

Birmingham City Council

Education, Children and Young People Overview and Scrutiny Committee

28 February 2024



Subject: SEND Sufficiency Strategy 2024-2030

Report of: Helen Price, Director, Strategy, Commissioning And Transformation
Helen Ellis, Director SEND and Inclusion

Report author: David Bridgman, Head of SENAR Commissioning and Finance

1 Purpose

- 1.1 This report provides a summary of the development of the SEND Sufficiency Strategy 2024-2030 and accompanies the latest version of the strategy (Appendix 1).
- 1.2 The report provides an opportunity for the Education, Children and Young People Overview and Scrutiny Committee to consider the strategy proposals and make comments.

2 Recommendations

- 2.1 To note the report, the draft SEND Sufficiency Strategy, and to provide any comments.

3 Background

- 3.1 Birmingham City Council has a statutory duty to ensure there are sufficient school places available to meet the needs of all children and young people (CYP) living in Birmingham, and to secure appropriate provision for CYP with Special Education Needs and Disabilities (SEND).
- 3.2 The demand for SEND places within Birmingham has grown significantly over the last 10 years and there is a clear need to continue to expand existing special schools and mainstream resource bases, as well as seeking opportunities to develop new provision to meet our ongoing sufficiency requirements.

- 3.3 A multi-disciplinary Task and Finish (T&F) Group has been meeting regularly since late November 2022 to map our current provision, rationalise data, develop forecasts, identify gaps in provision, and to agree plans for additional resource bases, special schools, and annex or satellite provision. The group has assessed current capacity and commissioned projections of future need.
- 3.4 The resulting draft SEND Sufficiency Strategy for 2024-2030 highlights the key challenges which accompany recent increases in EHCP numbers, including the resulting impact on demand for special school and resource base places.
- 3.5 The SEND Sufficiency Strategy complements the vision for CYP in Birmingham and the priorities that are set out in both the SEND Birmingham Inclusion Strategy and the Birmingham SEND Strategy for 2023-2028 which were launched on 10 July 2023. These strategies have been co-produced with, and informed by, the contributions of children, young people, young adults, families, and our partners.
- 3.6 The SEND Sufficiency Strategy summarises our existing provision for CYP with EHCPs, current capacity issues, and the steps we have taken so far to address them. It forecasts the need for future places and sets out plans for increasing provision to secure the additional places required. It will inform strategic commissioning intentions and will be annually reviewed and updated as necessary. Ensuring that there are sufficient places at the right educational settings for CYP with SEND is fundamental to achieving the visions and plans that the Inclusion and SEND Strategies for 2023-2028 outline.
- 3.7 The SEND Sufficiency Strategy was presented to the SEND Improvement Board on 12 July 2023. Since then, forecasts have been updated using the latest 2023 data. Final approval of the Strategy by Cabinet is planned for 23 April 2024.

4 The Strategy

- 4.1 Current forecasts show a potential shortfall of 1,133 special school places and 456 mainstream resource base places between now and the end of the academic year 2029/30. The majority of these places are required for CYP with Autistic Spectrum Conditions (ASC) and Speech, Language, and Communication needs (SLCN).
- 4.2 **Special School** expansion schemes have already delivered 232 additional places from September 2022, and more are planned. Capital projects have included remodelling of existing buildings, extensions, and provision of new modular buildings.
- 4.3 However, in recognition of the physical limitations of existing special school sites, work to re-purpose spare capacity within mainstream settings to develop satellite provision for children who need a special school place is proceeding .
- 4.4 Current schemes involve 13 special schools and will potentially provide 523 new places in our priority areas of need phased over the next six years.

- 4.5 Successful Free School bids for two new special schools to provide a combined 520 additional places received DfE approval on 2 March 2023. Work is now underway with the DfE to select sponsors.
- 4.6 Overall, our confirmed number of planned special school places total 1,043 against a projected shortfall of 1,133.
- 4.7 Some schemes are being prioritised between now and September 2024 to deal with immediate needs.
- 4.8 Expansion schemes for our existing **mainstream resource bases** have also been delivered, resulting in an increase of 68 places from September 2023. DfE approval has been received in respect of seven new resource bases and business cases are being urgently prioritised for six further schools.
- 4.9 Additional schemes for resource bases currently planned are projected in total to deliver 318 places against the projected shortfall of 456 places. Early delivery for 2024 has been prioritised.
- 4.10 Overall, work with a total of 54 special schools, mainstream schools, and resource bases, who have indicated a willingness to develop provision, is ongoing.

