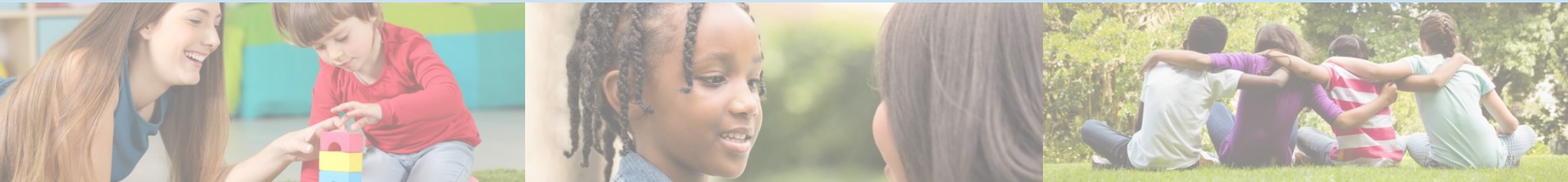


Chairs' Briefing

Thursday 16 June 2022



Meeting Etiquette

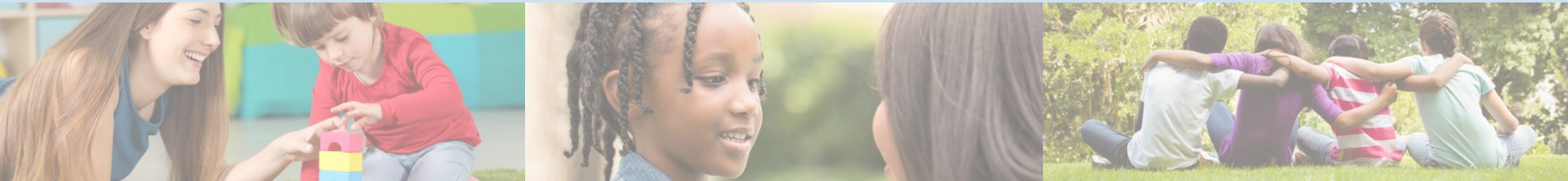
Please:

- have your videos on, if you would like to
- mute your microphone when you enter the room
- turn off or switch your mobiles to silent
- use the chat function or raise hand to ask a question
- tag individuals in the chat window if your comment is directed towards someone specific
- unmute and introduce yourself when speaking and where you are from
- do not carry-on other conversations (by mobile or email)



Welcome & Introduction

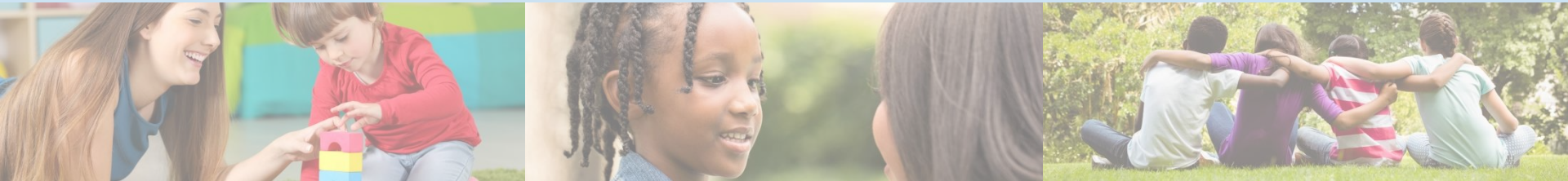
Cheryl Eyre, Assistant Director Education & Learning



- Welcome & Introduction
- School Improvement Update and Priorities
- Safeguarding & Inclusion Update
- Ofsted Inspection Feedback
- Schools Place Planning and Capital Update
- Introduction to new Schools HR Manager
- Summary & Close

Written Statement of Action

Cheryl Eyre: Assistant Director Education and Learning



Bracknell Forest Local Area

Written Statement of Action (WSoA)

for Children and Young People
with Special Educational Needs
and Disability (SEND) aged 0-25

June 2022



29 November 2021 to 3 December 2021, Ofsted and the Care Quality Commission (CQC), conducted a joint inspection of the local area of Bracknell Forest to judge the effectiveness of the area in implementing the special educational needs and/or disabilities (SEND) reforms as set out in the Children and Families Act 2014. On 22 February 2022 they issue their findings that the Local Area (the Local Authority and the relevant CCG) needed to produce a Written Statement of Action (WSOA).

The Written Statement of Action sets out our plan to address the significant areas of weakness and other improvements identified by Ofsted and the Care Quality Commission. The local area is required to submit the WSOA by 7 June 2022.

Feedback from Ofsted and CQC

**19 areas
identified as
requiring
development**

**4 areas
identified as
requiring
improvement**

**9 areas
identified as
being areas of
significant
weakness**

Our Written Statement of Action will address the 9 areas of significant weakness:

- 1) Lack of a clear, co-produced strategy for how the much-needed improvements and change will be brought about
- 2) Parents' and carers' lack of confidence in the education, healthcare and social opportunities for children and young people with SEND, alongside their frustration at the poor communication they experience from the SEND team
- 3) Lack of coproduction with children and young people with SEND and their families, and with professionals. This includes limited parental representation at strategic level
- 4) Lack of appropriate educational provision for a significant proportion of children and young people with SEND in the borough
- 5) The lack of support available to children and young people while waiting excessive amounts of time to access occupational therapy services. Also, the lack of capacity in the occupational therapy team, resulting in delays in their contributions to EHC plans
- 6) The high number of children and young people with SEND who reach a mental health crisis because of a lack of timely support to prevent further escalation
- 7) The lack of established, effective panel arrangements to decide next steps in the Graduated Approach used for pupils who receive SEND support
- 8) Insufficient long-term planning for young people as they move into adulthood
- 9) Parents' and carers' lack of awareness of available advice, support, or social care provision. The lack of age-appropriate social opportunities for older children and young people with SEND

Developing the WSOA

The SEND Improvement Partnership Board had previously been working on improvements across 5 priority areas. These areas were reviewed in light of the inspection report, and 5 new working groups were established. The workstreams were tasked with addressing the 9 areas of significant weakness as a priority, as well as all areas for improvement and development identified by the inspection.

