

SEND SUFFICIENCY PLAN

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1: Introduction

Kent's Strategy for Children and Young People with SEND 2021-2024 sets out an ambition to ensure that "Children and young people experience a high quality, inclusive education within the most appropriate setting to meet their needs"; and that we "ensure children and young people with SEND are included in their local community."¹ The SEND Code of Practice sets out that for most children with SEND, there is a presumption that their education will be within a mainstream setting and KCC's ambition is that most children and young people with an EHCP will also be able to access appropriate provision within or within a reasonable distance of their local community.²

The County Council has a statutory duty under section 14 of the Education Act 1996, to ensure there is a sufficiency of school places available to meet the needs of all children and young people living within our authority. This includes the need to secure provision for children with special educational needs and disabilities (SEND). In addition, section 315 of the Education Act 1996 requires that arrangements for children with SEND be kept under review. 'Special educational needs' is a legal definition and refers to children with learning problems or disabilities that make it harder for them to learn than most children of the same age. Those with more complex needs will have an integrated assessment and, where appropriate, a single Education, Health and Care plan for their support.³

In March 2022, the government published its SEND review: right support, right place, right time. "The SEND Review sets out government's proposals for a system that offers children and young people the opportunity to thrive, with access to the right support, in the right place, and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives."⁴

To meet the needs of children with SEND, a range of education provision is available in Kent, within both mainstream and special schools, to provide the best education to support individual pupil needs. Kent has 24 Special schools, including two new schools opened in recent years, and will have a 25th Special school for secondary age young people with SEMH opening on the Isle of Sheppey in September 2024. Some Kent mainstream schools have dedicated SEN Specialist Resource Provisions (SRPs) which are specially designed to support pupils with specific special educational needs alongside a mainstream education. Pupils attending a school with named Specialist Resource Provision will have access to specialist timetabled lessons as well as attending mainstream lessons with peers, where appropriate. At the same time, research is constantly being undertaken into ways to support children

¹ https://www.kent.gov.uk/data/assets/pdf_file/0012/13323/Strategy-for-children-with-special-educational-needs-and-disabilities.pdf

² <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

³ [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#) page 11

⁴ <https://www.gov.uk/government/publications/send-and-ap-green-paper-responding-to-the-consultation/summary-of-the-send-review-right-support-right-place-right-time>

with various needs to remain within mainstream settings, alongside their peers, in their local communities. As mainstream schools develop their expertise on special needs education, they are more able to provide for increased numbers of children with an Education Health and Care Plan. In order to support the consistency of approach to inclusion for children and young people with SEN across Kent's mainstream schools, KCC has implemented a detailed programme of training for schools, to include whole school nurture and an Inclusion Leadership Development programme. Further information on Kent's approach to supporting children and young people within mainstream settings can be seen within KCC's "Countywide Approach to Inclusive Education (2023- 2028)" which sets out standards and expectations for inclusive education in Kent.⁵ These were agreed following extensive and detailed collaboration with schools, settings, parent/carers, young people, and other key stakeholders. The CATIE was informed by the SEND Code of Practice, the Kent Strategy for Children and Young People with Special Educational Needs and/or Disabilities 2021-24 and research published in the Local Government Association report 'Developing and sustaining an effective local SEND system.'

Kent is the largest local authority by population with 246,585 pupils⁶. It has a statistically significant number of pupils with an Educational Health Care Plan (EHCP). The number of EHCPs in January 2023 was 18,930. The percentage of Kent school age children (5 to 19 years) with an Education, Health and Care Plan (EHCP) was between 2.9% and 3.1% of the cohort between 2015 to 2017. This had increased to 3.8% by January 2020 and to 5.2% of the school age population by January 2023.⁷ In England in 2023 the percentage of pupils with an EHCP was 4.3%. This includes all state-funded nursery, primary, secondary and special schools, non-maintained special schools, pupil referral units and independent schools.⁸