5 Next Steps

- 5.1 To supplement this work, engagement events with Independent/Non-Maintained providers are planned for summer term 2024. This will potentially enable a wider range of good and outstanding provisions within the city to contribute to overall sufficiency.
- 5.2 Data and forecasts will be refined, and additional options for phased expansion will be identified, to ensure that we provide sufficient contingency to react to any changes over time in the numbers of places required.
- 5.3 Further detailed work is to be completed around the Early Years, Post 16, and Alternative Provision sectors, in addition to the development of a dedicated strategy for the SEMH sector in collaboration with schools and wider stakeholders.
- 5.4 The Local Authority is keen to ensure that we meet our statutory requirements and respond to the capacity pressures we face. We aim to continue our ongoing expansion programme to:
- Procure provision that offers value for money
 - Secure provision when and where it is needed
 - Commission a range of provision that is robust, good quality, resilient, flexible, and creative and which matches the range of needs of SEND pupils

- Ensure that children/young people placed in independent non-maintained special schools, including those out of borough, have the best chances of securing positive outcomes through quality provision.

6 Any Compliance Issues

6.1 How is the development of the SEND Sufficiency Strategy consistent with the City Council's priorities, plans and strategies?

6.2 Birmingham City Council supports the inclusion of children and young people with special education needs and disabilities (SEND) both in education and within the communities where they live. We recognise that meeting needs locally improves outcomes for CYP.

6.3 The SEND Sufficiency Strategy 2024-2030 is designed to meet the following aims of the Council:

- Give all children from every background and community the best start in life with a clear pathway to achieve success and realise their potential.
- Ensure that there are sufficient pupil places, secure diversity in provision of schools, and increase opportunities for parental choice through planning and securing appropriate provision.

7 Any Finance Implications

7.1 The funding for the capital programme to create the additional places required is primarily derived from the DfE's High Needs Provision Capital Allocation (HNPCA).

7.2 Revenue funding for additional places will need to be provided via the High Needs Block of the DSG.

8 Any Legal Implications

8.1 Birmingham City Council has a statutory duty under sections 13 and 14 of the Education Act (1996) to ensure there are sufficient school places available to meet the needs of all children living in Birmingham. This includes having regard to the need to secure provision for CYP with SEND.

8.2 The Local Authority must also keep under review the educational provision, training provision and social care provision made in its area for CYP who have special educational needs or a disability, under section 27 of the Children and Families Act 2014.

9 Any Equalities Implications

9.1 The Council has a Public Sector Equality Duty under the Equality Act (2010) to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by, or under, the Act;

- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

9.2 The sufficiency functions carried out by the Council's SEND services are designed to support the aims set out in section 149 of the Equality Act 2010, particularly in respect of those with the protected characteristic of disability.

10 Appendices

10.1 Appendix 1 - Draft SEND Sufficiency Strategy 2024-2030

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BIRMINGHAM
SEND
SUFFICIENCY
STRATEGY
2024 - 2030

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FOREWORD

Along with many other local authorities across the country, Birmingham has seen a significant rise in the number of children and young people (CYP) with Special Educational Needs and Disabilities (SEND) who require additional support to succeed in school. At present Birmingham does not have enough places, either in special schools or in mainstream resource bases, to meet the needs of our children. This strategy statement sets out how we intend to meet this challenge and will inform our future commissioning intentions. It will be used as a basis for ongoing engagement with providers of school places and with our CYP and their families.



2. INTRODUCTION

Birmingham City Council has a statutory duty under section 14 of the Education Act (1996) to ensure that there are sufficient school places available to meet the needs of all children living in Birmingham. This includes securing provision for children and young people (CYP) with Special Education Needs and Disabilities (SEND).

Requirements are also placed on local authorities by the Children and Families Act (2014) and the SEND Code of Practice 0-25 (2015). The Code of Practice provides that "All CYP are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards, and the fulfilment of potential."

The demand for SEND places within Birmingham has grown significantly over the last 10 years and, there is a clear need to

continue to expand our existing special schools and resource bases as well as creating new provision to meet our ongoing requirements. Ensuring that there are sufficient places of the right type, in the right place, and at the right time, for CYP with SEND is fundamental to our wider SEND and Inclusion Strategies for 2023-2028.

This SEND Sufficiency Strategy details our existing provision for children and young people with Education, Health and Care Plans (EHCPs), forecasts the need for future places, identifies gaps in provision, and sets out details of our current projects and future plans for securing the additional places required.

The strategy will be annually reviewed to take account of updated forecasts and changing needs.





3. POLICY BACKGROUND

SEND Reforms

The Government published the SEND and Alternative Provision (AP) Improvement Plan - Right Support, Right Place, Right Time, in March 2023. The plan focuses on capacity building through training, early support for children, and additional specialist school places for those with the greatest needs. This strategy takes account of those intended outcomes.

Inclusion and SEND Strategies

We will work with all our CYP with SEND to support them to thrive in their early years, at school and in further education, to find employment, and lead happy, healthy and fulfilled lives. We will listen to them and their families to give them opportunities to influence how they access and benefit from support.

We promote the inclusion of CYP with SEND within the communities where they live. We understand that meeting needs locally can improve outcomes for CYP in terms of maintaining connections with communities, deliver benefits in terms of reduced travel times, and promote more flexible and independent travel solutions for families.