A

Governance

Effective leadership, governance, and accountability of SEND

B

**Commissioning
and resource**

Effective use of resources, including the High Needs Block

C

**Provision and
support**

Implementing early support and intervention

D

Coproduction

Strengthen and improve coproduction with children, young people, their parents and carers and professionals

E

Transition

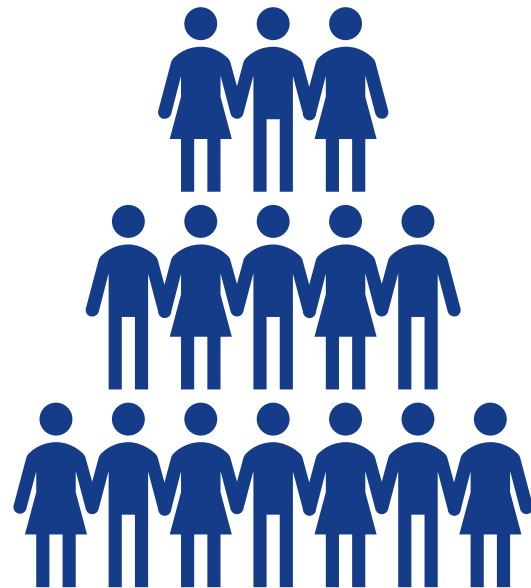
Children and young people to have successful transitions at all stages

Stakeholders

The following stakeholders have been instrumental in developing the action plan, through their attendance at the weekly workstream meetings:

- Bracknell Forest Council
- Frimley Integrated Care System (ICS)
- Berkshire Healthcare Foundation Trust (BHFT)
- Schools
- Further education
- Parents and carers
- Voluntary and Community Sector (VCS)

A focus group has taken place to capture the voice of children and young people. We are committed to developing a SEND Youth Forum which will be one way in which we continue to involve children and young people in the delivery of our action plan.



Co-producing our WSOA

Each of the 5 workstream groups has met weekly since late March. The chairs of each workstream group have also met weekly to feedback and plan actions and objectives for the following week to ensure consistency of approach. The weekly focus of each workstream meeting is outlined below.

April 2022

SHAPING THE VISION

- Where are we now?
- What does good look like for children and families?
- What actions are required to deliver improvement?
- How will we know? What impact will the action have?
- What are the building blocks needed to underpin the work?

May 2022

DEVELOPING THE ACTION PLAN

- Refining of actions to ensure they are SMART
- Identify who is responsible for delivery of each action
- Identify quick wins and priority actions
- Identify key performance indicators
- Workshop to review “do the objectives and actions fully address the areas of significant weakness?”
- Consider timescales and resource requirements

Alongside development of the action plan, the narrative section of the WSOA is being developed

What are our strengths?

In addition to the areas for improvement identified by Ofsted, there were also areas of strength, outlined below:

- Professionals in the child development centre (CDC) have positive working relationships, and communication between them is strong. Consequently, families' needs are identified early and are considered in a holistic way
- Education and healthcare professionals who support children in the early years are well equipped to identify children with SEND
- Children in early years generally get off to a good start. This is because of the effective identification of needs and well-targeted support
- Education and health professionals have benefited from useful training from a range of other professionals across health and social care, including school nurses and mental health practitioners
- Parents talk of the undeniable positive impact of the SEND information, advice and support service (IASS)
- The local offer website contains useful information. Recent improvements to the website have incorporated parents' requests. Post-16 learners have recently worked with the SEN team to review and improve information available for them
- Once the needs of children and young people with SEND are identified, education leaders have good knowledge about how well they are achieving
- The work of education leaders to support and improve all schools is leading to appropriate support strategies which help some children and young people with SEND to improve their academic outcomes
- There have been no permanent exclusions for children and young people with EHCPs in the last five years. There has also been a reduction in fixed-period exclusions for this group of children and young people

Progress pre- and post-inspection

Prior to the SEND inspection, work had already begun to review our post-pandemic services and make improvements

Pre-inspection improvements

- Work on the development of a capital strategy and school places plan
- Design of new panel arrangement processes and Decision Making Groups (DMGs)
- SEND sufficiency analysis to understand needs
- Design of the SEN service structure to ensure sufficient capacity and resource
- Additional staff capacity secured for the SEN service to address the backlog of EHCPs
- Completed our self-evaluation and action plan for service improvement in preparation for the inspection, which was praised by Ofsted

Post-inspection improvements

- The capital strategy and school places plan has been agreed by Executive
- Discussions with schools regarding Special Resource Provision (SRPs)
- The new panel arrangements (DMGs) have been embedded and an evaluation will take place next month
- The Parent Carer Forum has been commissioned to provide support to parents and work with us to co-produce our WSOA and ongoing activity
- Root cause of some communications issues identified and resolved (telephony)
- More than doubled completion rates of EHCPs within statutory timelines (from 2020 to 2021)
- Head teachers engaged in SEND panels and SEN recruitment

Key elements of the action plan

In developing our action plan, the workstream groups have identified some cross cutting themes that will be key to the successful delivery of our improvement plan:



COMMUNICATION: We will improve our communication with children and families, setting clear expectations around how and when we will contact people and ensuring these are adhered to



CO-PRODUCTION: We will ensure that coproduction is embedded within everything we do; from developing strategy to individual EHC plans



DECISION MAKING: We will fully embed, and regularly review, our Decision Making Groups (panels) to ensure consistent, transparent and robust decision making arrangements



IMPROVED COORDINATION: We will strive towards the 'Tell us Once' approach, ensuring a collaborative and coordinated approach to accessing services and support



PROVISION: We will continue to focus on developing sufficient, appropriate, in-borough provision for children and young people with SEND

Action plan summary (1)

The publishable version of the WSOA is a high level strategic document. Sitting behind the published WSOA is a more detailed action plan that will support delivery of the work.

Improvement area 1

- Develop a new SEND strategy that outlines how the improvements and change will be made

Improvement area 2

- Develop communication charter that aligns with corporate standards and outlines what communication parents, carers and professionals can expect
- Redesign and improve the customer journey
- Ensure that as new processes and systems are developed that they have communication points built in
- Develop a skilled workforce, with sufficient capacity within the service to ensure legal compliance

Improvement area 3

- Embed co-production with parents, carers, children and young people and professionals
- Develop a SEND youth forum
- Involvement in reviewing of systems and processes re EHCPs

Action plan summary (2)

Improvement area 4

- Increase appropriate in borough provision, including the development of an SEMH hub
- Driving up quality of provision of current provision in the borough
- Develop robust data sets to support projection planning

Improvement area 5

- Review of the commissioning of integrated therapies to achieve a reduction of waiting times in line with national standards
- Improve the consistency of input from OT services into the statutory assessment process for an EHCP
- Understand gaps in provision for CYP waiting for OT services and develop resources to address this