The increase in Kent, both in percentage and numbers (as the school population has grown overall), has led to an increased reliance on independent providers. Kent has greater proportions of children supported in either special or independent schools than national averages. In response to this level of demand and range of presenting needs, a range of long and short-term solutions have been implemented across KCC's maintained specialist sector providers as well as in many mainstream schools. Examples of the impact of this rapid growth can be seen in both the range of pupils' identified EHCP primary need in many individual special schools who have had to adapt quickly to meet the needs of their current pupil cohorts, in the growth of satellite classes and in the number of schools that have had to give up specialist curriculum accommodation or important social spaces to create more classroom capacity. The demand for specialist places has been significant. We have continued

⁵ <https://www.kelsi.org.uk/special-education-needs/inclusion/countywide-approach-to-inclusive-education>

⁶ [Facts-and-Figures-2022.pdf \(kelsi.org.uk\)](#)

⁷ [Create your own tables, Table Tool – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#)

⁸ <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

to invest in provision; however, this has still been insufficient to meet demand resulting in an even greater use of independent sector providers. 1,800 additional special school places have been created (43% increase) over 5 years. In addition, the number of Specialist Resource Provision (SRP) places has increased by almost 500 places (70% increase) over the same 5-year period. Kent has 74 SRPs, an increase of 12 since 2016.

Our increased reliance on independent sector providers, rate of increase in growth of EHCPs – outstripping the rate of growth in all other local authorities - and higher percentages of children and young people being educated in specialist education provision rather than in mainstream, has led to financial pressures and the inclusion of Kent in the Department for Education's Safety Valve programme.⁹ By entering into the Safety Valve agreement with the DfE, we will be putting in place a range of measures to make sure appropriate provision is available. This will include ensuring there is sufficient and consistent capacity across the county to support children with severe and complex needs in their local area wherever possible and implementing new models for reintegration of children and young people into mainstream schools.

Currently, the three largest primary need groups for EHCPs are: Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN) and Social, Emotional and Mental Health needs (SEMH). Most schools report that children's needs are becoming more complex. This supports the trend seen nationally that special schools are needing to provide places for more complex children. High levels of complex need more often require more physical space for equipment, or breakout areas and quiet rooms, smaller class sizes and staff with additional specialist expertise and experience.

In parallel with the development of this first SEND Sufficiency Plan, we are undertaking several reviews that will inform policy direction and future revisions of this plan:

- Special School Review
- Specialist Resource Provision Review
- Early Years Review
- High Needs Funding Review

We are also working with schools and key stakeholders in localities to develop new approaches to locality services around SEN and have undertaken a deep dive into provision for children and young people with Social, Emotional and Mental Health (SEMH) needs to inform new approaches. We will look to build on this through the Special School review and a future review of Alternative Provision in Kent, linked to supporting children and young people with SEMH needs.

⁹ [Dedicated schools grant: very high deficit intervention - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/dedicated-schools-grant-very-high-deficit-intervention)

In 2021 an in-depth review was undertaken into provision for Kent's 16- to 19-year-olds – Pathways for All.¹⁰ The next steps from this review will also form the basis for future provision planning for young people with SEND, working collaboratively across all sectors to improve pathways into employment and independent adult lives. Additional interdependencies support the development of the post-16 offer across the county. The Pathways for All – 16-19 review focusses on the improvement of the entire post-16 offer and landscape across Kent, with multiple recommendation implementation group outcome aims assisting towards the broadening of the SEND offer. The review produced multiple recommendations, including the development of the offer below level 2, and the need to develop a comprehensive offer on a local level, implemented via collaboration. All 8 of the recommendations aim to improve the accessibility and understanding of post-16 across the County, improving inclusion and outcomes. The impact of this work will further support the sufficiency plan recommendations, underpinning it with additional collaborative work to ensure the breadth of offer and access to appropriate educational provision improves Kent-wide.

Aims of the SEND Sufficiency Plan

The purpose of this SEND Sufficiency Plan is to inform and support the local authority in its development of strategic place planning for SEND educational provision in the medium to long term. The SEND Sufficiency Plan will sit under the Commissioning Plan for Education Provision in Kent to inform strategic educational place planning. There are 4 key aims for the Kent SEND Sufficiency Plan.