Both the Birmingham Inclusion Strategy 2023-2028 and the Birmingham SEND Strategy 2023-2028 were launched on 10 July 2023 and have been adopted by the Council. They have been co-produced and informed by the contributions of children, young people, young adults, families, and our partners - [SEND and Inclusion Strategies - Local Offer Birmingham](#).

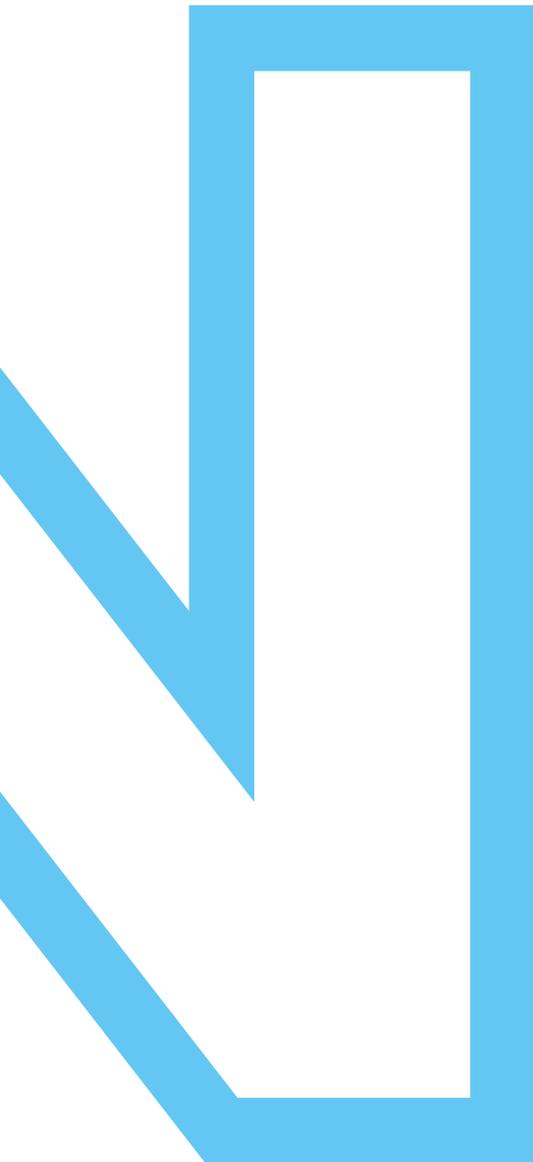
The Birmingham Inclusion Strategy recognises the growing demand and pressures on our services and the need to collectively understand the needs of our city, combining resources and sharing data, to plan how we meet needs most effectively. It sets out our aim to offer inclusive support within the community to families, building resilience amongst our children, young people, and young adults. CYP with SEND are some of the most vulnerable in our society.

Our Birmingham SEND Strategy outlines our collective responsibility to provide CYP with SEND the support they need to thrive through the following priorities:

Priority One

Effective early identification of needs with appropriate and timely assessments across Education, Health, and Care. Right support in the right place at the right time, ensuring appropriate outcomes for all CYP.

The Sufficiency Strategy outlines our commitment to ensure that there are enough suitable specialist places available for CYP throughout each stage of their educational journey.



Priority Two

Collaborative, graduated approach, delivered consistently across the city, ensuring that the right support and provision is in place as soon as possible and that CYP receive an appropriate education.

We will ensure that there is an appropriate range of provision available to all of our CYP, wherever they live.

Priority Four

A comprehensive review of the provision of education settings across Birmingham to deliver an offer which is aligned with national and regional targets.

Too many CYP are currently in the wrong setting and, in some cases, not in education at all. We have been reviewing the availability of provision in mainstream and our capacity in resource bases and specialist settings to ensure that appropriate placements are named for children and young people in the city. This Sufficiency Strategy sets out our proposals for increasing capacity in Birmingham education settings to create enough places for those with additional needs.

Priority Five

Distance based model of provision, right support, right place, right time with improved access to provision which meets the needs of the families, children, and young people in line with the Children and Families Act 2014 and SEND Code of Practice.

Many CYP within Birmingham are educated a long way from their homes and communities. There is also inequality across the city in relation to the availability of resource bases and special schools. We will make sure that available provision is created according to, and aligned with, the needs of families in the local area.

Priority Eight

Improved collection, publication, and analysis of data to inform the Birmingham SEND priorities in supporting children and young people in the future.

Too often, we are reacting to current pressures and have, to date, lacked the proactivity to predict both what is needed, and where, to support CYP. Better data analysis will inform stakeholders of the provision and support that must be available to meet needs so we can measure our progress and celebrate success.