Improvement area 6

- Review current early intervention for mental health offer and identify gaps to inform commissioning plans
- Programme of training to parents, carers and professionals to provide early intervention and support to children and young people

Action plan summary (3)

Improvement area 7

- Embed new panel arrangements (Decision Making Groups) to drive quality of early intervention, ensuring vulnerable children and young people get their needs met early
- Establish a process for timely reporting on conclusions of panels to parents and schools

Improvement area 8

- Develop clear and robust employment and/or education pathways for young people with SEND
- Early planning to support seamless transitions, to begin at age 14
- Influence and broaden the offer within the further education sector
- Clear support offer for children and young people with SEND who are NEET or at risk of becoming NEET

Improvement area 9

- Continued improvement to the Local Offer website
- Raise awareness of the advice and support available via the Local Offer
- Influence and increase social opportunities for children and young people with SEND

Next steps



Final edits, proof reading and design work to take place, accommodating any feedback from today's Executive meeting



The WSOA has been signed off by the Frimley ICS and is currently going through the final stage of the governance process within the council, leading up to the submission date of **7 June 2022**



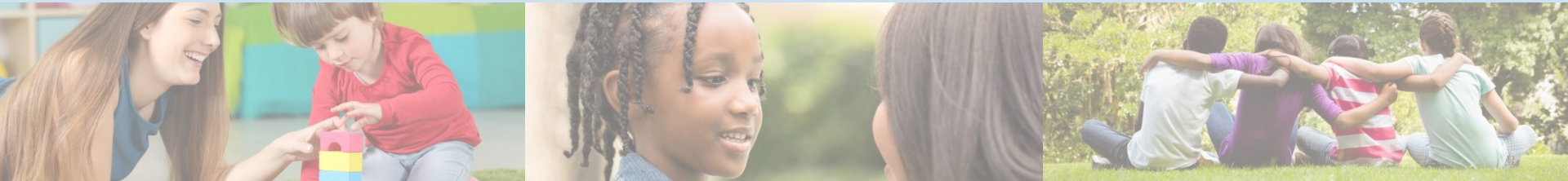
Once the document is signed off by Ofsted and the CQC, delivery of the action plan will continue as scheduled in the WSOA. The SEND Improvement Partnership Board (SIPB) will monitor and scrutinise the delivery of the plan. Formal governance of delivery will be provided by CMT (bi-monthly) and the Executive (quarterly)



The WSOA output will also be monitored by the DfE and CQC, on behalf of Ofsted, to ensure the action plan is being delivered and is on track to achieve its aims and timelines

School Improvement Update & Priorities

Zoe Livingstone, Interim Head of Standards



Education Recovery – Guidance for governors

- [Education recovery: guidance for governors and trustees - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/education-recovery-guidance-for-governors-and-trustees)

The recovery premium:

- Additional time-limited grant to support pupils impacted by the pandemic
- Focused on pupil premium eligible pupils, and pupils in special schools, special units and pupil referral units
- Can be used to deliver evidence-based approaches for any pupil based on an assessment of need

Education Recovery – Guidance for governors

- [Education recovery: guidance for governors and trustees - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/education-recovery-guidance-for-governors-and-trustees)

Funding rates are increasing for 2022-23

	2021-22	2022-23
Mainstream primary	£145 per PPG/LAC/PLAC pupil	£145 per PPG/LAC/PLAC pupil
Mainstream secondary	£145 per PPG/LAC/PLAC pupil	£276 per PPG/LAC/PLAC pupil
Other types of eligible school (Special, unit, PRU)	£290 per PPG/LAC/PLAC pupil	For ALL pupils: £290 primary £552 secondary

Minimum ‘floor’ payment of £2,000 primary and £6,000 secondary

Education Recovery – Guidance for governors

Recovery plans include:

- Effective assessment of the impact of the pandemic
- Use of the recovery premium
- Tutoring in schools
- 16-19 tuition
- Wider non-academic support
- Specific recovery programmes, e.g. NELI



Education Recovery – Guidance for governors

- [Education recovery: guidance for governors and trustees - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/education-recovery-guidance-for-governors-and-trustees)

Questions for governors:

Overall plans

- What is the school's assessment of the impact of COVID-19 on pupils' progress, attainment and wellbeing?
- How is the school planning to access and use additional funding as part of the recovery package?

Recovery premium

- How is EEF guidance being used to determine how to spend the funding to support disadvantaged pupils?
- How has the school diagnosed individual pupils' needs, for use of the premium?
- Has the school referred to the range of best evidence in determining how to use the funding?
- What is the rationale for the breakdown of the spend across the three tiers: teaching; targeted academic support; and wider strategies?

Joint guidance on using 2022 data for performance management

- [Using 2022 statutory testing and qualifications data for performance management](#)
- Primary statutory assessments and secondary exams back for the first time since 2019
- The impact of the pandemic on education and well-being has been significant and uneven across the country and from school to school
- Results may tell us more about the *pandemic* than school performance
- Comparisons between schools and between year groups will not be reliable
- In this context, *'we do not think it is appropriate for school leaders to use 2022 performance data as the basis for performance management or decisions about pay progression for teachers'*, or school leaders
- Governors should seek to understand how school leaders are ensuring that gaps are being addressed
- You may wish to issue an addendum to the current policy to provide clarity of the approach being taken

Governors role in new headteacher induction

Areas for consideration:

- Appoint an Induction Governor
- Ensure an appropriate budget has been allocated
- Establish whether the headteacher will take up their ex-officio place on the GB and inform the LA
- Ensure critical training is booked for the start of term
- If possible, conduct a hand-over meeting between the outgoing headteacher, the new headteacher and the CoG.
- Consider what meeting and events the new headteacher could attend before starting
- Consider creating a handover document for the start of the new post



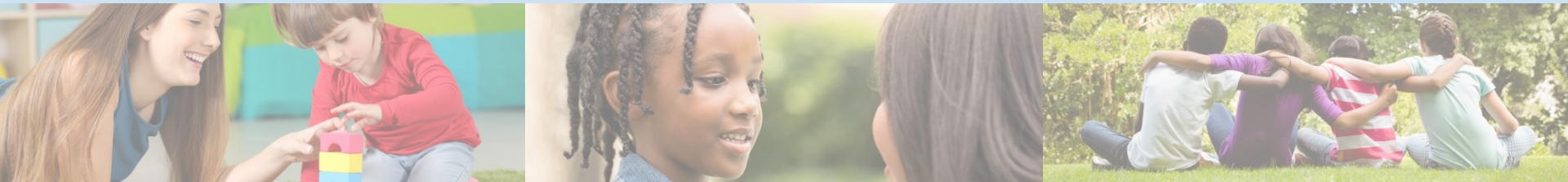
Bracknell Forest

HEADTEACHER
Induction Handbook

2021/22

Safeguarding & Inclusion Update

Debbie Smith, Interim Head of Safeguarding & Inclusion



Key changes to KCSIE Sept 2022

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)

The latest version of the statutory guidance will come into effect from 1 September 2022 – until then, schools must continue to follow KCSIE 2021.