1. Inform medium to longer term commissioning/decommissioning of places for children and young people with an Education, Health and Care Plan
2. Inform capital investment planning and future bids to DfE Wave programmes.
3. Inform high level discussions with providers around required changes to current provision to meet future needs.
4. Support the delivery of the Safety Valve programme, to bring Kent in line with other local authorities' patterns of provision.

Development of the SEND Sufficiency Plan

To create the SEND Sufficiency Plan, we looked at capacity and designated numbers in Kent provisions, pupil travel patterns, destination and progression data around outcomes and transition, alongside forecast pupil data to identify gaps in both the capacity, type and geographical location of specialist provision.

Multiple data sources were available to inform the gap analysis. This included Special School and Specialist Resource Provision (SRP) capacity, commissioned

¹⁰ <https://www.kent.gov.uk/education-and-children/college-sixth-form-employment-and-training/kent-16-to-19-review-pathways-for-all>

places, school census information ¹¹, live SEND data through Power BI, progression and destination reporting tables, the SEN2 return, the 2023 update to EHCP forecasts, stakeholder views and information from interdependent projects.

The data modelling, gap analysis and initial conclusions will inform the sufficiency planning assumptions around which structured consultation with all stakeholders, including parents, carers and young people will take place during the autumn of 2023. Feedback from the consultations will inform any revision to the commissioning proposals in this and future iterations of the SEND Sufficiency Plan.

Consultation Timetable

Date	Action
October – November 2023	Plan for consultation alongside Kent Commissioning Plan
22 nd November 2023	SEND Sufficiency Plan goes to CYPE Cabinet Committee
1 st December 2023	Cabinet Member for Education takes decision
25 th January 2024	SEND Sufficiency Plan goes to Cabinet alongside Kent Commissioning Plan

2: The Current Picture

There are two ways to analyse EHCP data. It may be more appropriate in some instances to look at the entire cohort which includes children and young people aged 0-25 years. Alternatively, in some instances it is more appropriate to look at cohorts of pupils attending educational settings (including schools and post-16 providers.) This cohort includes children and young people across the primary, secondary, and post-16 educational phases.

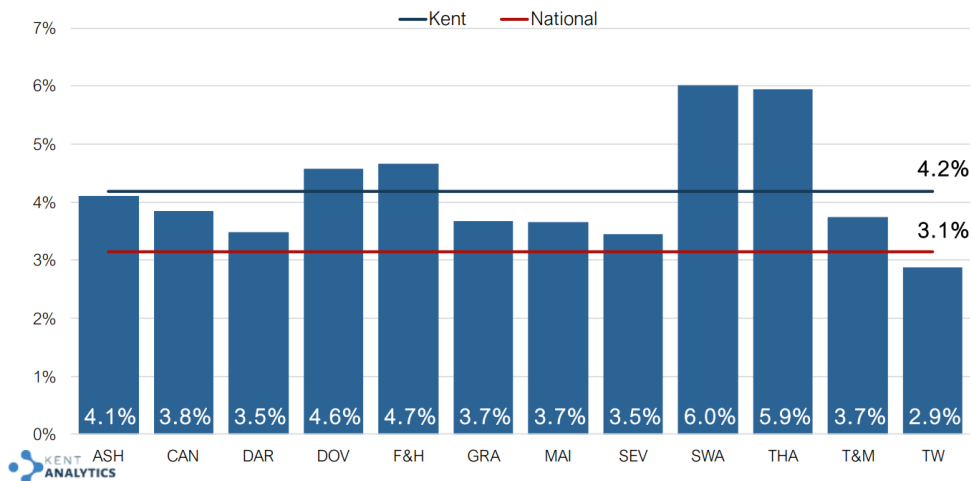
Nationally, the percentage of children and young people with an educational health care plan (EHCP) has continued to increase, “a trend of increases since 2016.”¹² “In 2023 the national rate of the 0- to 25-year-old population with an EHCP was 3.1%, compared to 4.2% in Kent,¹³ totalling 18,930 children and young people.

¹¹ Information from SCAP23 reported that data from the school census for SRPs was found to be unreliable. Roll data was only available for 49/65 SRPs due to incomplete school census returns, and in several cases the data that was reported was obviously incorrect.