4. THE CURRENT PICTURE IN BIRMINGHAM

Birmingham has a population of 419,100 children and young people aged from 0-24 years. (Census data 2021)

Official statistics published by DfE in respect of Special Educational Needs in England 2022/23 indicate:

- The percentage of pupils with an EHCP in schools has risen from 3.1% in 2018/19 (Birmingham 3.2%) to 4.3% in 2022/23 (Birmingham 3.8%), continuing a trend of increases since 2017. Birmingham's percentage has increased from 3.2% to 3.8%.
- The percentage of pupils with SEN but no EHCP (SEN support) has also increased, from 12.8% to 13.9% (Birmingham 14.1%), continuing an increasing trend – 30,934 pupils currently receive SEN support.
- The most common type of need for those with an EHCP is Autistic Spectrum Condition (ASC) and, for those with SEN support, Speech, Language and Communication Needs (SLCN).
- The number of pupils with an EHCP in Birmingham schools has increased from 6873 in 18/19 to 8212 in 22/23.

The overall number of pupils aged 4-19 with an EHCP in Birmingham has grown by 1147 (13.7%) in the last three years:

SEN 2 (JAN)	2018	2019	2020	2021	2022	2023
4-19 EHCPs	8,187	8,445	8,330	8,934	8,984	9,421

Table 1: Growth in Birmingham EHCPs 2018-2023

The two years following the COVID-19 pandemic also saw a significant increase in the overall number of new EHCPs being issued.

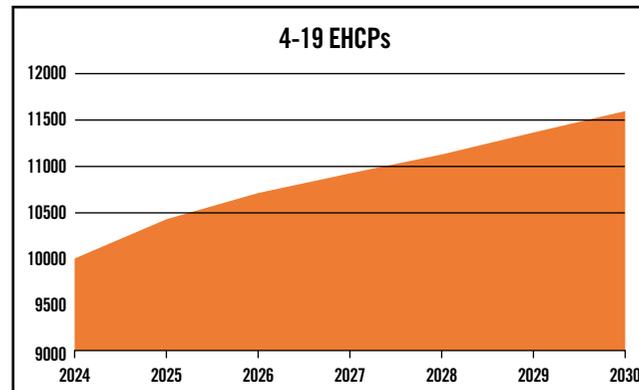
CALENDAR YEAR	2017	2018	2019	2020	2021	2022
NEW EHCPs ISSUED	775	805	898	802	1,230	1,404

Table 2: New EHCPs 2017-2022

We are currently projecting EHCPs to increase at the rate shown in the table and graph below:

JAN	2024	2025	2026	2027	2028	2029	2030
4-19 EHCPs	9997	10401	10695	10914	11109	11342	11567

Table 3: Projected rise in EHCPs 2024-2030



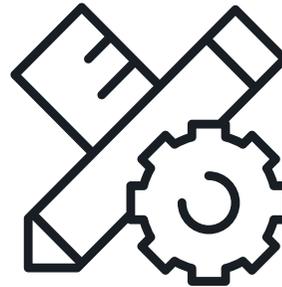
11,123
THE NUMBER OF
EHCPs
IN BIRMINGHAM

An icon showing three stylized human figures (two adults and one child) on the left, and a school building with a flag on top on the right. The figures are outlined in purple, and the school building is also outlined in purple.

5,454
PUPILS IN SPECIAL SCHOOLS
AND P16 INSTITUTIONS



641
IN MAINSTREAM
RESOURCE
BASES



2,678
IN MAINSTREAM
EDUCATION
WITH AN
EHCP

An icon of an open book, outlined in purple.

Figures are derived from SEN2 Jan 2023 and include other local authority (OLA) pupils

5. HOW THE STRATEGY WAS DEVELOPED

A multi-disciplinary Task and Finish Group has been meeting regularly since late November 2022 to map our current provision, rationalise data, develop forecasts, identify gaps in provision, and agree plans for resource bases, special schools, and satellite provision. We have looked at our current capacity, spoken to individual schools, and commissioned projections and forecasts of future need.

Capacity in Special Schools

In addition to having a clear picture of what future demand for places looks like, it is important to understand the current capacity of our special schools to accommodate pupils. At present there is no standardised measure to assess the capacity of specialist provision in the way there is with mainstream schools (the Net Capacity Assessment).

We are currently reliant on guidelines outlined in Building Bulletin guidance (BB104), which provide a suggested measure for teaching and ancillary spaces within a special school based on type and complexity of need. We have used this guidance to carry out capacity assessments across our special school estate, which show that a large proportion of our special schools are operating with more pupils than their physical capacity.



6. WHERE WE ARE NOW

Special Schools

Special schools in Birmingham provide for a range of needs and ages and, in some cases, for more than one phase of education. The different categories of need used in this strategy and for forecasting purposes are listed at Appendix 1.

PHASE	TOTAL	NO. OF SCHOOLS PROVIDING
Primary	10	Nursery school places 7
Primary & up to Year 9	1	
Year 5 to Year 11	1	
Secondary	7	Sixth Form places 14
All Through	8	
GRAND TOTAL	27	

Table 4: Special Schools in Birmingham

Cohorts of pupils within our 27 special schools are growing. Work has been ongoing over recent years to increase special school places in line with demand. The special school estate for 2023/24 academic year has over 850 more places than in 2016/17. The list of special schools and their commissioned number is contained in the table at Appendix 2.