Note the term “child-on-child abuse” rather than “peer-on-peer abuse” is used throughout the updated guidance.

Part One – Safeguarding information for all staff

- **Disclosure** – guidance highlights that children may not feel ready or know how to tell someone they are being abused.
- **Domestic Abuse** - Domestic abuse has been added to the list of safeguarding issues that all staff should be aware of.

Part two – the management of safeguarding

- **Training for Governors and Trustees** – governors and trustees should receive appropriate safeguarding and child protection training at induction, and then at regular intervals.
- **Human Rights legislation**- The updated guidance makes it clear that being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act.
- **Equality legislation** - The guidance sets out the significance of the Equality Act 2010 to school safeguarding.
- **Online safety** - governing bodies should regularly review the effectiveness of school filters and monitoring systems.
- **Virtual School Head** - the role of virtual school head to include a non-statutory responsibility for oversight of the attendance, attainment, and progress of children with a social worker.
- **LGBTQ+ pupils** - Guidance now emphasises the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff

Part three – safer recruitment

- **Applications**– Updated guidance clarifies that a curriculum vitae (CV) should only be accepted alongside a full application form and is not sufficient on its own to support safer recruitment.
- **Checks** - schools should consider online searches as part of their due diligence checks on shortlisted candidates.

Part four: allegations made against/concerns raised in relation to teachers

- **Learning lessons** – Updates make it clear that learning lessons applies to all cases, not just those which are concluded and found to be substantiated.
- **Low level concerns (LLC)** - a low level concerns policy should contain a clear procedure for confidentially sharing concerns.
 - low level concerns shared about supply staff and contractors should be notified to their employers; and schools and colleges should consult with their LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold.

Part five – child on child sexual violence and sexual harassment

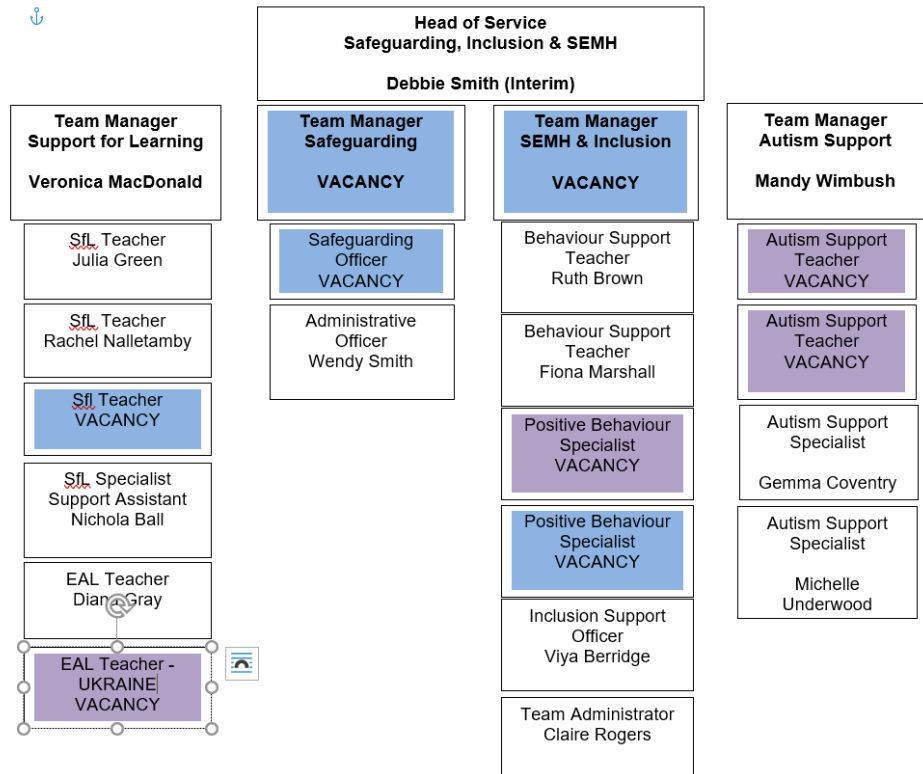
This section has been expanded to incorporate guidance previously covered in the DfE's Sexual violence and sexual harassment between children in schools and colleges advice.

It also provides new information, emphasising:

- the importance of explaining to children that the law is in place to protect rather than criminalise them
- the importance of understanding intra-familial harms, and any necessary support for siblings following incidents
- the need for schools and colleges to be part of discussions with statutory safeguarding partners

New Service Structure

Additional capacity



Ofsted Inspection Feedback

Zoe Livingstone, Interim Head of Standards

Mel Shirvill, Chair of Governors, Warfield CE Primary

Signe Sutherland, Vice Chair of Governors, Whitegrove Primary

Charlotte Kieran, Chair of Governors, Oaklands Junior

Helen Thompson, Chair of Governors, Hatch Ride Primary



Schools Place Planning and Capital Update and introduction

Noreen Zareef, Interim Head of Service

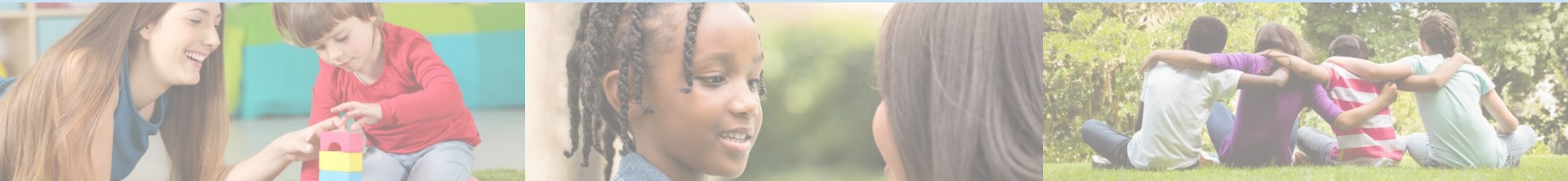


Headteachers Workshop

May-22

School Capital Strategy

Cheryl Eyre, Assistant Director, Education & Learning



Primary Headteacher Workshops Nov-21 - Follow Up

North Bracknell Issues:

- Lack of pupils, leading to schools with surplus places and financial deficits
- Opening of 30 primary places agreed with Kings Academy Binfield for 2022
- Lack of primary SEND provision leading to secondary transition issues

South Bracknell Issues:

- Lack of pupils in the area, leading to schools with surplus places and financial deficits
- Lack of primary SEND provision in our area
- Concerns about any future plans for a school on Buckler's Park site

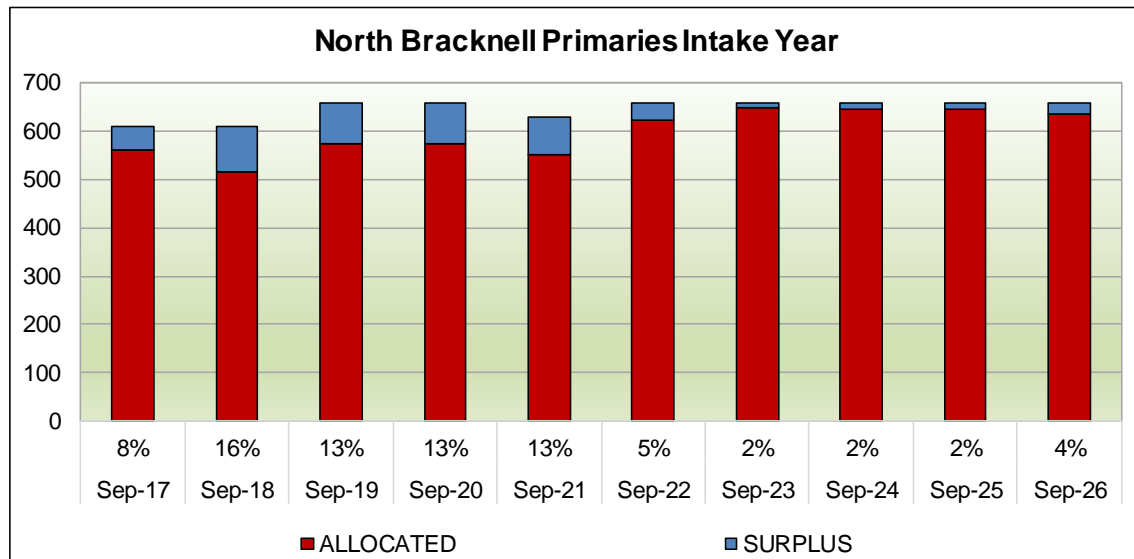
Crowthorne & Sandhurst Issues:

- Lack of pupils in the area, leading to schools with surplus places and financial deficits
- Lack of primary SEND provision in our area.

Lack of Primary Pupils – Latest SPP Forecasts

North Bracknell

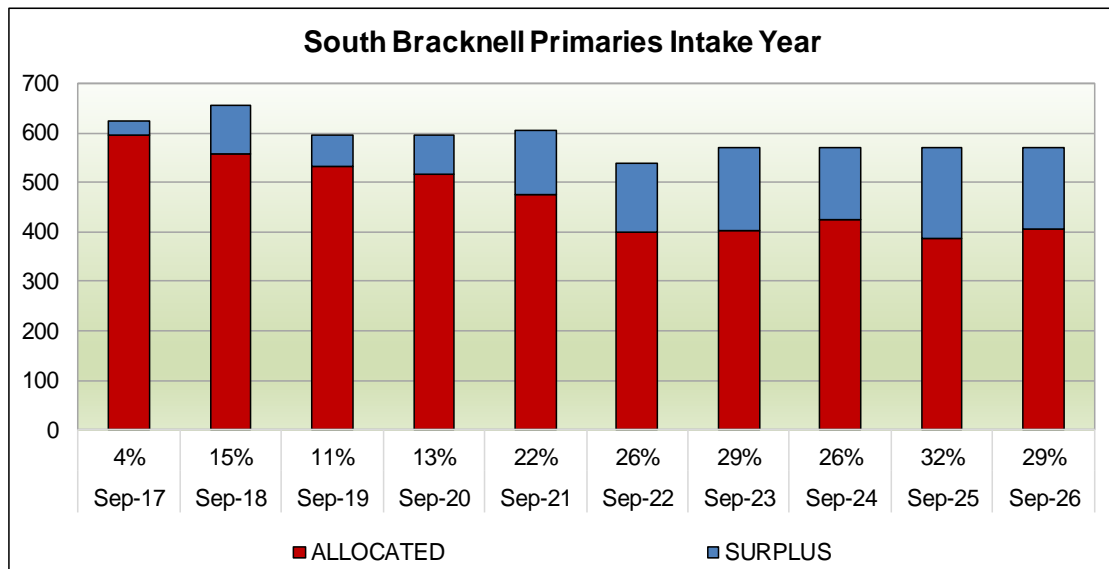
PLACES	ALLOCATED	SURPLUS	YEAR	%
610	560	50	Sep-17	8%
610	515	95	Sep-18	16%
660	574	86	Sep-19	13%
660	576	84	Sep-20	13%
630	551	79	Sep-21	13%
660	624	36	Sep-22	5%
660	648	12	Sep-23	2%
660	646	14	Sep-24	2%
660	646	14	Sep-25	2%
660	637	23	Sep-26	4%



