should also be spent on actually listening to parents, providing proper assessments and post diagnostic support and therapeutic interventions as well as far quicker interventions (e.g. a tutoring service) for academically able kids who desperately want to learn but can't get through the school gates. Please help our children before it's too late.

Parent Carer 18

Comments on our proposals

Also desperately need more an ASC appropriate 6th form. Our young people post 16 are expected to travel further distances to massive collages which are not fit to support their needs.

The PFA pathways for academically ASC young people are not clear or understood by (in the main) secondary school SENDCOs. These pathways need to be discussed from the year 9 annual reviews before the child makes their GCSE choices.

Within Trafford, it's almost as if there is a huge gap from aged 16 to 18 for school places. This does not necessarily mean for A levels only. A wide range of BTEC courses should be offered (as seen at *School*) for those children within the hub/hive provisions.

School or Setting 19

Comments on our proposals

I believe Trafford needs to continue to increase the capacity of SSCs and Special schools in order to limit the number of external placements needed.

I believe more places will be needed that just the proposed expansions

School or Setting 20

Comments on our proposals

I did submit a different kind of proposal for a satellite class to provide more places for children with significant SEND needs to be linked to *School* School but based in a mainstream primary school - we had a partner identified - *School*

Although the proposal was rejected this time I do hope it will be considered for the future as an innovative way of promoting inclusion and raising awareness around how the specialist and mainstream sector can work together. This model already works successfully in several Greater Manchester Local Authorities.

As the demand for places at *School* continues to grow - I do feel that I also need to raise again the option of extending into the empty building at *****. Clearly this would require significant funding but would immediately allow for more places to be created including nurture rooms for 1 pupil or very small groups which our current facility cannot offer.

There might even be room for a training hub in the same space?

Food for thought for the future ...