	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022	2022 / 2023	2023 / 2024	CHANGE
SPECIAL SCHOOL COMMISSIONED NUMBER	4,005	4,084	4,171	4,254	4,403	4,509	4,735	4,858	853

Table 5: Commissioned places in Special Schools

Resource bases in mainstream schools also provide for a range of needs and, in one case, for more than one phase of education.

TYPE OF SPECIAL NEED	NURSERY	PRIMARY	SECONDARY	ALL THROUGH	GRAND TOTAL
ASC (and SLCN)	1	13	3		17
C&L	1	4	3	1	9
SENSORY		5	4		9
GRAND TOTAL	2	22	10	1	35

Table 6: Schools with Resource Bases in Birmingham

Resource base cohorts too have been growing. Additional capacity has been commissioned in this sector, amounting to 123 more places since the 2016/17 academic year. The list of resource bases and their current commissioned numbers is contained in the table at Appendix 3.

	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022	2022 / 2023	2023 / 2024	CHANGE
RESOURCE BASE COMMISSIONED NUMBER	525	546	527	548	553	553	594	648	123

Table 7: Commissioned places in Resource Bases

7. PROJECTIONS OF FUTURE DEMAND

Pupil Number Forecasting Methodology

To establish a baseline of SEND demand in Birmingham, we have commissioned the support of Edge Analytics Ltd to run a SEND forecasting model to calculate future numbers of pupils with EHCPs. This model is also used by other Local Authorities.

Edge have used the latest available data on pupils with SEND and the schools they attend for the academic years between 2018/19 to 2022/23, together with key evidence on demographic change and planned housing developments, to provide a forecast over the coming years.

Forecasts provide numbers by year group (reception to Year 14), by need, and by setting type, and are based on the following:

- School census data for pupils on roll at between January 2020 and January 2023
- Pupils on roll at out of Birmingham provisions
- Evidence of demographic change – including births and population forecasts
- Trajectory of housing growth per ward

This approach offers forecasts across the range of specialist provision and supports the graduated approach outlined in our SEND Strategy.

Headlines

It is currently projected that there will be over 2,100 more CYP with an EHCP by 2030.

The growth in numbers is not evenly split between need types. Almost all the forecast growth relates to children and young people with communication and interaction needs (primarily ASC).





Additional Places Required

Special School

The Edge forecast indicates a potential shortfall of 1,133 places in special schools by 2030. The biggest shortfall is for pupils with ASC (520) and SLCN (349). This amounts to over 76% of the places required.

Resource Bases

For resource base provision, the Edge forecast indicates a shortfall of places of 456 by 2029/2030. Again, the biggest shortfall is for pupils with SLCN (261) and ASC (140). This amounts to 88% of the places required.

These forecasts include those CYP that are currently awaiting a special school or resource base placement.

It should be noted that we have identified a recent change in terms of the requirement for resource base and special school places over the last 12 months for new EHCPs which represents a departure from historical trends and is not fully reflected in our forecasts. This will be closely monitored and reviewed on a regular basis to take account of any likely impact on the balance of places required across resource bases and special schools moving forward.



8. WHAT HAVE WE DONE SO FAR AND WHAT WE HAVE CURRENTLY PLANNED

Special Schools

Numerous projects have been taking place to improve the estate and create additional places via:

- Extensions and remodelling
- Creation of annexes, or relocation
- De-amalgamation of sites
- Development of provision at mainstream sites
- Age range change
- Change of designation
- Removal of boarding provisions
- There are also critical capital projects underway at schools with existing deficits on accommodation/external space or where buildings are not compliant

Since 2017, an additional 774 places have been commissioned across the special school estate, including a 50% rise in ASC specific provision:

	SEPT 2023	SEPT 2022	SEPT 2021	SEPT 2020	SEPT 2019	SEPT 2018	SEPT 2017	CHANGE	% INCREASE
ASC	1,306	1,264	1,119	1,060	973	925	865	441	50.98%
MIXED	2,486	2,435	2,382	2,333	2,323	2,274	2,268	218	9.61%
SEMH	337	323	322	319	287	317	314	23	7.32%
SENSORY	231	219	219	227	214	210	204	27	13.24%
SLD / PD	498	494	467	464	457	445	433	65	15.01%
TOTAL	4,858	4,735	4,509	4,403	4,254	4,171	4,084	774	18.95%

Table 8: Number of places commissioned across special school estate

Expansion schemes have been completed to deliver extra special school places for September 2022 and 2023. In total these schemes have delivered an additional 232 places at a cost of £8.7 million and the number of commissioned places has increased by 123 between 2022 and 2023.

Further special school expansions including satellite schemes are either currently planned or being considered for feasibility. These involve 13 of our existing schools and 14 different projects. The schemes already planned will provide 523 new places in the priority areas of ASC, C&L and PMLD. Numbers in respect of five schemes are yet to be confirmed.