Lack of Primary Pupils – Latest SPP Forecasts

South Bracknell

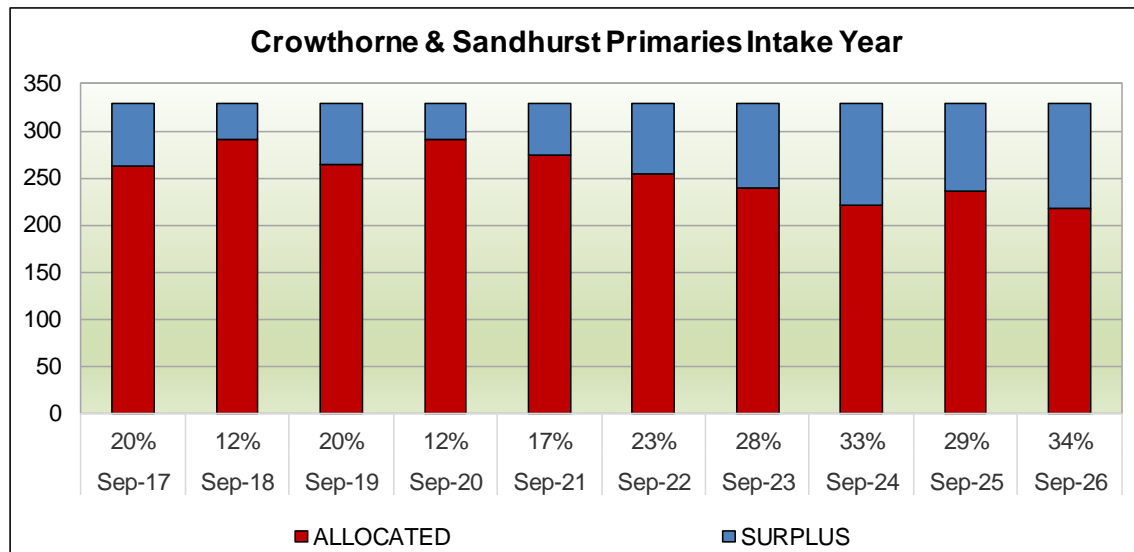
PLACES	ALLOCATED	SURPLUS	YEAR	%
625	597	28	Sep-17	4%
655	558	97	Sep-18	15%
595	532	63	Sep-19	11%
595	517	78	Sep-20	13%
605	474	131	Sep-21	22%
540	399	141	Sep-22	26%
570	403	167	Sep-23	29%
570	424	146	Sep-24	26%
570	386	184	Sep-25	32%
570	407	163	Sep-26	29%



Lack of Primary Pupils – Latest SPP Forecasts

Crowthorne & Sandhurst

PLACES	ALLOCATED	SURPLUS	YEAR	%
330	263	67	Sep-17	20%
330	291	39	Sep-18	12%
330	265	65	Sep-19	20%
330	291	39	Sep-20	12%
330	275	55	Sep-21	17%
330	255	75	Sep-22	23%
330	239	91	Sep-23	28%
330	222	108	Sep-24	33%
330	235	95	Sep-25	29%
330	218	112	Sep-26	34%



School Capacity Strategy

Primary:

- The Pines Primary School will reduce its PAN from 60 to 30 from September 2022
- King's Academy Binfield will increase its primary PAN from 30 to 60 from September 2022
- Subject to consultation and a decision by the Council, Warfield CE Primary school will migrate from its All-Saints Rise site to the Woodhurst site from September 2022

School Capacity Strategy

Secondary:

- There are no plans to make changes to secondary KS 3 & 4 admission numbers on the forecast period, and the strategy is to closely monitor numbers on roll going forwards.
- If demand for school places exceeds capacity then there will be discussions with secondary Heads about how this pressure will be dealt with

School Capacity Strategy

Special Educational Needs and Disability (SEND):

- Kennel Lane Special School: high-level plan for short, medium and longer term
- Specially Resourced Provisions (SRPs): Further additional provision
 - Creation of further SRPs on mainstream school sites.
 - A balance of SRP provision across all three school planning areas.
 - Creation of additional secondary SRPs
 - Facility to support Social Emotional and Mental Health (SEMH)
- College Hall Pupil Referral Unit review of the accommodation and facilities

Vision for Planning for School Places

Mainstream:

1. Ensure sufficient pupil places for all designated area residents.
2. Seek to maintain sufficient overall headroom of up to 5% to allow for the expression of parental preference in school admissions.
3. The Council will explore options to reduce surplus places where these exceed 10% in any planning area.
4. Re-purpose vacant accommodation to suitable alternative use following reductions in surplus places until pupil numbers recover.

Vision for Planning for School Places

Special Educational Needs and Disability (SEND):

5. A need to co-produce a vision for SEND (through working with children, families, settings and schools) to create a vision and a service that works for all, which underpins all other principles.
6. Increase provision of SEND capacity in Borough wherever possible.
7. Create locally based SEND facilities in each planning area.
8. Provide a mixture of provision in suitable accommodation within the borough including the Kennel Lane School, Specially Resourced Provision (SRP) units on mainstream school sites and support the inclusion agenda in all mainstream schools.

Vision for Planning for School Places

General:

9. Ensure continued compliance with DfE guidance on forecasting and planning for school places
10. Provide ongoing annual updates to the School Places Plan and School Capacity Strategy
11. Engage in ongoing consultation with schools over planning for school places

Approach to Planning for School Places

Approach 1 Local Leadership and Management Solutions

Council Officers will work with Headteacher, Governors and Trustees to help identify and support local solutions to local challenges seeking best education outcomes and value for children and young people. Local leadership and management solutions could include using PAN outside traditional forms of entry of 30 for example, hard federation; use of mixed age classes etc.

Approach to Planning for School Places

Approach 2 Numbers on Roll (NOR)

To propose reductions for larger 3 Form Entry (FE) and 2FE schools to reduce in size where their Year R NOR falls below an FE threshold. For example, if a 90/3FE school NOR fell below 60 then the school would reduce their Published Admission Number (PAN) to 60/2FE. These schools could be reduced in size without detriment to parental preference or to the school organisation or funding, which would already have been reduced to support the lower pupil numbers.

Approach to Planning for School Places

Approach 3 Protection of 1FE schools

Unless there are overwhelming education grounds, there is support to protect our smaller 30/1FE schools who are less able to withstand rising surpluses of places because of their already reduced financial viability. If surplus places continue to rise and smaller schools are not protected, then this could ultimately result in school closures. Whilst allowing school closures would minimise the financial burden arising from surplus school places, this could be avoided if nearby larger schools were reduced in size.

Where it can be shown that the larger school is drawing pupils from the catchment of the smaller school the Council could engage with the larger school to explore the possibility of reducing their PAN. There would need to be a proviso that both schools have the same Ofsted grades otherwise this could prejudice parental preference.

Approach to Planning for School Places

Approach 4 Invite schools where appropriate to consider PAN reductions

This was done as part of the Primary School Headteacher Workshops held in November 2021, however no schools volunteered to make new PAN reductions. Whilst surplus places remain, we should however keep the door open for schools to volunteer to make PAN reductions in the future should they wish to do so.

Approach to Planning for School Places

Approach 5 Academies and Local Authority Maintained Schools

To note that where the Council's approach affects academies, PAN reductions will be requested from the Trust. Maintained schools could in theory be directed to make required PAN reductions, but the Council would prefer however to request rather than direct in this matter. Direction unless for overwhelming education reasons could be seen as treating state-maintained schools differently and in a divisive manner.

Approach to Planning for School Places

Approach 6 Subsidising Smaller Schools

It would be possible to subsidise smaller 30/1FE schools which had significant surpluses of places. If surplus places continued to rise however, the cumulative financial burden on other schools could eventually become unbearable and so above options should be considered before agreeing to any subsidies, so this is not currently an attractive approach.