¹² <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

¹³ EHCP Numbers – Kent at National Average 2023, Kent Analytics

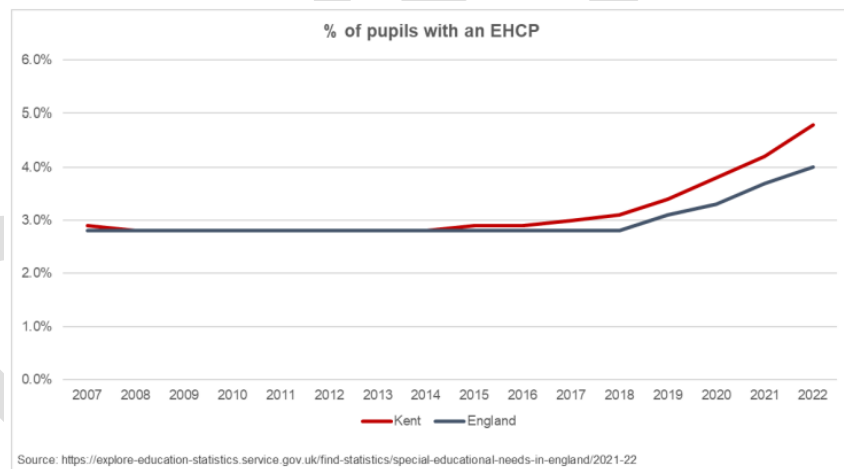
Percentage of 0 to 25 Population with an EHCP (2023)¹⁴



Please note, these figures may be different to other published figures due to the method of analysis.

The districts of Swale, Thanet, Dover and Folkestone and Hythe all reported a rate higher than the Kent average, and all Kent districts were above national average apart from Tunbridge Wells.

Percentage of Pupils with an EHCP in Kent and England 2007-2022¹⁵



The national “proportion of pupils with an EHCP increased to 4.3% in 2023,” from 4% in 2022.¹⁶ The graph above shows that EHCPs in Kent have risen above national levels consistently since their introduction in 2014.

¹⁴ EHCP Numbers – Kent at National Average 2023, Kent Analytics

¹⁵ Commissioning Plan for Education Provision in Kent 2023 to 2027, page 128

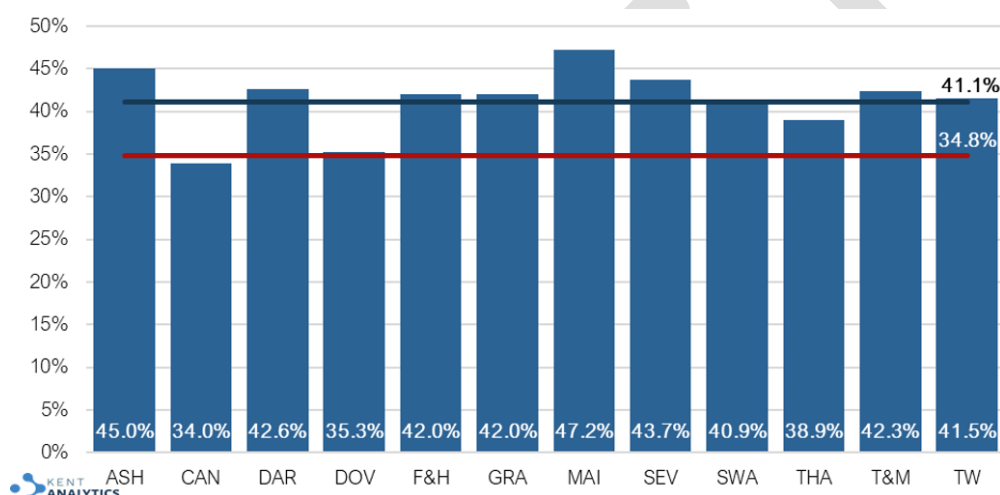
¹⁶ SEND analysis of data sources June 2023, page 10

Attendance at Educational Provision by Education Phase

Placement	2023 Total	Early years	Primary	Secondary	Post16
Mainstream Schools	4,963	2	2,827	1,928	206
Specialist Resource Provision (SRP)	1,286	-	620	602	64
Maintained Special Schools	5,972	-	2,336	2,860	776
Independent Schools	1,767	-	307	1,133	327
Post-16 / Full Time Education	3,614	-	-	8	3,606
Other	1,263	3	87	269	904

Number calculated from EHCP 2023 Forecast

Percentage of EHCP Pupils in a Special School in 2022¹⁷



Please note, these figures may be different to other published figures due to the method of analysis.