Some of these schemes are being prioritised between now and September 2024 with a projected delivery of 188 extra places.

Successful Free School bids in respect of two new special schools to provide up to 520 additional places (400 ASC all-through and 120 SEMH 14-19) received DfE approval on 2 March 2023. Work is now underway to identify sponsors and engagement events have taken place.

Overall, our confirmed number of planned places total 1,043 against the projected shortfall of 1,133 places. We will continue to identify additional options for expansion to ensure that we provide sufficient leeway to react to changes in the forecast numbers of places required.

SPECIAL									
KEY STAGE	NEED	TOTAL	2023 / 24: NOV-23	2023 / 24: JAN-24	2023 / 24: APR-24	2024 / 25: SEP-24	2025 / 26: SEP-25	2026 / 27: SEP-26	2027 / 28: SEP-27
Primary	Mixed (C&L & ASC)	112		0	10	54	36	12	0
Primary	ASC / SEMH	32		0	0	16	16	0	0
Primary	ASC	24		0	0	24	0	0	0
All Through	PMLD / PD	96		0	0	0	16	40	40
All Through	ASC	440		0	20	20	0	400	0
14-19	ASC / SEMH	120		0	0	0	0	120	0
Secondary	ASC	166		0	0	24	78	32	32
Secondary	Mixed (C&L & ASC)	53		0	0	20	33	0	0
	TOTAL	1,043							

Table 9: Proposed additional special school places

Resource Bases

A Resource Base expansion programme has been delivered for 2023. Overall, the number of commissioned places has increased by 54 between 2022 and 2023. An additional 14 places were created for September 2023 after commissioned places had been agreed.

Over the summer of 2023, DfE approval was received in respect of seven new resource bases. Additional schemes are planned in relation to a further seven schools. Overall we are so far planning delivery of 318 places against a projected shortfall of 456 places.

Again, some of these schemes are being prioritised to deliver a projected 210 places between now and September 2024. We are working with a total of 54 schools on our project tracker who have indicated a willingness to develop provision.

In summary, we are continuing to expand our Special School and Resource Base estates. We will explore further opportunities for commissioning good an outstanding, value for money, independent provision within the city.

RB									
KEY STAGE	NEED	TOTAL	2023 / 24: NOV-23	2023 / 24: JAN-24	2023 / 24: APR-24	2024 / 25: SEP-24	2025 / 26: SEP-25	2026 / 27: SEP-26	2027 / 28: SEP-27
Primary	SLCN / ASC	214	42	0	28	100	44	0	0
Secondary	SLCN / ASC	104	8	0	8	24	38	14	12
	TOTAL	318							

Table 10: Proposed additional Resource Base places



9. OUR PRIORITIES AND SUFFICIENCY PLANS

Our SEND and Inclusion Strategies emphasise the need to continue to support mainstream settings to help them meet the needs of CYP with SEND. We have been working on Developing Local Provision in partnership with groups of schools to improve outcomes for CYP with SEND.

In terms of sufficiency, we aim to continue our ongoing expansion programme to:

- Procure provision that offers value for money
- Secure provision when and where it is needed
- Commission a range of provision that is robust; resilient; flexible; and creative; and which matches the range of needs of our pupils
- Ensure that children/young people placed in independent and non-maintained special schools including education placements out of borough have the best chances of securing positive outcomes

We will:

- Continue to work with colleagues across the Directorate to understand SEND capacity and sufficiency in mainstream schools including resource base provisions.
- Work with health colleagues to understand requirements for early years.

- Identify gaps in provision from 0-25 and co-design solutions with key stakeholders.
- Encourage and support schools to set up resource base provision where there are gaps.
- Consider the impact of conditions within our current estate for continued reliance on existing good and outstanding schools, sustainability, and sufficiency, ensuring maintenance and quality of accommodation remain up to standard. Make creative use of existing space and buildings, leading on innovative approaches, exploring new funding models for our expansion projects, and driving appropriate construction through effective programme and project management tools.
- Make best use of available funding sources, to create new provision in areas of high need.

To accommodate demand, we need to review forecasts and plans annually so that the LA has the resources available to meet projected needs. Partnership working with Birmingham Children's Trust, NHS, schools, parents and other LAs will help to prevent reactive measures and allow forward planning in a timely manner.

10. NEXT STEPS

The publication of this Sufficiency Strategy is aimed at enabling sustainable solutions for the academic year 2024-2025 and beyond. Next steps will include:

- Further detailed consideration of Early Years, Post 16, and Alternative Provision sectors
- Design of a specific SEMH strategy in collaboration with schools and stakeholders
- Continuing to identify opportunities to manage sufficiency across the whole education estate

Provider Views/Market Intelligence

We intend to conduct market engagement events for specific independent and non-maintained sector providers during the summer term of 2024.

Implementation Plan

To deliver this strategy, we will continue to develop a robust implementation plan which details how we will make the necessary changes. The plan will be monitored through the SEND Improvement Board.