Approach to Planning for School Places

Approach 7 Reduce Capacity at all Schools

Reducing PANs at all schools would be treating all schools the same but this would adversely affect smaller 1FE primary schools obliging them to move to mixed age teaching or even to close. The 1FE model is already less financially viable than 2 or 3FE schools so reducing pupil numbers at 1FE schools would create significant difficulties for school managers. The preferred approach is to look for reductions at larger 2FE & 3FE schools only, so this approach is not recommended.

Approach to Planning for School Places

Approach 8 Designated Area-Based Approach

To consider PAN reductions at all 2FE and 3FE schools where more than 50% their intake year comes from outside the DA. This would mean reducing capacity of popular schools to benefit less popular schools. This would be difficult to justify to parents and so is not recommended.

Approach to Planning for School Places

Approach 9 Surplus Places Approach

To consider reductions at larger 2FE and 3FE schools whose intake year surplus of places exceeds 25%. For example, a 90/3FE school with less than 67 pupils in YR would reduce to 60/2FE. It could be argued however that the school is part full rather than part empty and this approach would also mean taking away places that parental preference might otherwise have taken up. This approach is not recommended.

Other Questions Raised by Headteachers

- Confirm no new primary schools built or opened in North Bracknell until justified by demand and evidence that current school places are at capacity
- Clarify the proposed use of the new site at Bucklers Park which is currently unused

North Bracknell – Proposed new School at Warfield East

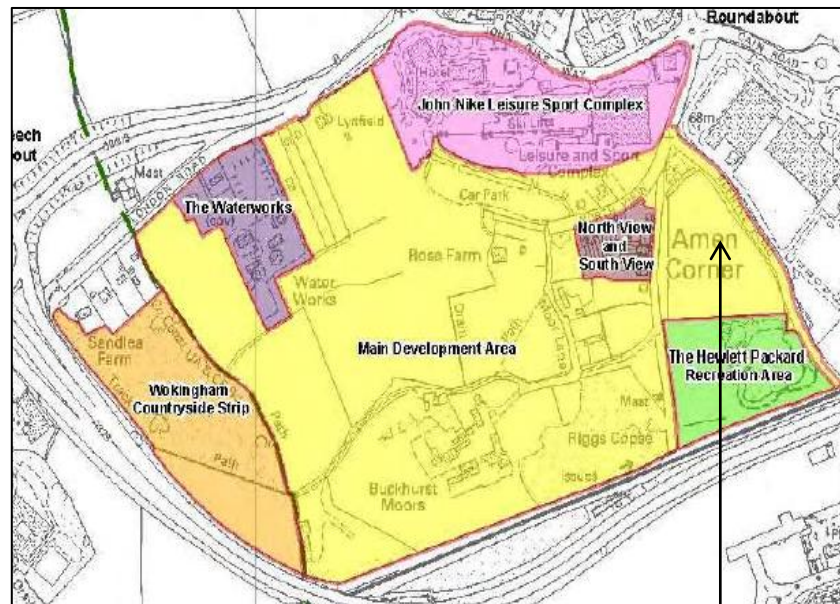
- 652 houses between 2022-27
- Up to 2FE, if required
- School would be developer funded
- Subject to S106 agreement
- IF sufficient pupil numbers arise, we will build it
- If not then we wont



School Site

North Bracknell – Proposed new School at Amen Corner

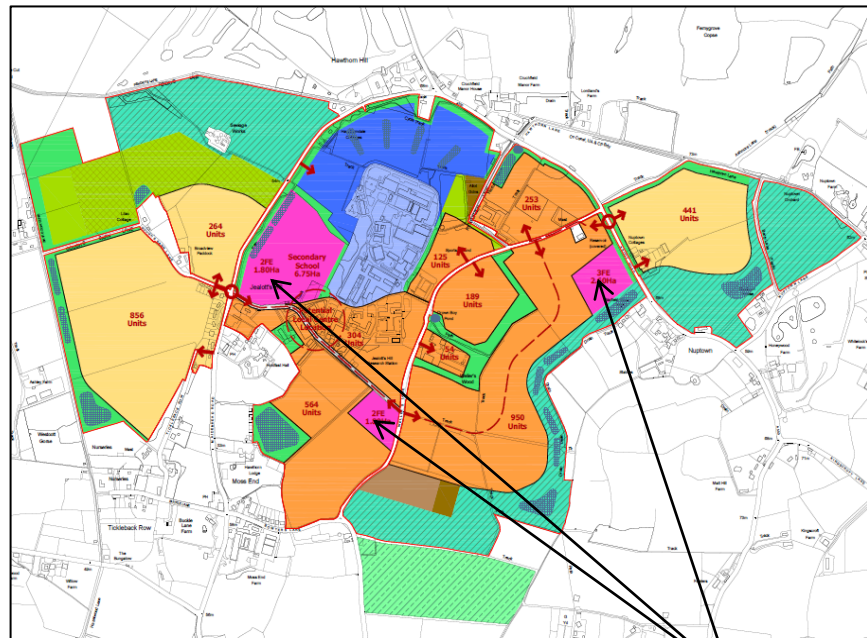
- 735 houses between 2022-27
- School would be developer funded
- Up to 2FE if required
- Subject to S106 agreement
- IF sufficient pupil numbers arise, we will build it
- If not then we wont