In 2022, 41.1% of pupils with an EHCP attended a special school compared to 34.8% nationally. The forecast rise in EHCP numbers over the coming years will create additional pressure on the current capacity of Kent's special schools, if this trend continues.

For those with an EHCP in Kent, primary aged children are more likely to attend mainstream provision than secondary. There are high numbers of children and young people attending non-maintained and independent educational provisions, adding financial pressure and unsustainable costs.

Nationally, "the percentage of pupils with an EHC plan attending independent schools has increased significantly in recent years."¹⁸ Kent reflects this trend, with an increasing reliance on the independent sector when in-county provision and resources cannot meet need or offer capacity.

¹⁷ Kent Analytics, 2022

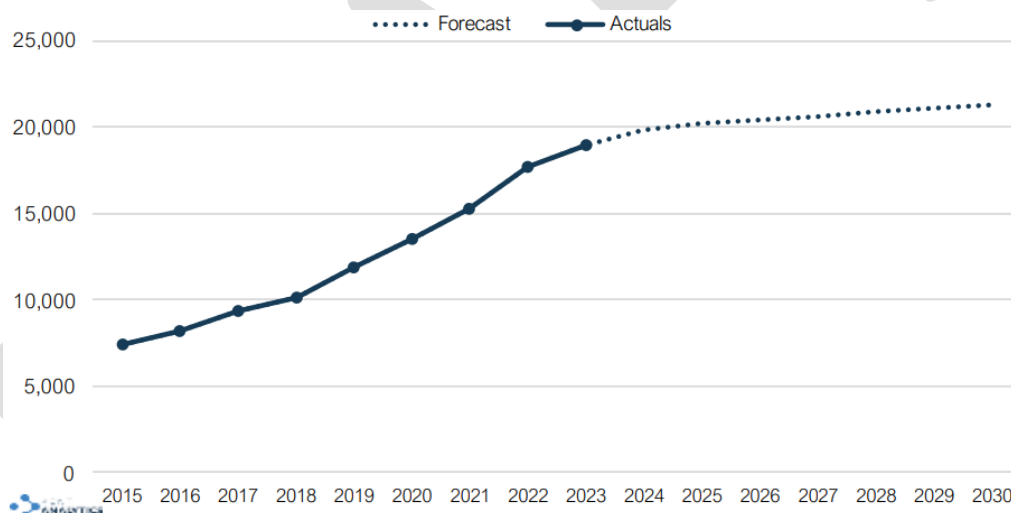
¹⁸ Special educational needs and disability: an analysis and summary of data sources, Department for Education, page 13

3. Future Demand

Kent Analytics has produced a tool to forecast the number of children and young people in Kent with EHCPs. Our forecast of new EHCPs is population driven and produced by calculating the rates of 0- 25-year-olds with an EHCP by key population age groups. These rates are applied to the Kent population forecast figures to estimate the number of new children and young people with an EHCP for the next eight years. The SEN need type proportions of the EHCP population forecast have been based on EHCPs recorded between 2020 to 2022, whilst the placement forecast is calculated using needs-based transition rates of each age group. Safety Valve requirements are then applied to forecasts in order to inform future capacity requirements in line with policy direction. Last year's forecast for January 2023 was - 1.3% different from the actual reported number of EHCPs for the same period.

Our forecasts, based on current trends, indicate that the number of children and young people aged 0-25, with an EHCP and funded by the local authority will rise from 18,930 (January 2023) to 20,874 (January 2028.) unless the mitigating action currently being implemented addresses this rate of growth.