12. APPENDICES

Appendix 1 SEND Need Types

The types and sub-types used throughout the forecasting and Sufficiency Strategy are shown as follows:

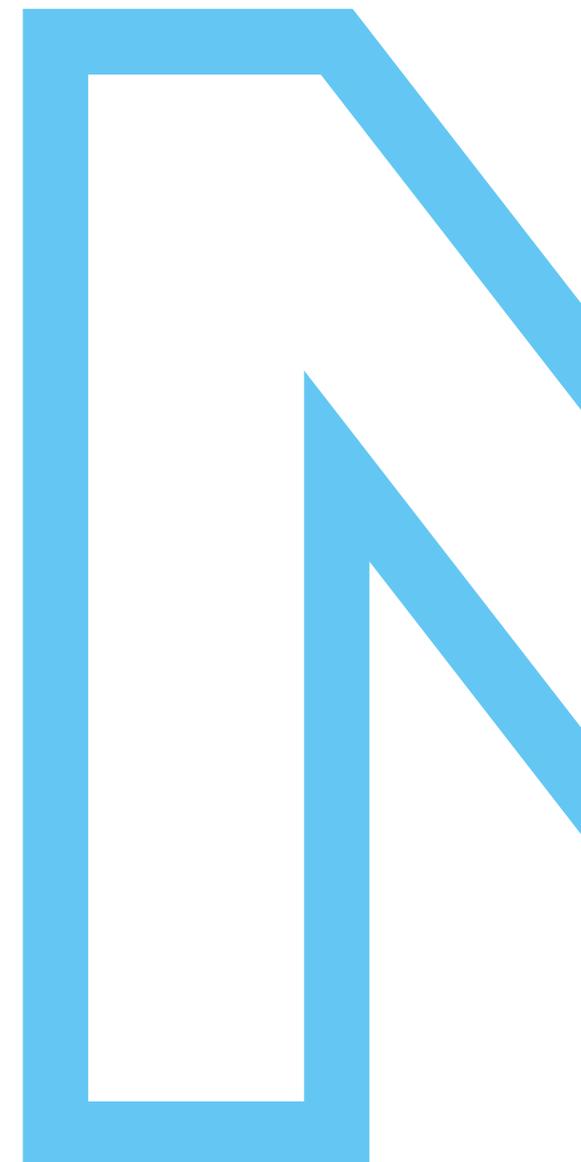
SEND TYPE	SEND SUB-TYPE	SEND CODE
1) Cognition and Learning	1a Moderate Learning Difficulties	MLD
	1b Severe Learning Difficulties	SLD
	1c Profound & Multiple Learning Difficulties	PMLD
	1d Specific Learning Difficulties	SpLD
2) Social Emotional & Mental Health Difficulties		SEMH
3) Communication and Interaction	3a Speech, Language & Communication Needs	SLCN
	3b Autistic Spectrum Disorder	ASD
4) Sensory & Physical Needs	4a Visual Impairment	VI
	4b Hearing Impairment	HI
	4c Multi-Sensory Impairment	MSI
	4d Physical Disabilities	PD
5) Other Difficulty/Disability		OTH



Appendix 2

List of Special Schools and Commissioned Numbers

SCHOOL / PROVIDER	SCHOOL DFE NUMBER	TYPE	PHASE	AREA	PRIMARY NEED	SEPT 23 COMMISSIONED NUMBER
Pines School (The)	7045	LA Maintained	All Through	North	ASC	270
Uffculme School	7014	LA Maintained	All Through	South	ASC	266
Leycroft Academy	2207	Academy	Primary	East	ASC	170
Hamilton School	7006	LA Maintained	Primary (Developing All Through)	North West	ASC	151
Oscott Manor School	7053	LA Maintained	Secondary	North	ASC	180
James Brindley School - Dovedale	7063	Academy	Year 5 & Secondary	North West	ASC	81
Baskerville School	7016	LA Maintained	Secondary	South West	ASC	188
Hallmoor School	7000	Academy	All Through	East	Mixed	265
Langley School	7060	LA Maintained	Primary	North	Mixed	100
Dame Ellen Pinsent School	7035	LA Maintained	Primary	South	Mixed	150
Queensbury School	7001	Academy	Secondary	North	Mixed	320
Selly Oak Trust School	7033	LA Maintained	Secondary	South	Mixed	395
Calthorpe Teaching Academy	7013	Academy	All Through	Central	Mixed	430
Mayfield School (Academy)	7004	Academy	All Through	North West	Mixed	310
Beaufort School	7052	LA Maintained	Primary	East	Mixed	94
Brays School	7038	Academy	Primary	East	Mixed	110
Cherry Oak School	7051	LA Maintained	Primary	South	Mixed	111
Bridge School (The)	7049	Academy	Primary	North	Mixed	90
Fox Hollies School	7050	LA Maintained	Secondary	South	Mixed	111
Lea Hall Academy	7005	LA Maintained	Primary & Up To Year 9	East	SEMH	100
Springfield House School	7047	LA Maintained	Primary	South	SEMH	97
Lindsworth School	7062	LA Maintained	Year 5 onwards	South	SEMH	140
Priestley Smith School	7034	LA Maintained	All Through	North	SENSORY / VI	90
Longwill School	7012	LA Maintained	Primary	South West	SENSORY / HI	65
Braidwood School	7030	LA Maintained	Secondary	East	SENSORY / HI	76
Wilson Stuart School	7031	Academy	All Through	North	PMLD / SLD / PD	270
Victoria School	7009	LA Maintained	All Through	South West	PMLD / SLD / PD	228