School Site

North Bracknell – Proposed New Schools at Syngenta

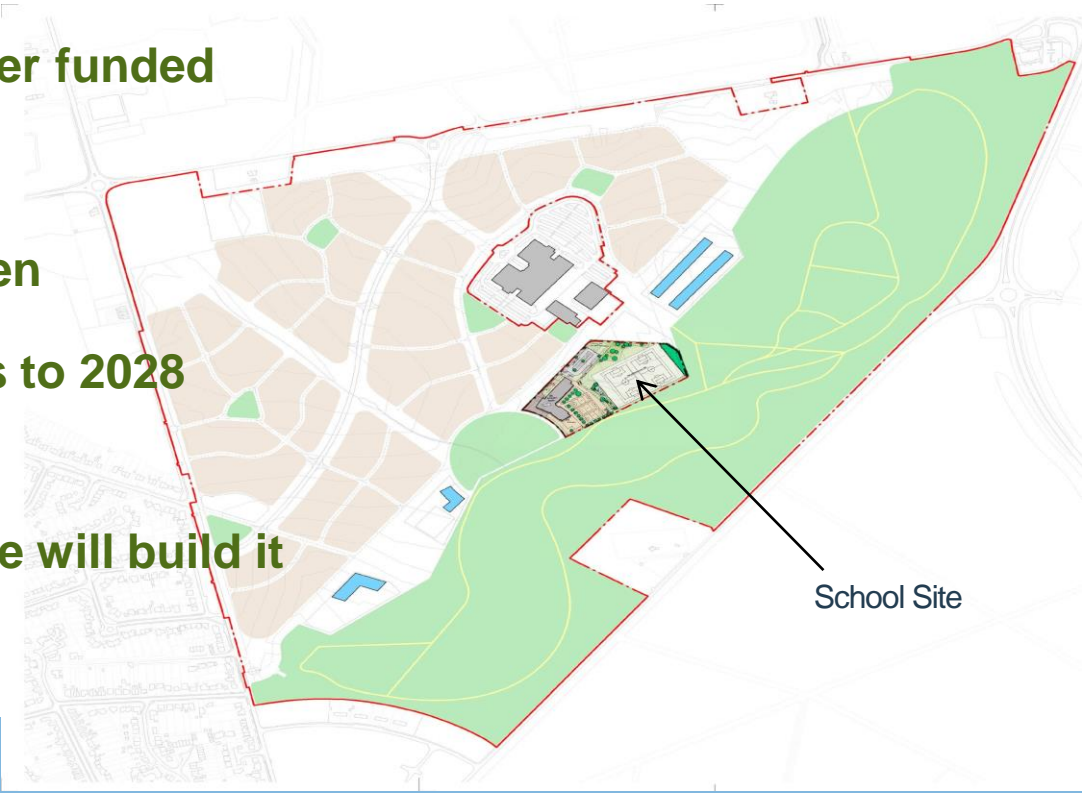
- Up to 2,000 houses between 2026-36 in addition to what is already approved
- Up to 3 new primary schools, developer funded
- Schools up to 2FE each, if required
- Subject to adoption in the new Local Plan (2022/23 at the earliest)
- IF sufficient pupil numbers arise, we will build them
- If not then we wont



3 Primary School Sites

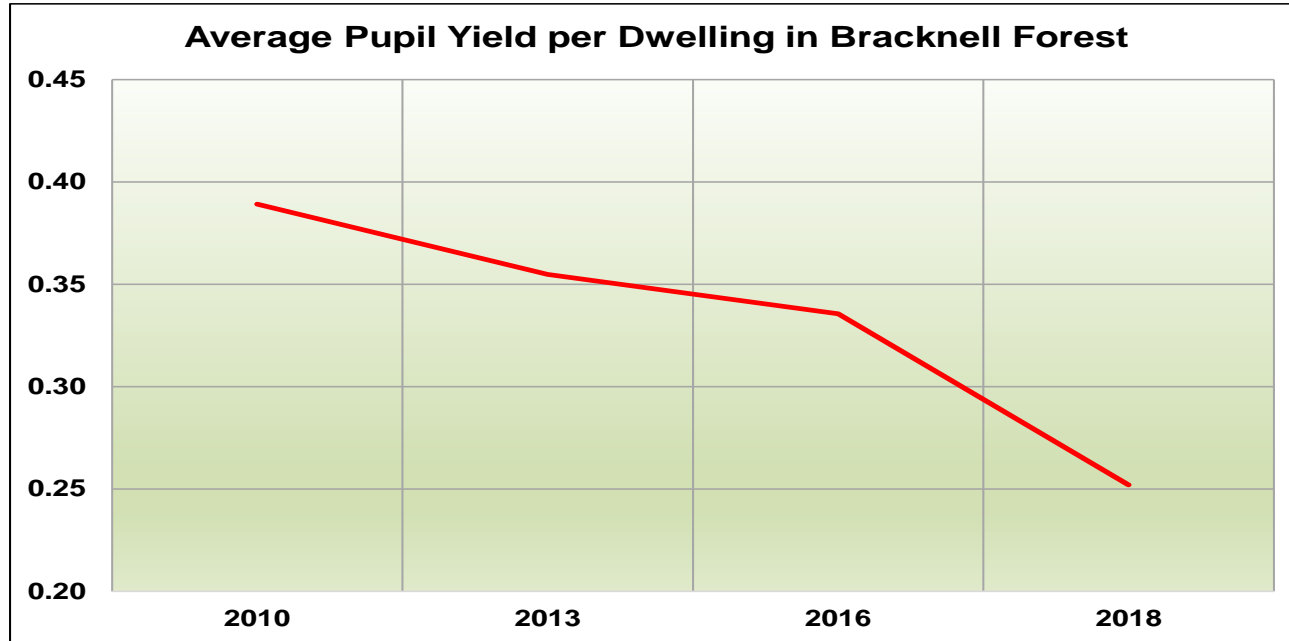
Crowthorne & Sandhurst – Proposed new School at Bucklers Park (formerly TRL)

- 768 new houses from 2018 to 2028
- School would be developer funded
- Up to 1FE
- So far NOR have not arisen
- House building continues to 2028
- IF pupil numbers arise, we will build it
- IF not then we wont



Other Questions Raised by Headteachers

- Provide reassurance on the pupil projections of lower birth rates and yields from predicted new house building



Other Questions Raised by Headteachers

- Confirm no school closures are under consideration

Other Questions Raised by Headteachers

- Provide transparency on future mainstream class and SEND provision at Kings Academy Binfield plus the triggers for such openings

Other Questions Raised by Headteachers

- Provide financial support for schools that are kept open but knowing they are likely to have continued intakes that are not at capacity

Follow up

- If you would like to have separate discussions on a school-by-school basis we would be pleased to facilitate that.
- Please respond to David Eagle if you would like this to happen



Next Steps

May-22 Collate responses from Headteacher meetings and formulate plan

7th June People Department Management Team

9th June Update to Headteachers meeting

15th June Corporate Management Team CMT – 15TH June

16th June Chairs of Governors

23rd June Schools Forum

19th July Executive

Spring 2023 Outcomes feed into the School Places plan & Capacity Strategy 2023-27

Capital Projects arising to be incorporated into the Council's capital programme

Questions?

- 3 Primary Headteachers Workshops took place during the month of May 2022.
- All feedback from the Heads have been captured in draft report.
- Currently working on incorporating SEND provision information.
- Annual School Capacity (SCAP) Survey 2022 update.
- Documents to be updated to reflect and capture all information

Introduction to new Schools HR Manager

Natasha Pallan, Schools HR Manager



Summary & Close

Councillor Dr Gareth Barnard