Appendix 3

List of Resource Bases and Commissioned Numbers

SCHOOL / PROVIDER	SCHOOL DFE NUMBER	TYPE	PHASE	AREA	PRIMARY NEED	SEPT 23 COMMISSIONED NUMBER
Garretts Green Nursery - ASC RB	1006	LA Maintained	Nursery	East	ASC	6
Wyndcliffe - ASC RB	2146	Academy	Primary	East	ASC	30
Boldmere Infant & Junior School - ASC RB	2402	LA Maintained	Primary	North	ASC	22
Paget - ASC RB	2149	LA Maintained	Primary	North	ASC	15
Billesley - ASC RB	2072	Academy	Primary	South	ASC	12
Hollywood - ASC RB	2288	Academy	Primary	South	ASC	13
Woodhouse - ASC RB	2136	Academy	Primary	South	ASC	8
Cherry Orchard - ASC RB	2040	LA Maintained	Primary	West	ASC	16
Rookery - ASC RB	2481	Academy	Primary	West	ASC	14
Ward End - ASC RB	2108	LA Maintained	Primary	East	ASC	18
Blakesley Hall - ASC RB	2254	LA Maintained	Primary	East	ASC	15
Saltley School & Specialist Science College - ASC RB	4018	Academy	Secondary	East	ASC	40
Greenwood Academy - ASC RB	4006	Academy	Secondary	North	ASC	23
Stockland Green - ASC RB	4206	Academy	Secondary	North	ASC	14
Topcliffe - RSC RB	2273	Academy	Primary	North	ASC / SLCN	54
Meadows Primary (The) - SLCN RB	2246	LA Maintained	Primary	South	SLCN	26
Anglesey - SLCN RB	2479	LA Maintained	Primary	West	SLCN	10
Waverley - C&L RB	4009	Academy	All Through	East	C&L	50
Allens Croft Nursery - C&L RB	1017	LA Maintained	Nursery	South	C&L	6
Lyndon Green Infant - C&L RB	2129	LA Maintained	Primary	East	C&L	12
Lyndon Green Junior - C&L RB	2128	LA Maintained	Primary	East	C&L	12
Allens Croft Primary - C&L RB	2153	LA Maintained	Primary	South	C&L / ASC	36
Welsh House - C&L RB	2245	LA Maintained	Primary	South	C&L	12
Ninestiles School - C&L RB	5411	Academy	Secondary	East	C&L	45
Bartley Green - C&L RB	4108	Academy	Secondary	South	C&L	20
Hamstead Hall - C&L RB	4240	Academy	Secondary	West	C&L	45
Percy Shurmer - HI RB	2057	Academy	Primary	East	HI	16
Hawthorn - HI RB	2099	LA Maintained	Primary	North	HI	10
Bordesley Green - HI RB	4115	LA Maintained	Secondary	East	HI	12
Small Heath - HI RB	4025	Academy	Secondary	East	HI	8
Bournville - HI RB	4017	Academy	Secondary	South	HI	4
Christ The King - VI RB	3319	LA Maintained	Primary	North	VI	0
Worlds End Infant - VI RB	2317	LA Maintained	Primary	South	VI	3
Worlds End Junior - VI RB	2225	LA Maintained	Primary	South	VI	8
Plantsbrook - VI RB	4331	Academy	Secondary	North	VI	13

13. GLOSSARY OF TERMS

Throughout this strategy, we use several key terms:

- **SEND:** Special Educational Needs and Disability.
- **Children and young people (CYP):** All groups of children, young people, and young adults from birth up to the age of 25.
- **Family:** Incorporates parents/carers and anyone seen as family members who directly care for and support CYP.
- **DfE:** Department for Education.
- **Children and Families Act 2014:** Legislation that brought together a range of changes to services for CYP and their families, including for those CYP with SEND.
- **SEND Code of Practice:** A guide for schools and local authorities about the support given to CYP with SEND. Schools and local authorities must have regard to the Code when working with CYP with SEND.
- **EHCP:** Education, Health, and Care Plan.
- **Graduated Approach:** The various levels of support in place to meet an individual's needs at the right time for them as set out in the SEND Code of Practice.
- **Local Offer:** Provision available from the partners in Birmingham to support CYP with additional needs.