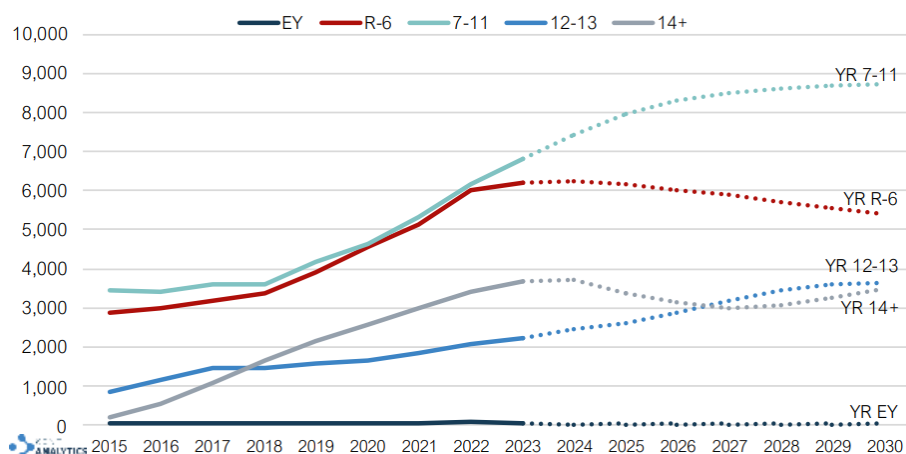
Forecast of Children and Young People with an EHCP¹⁹



Year Group	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
EY	42	70	46	38	38	39	39	39	40	40
R-6	5,124	6,020	6,200	6,231	6,160	6,010	5,878	5,718	5,541	5,382
7-11	5,314	6,164	6,801	7,414	7,971	8,312	8,506	8,600	8,693	8,742
12-13	1,825	2,055	2,219	2,446	2,625	2,863	3,192	3,454	3,605	3,657
14+	2,976	3,424	3,664	3,720	3,373	3,156	2,975	3,062	3,253	3,478
Total	15,281	17,733	18,930	19,850	20,167	20,380	20,591	20,874	21,131	21,299
%Change		16.0%	6.8%	4.9%	1.6%	1.1%	1.0%	1.4%	1.2%	0.8%

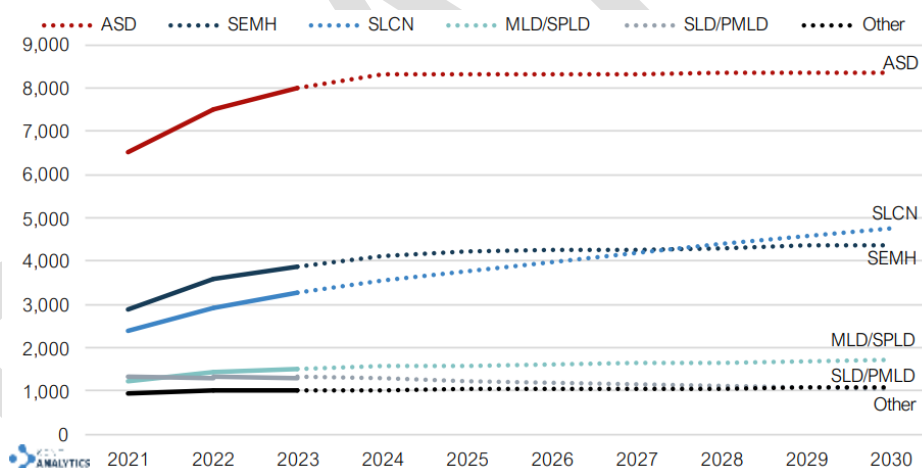
¹⁹ KCC EHCP Forecast 2023, July 2023, Kent Analytics, page 6

Forecast of Children and Young People with an EHCP Across Educational Phases²⁰



The graph above shows the EHCP forecast across year groups (phases). The data indicates population numbers in secondary (Year 7-11) and post-16 (Year 12-13) are due to rise, due to population fluctuations. Forecasts indicate that primary (Year R-6) and post-18 (Year 14+) populations are due to decrease.

Children and Young People with an EHCP by Need Type²¹



Need	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ASD	6,519	7,511	8,007	8,300	8,325	8,315	8,311	8,334	8,351	8,337
SEMH	2,897	3,580	3,860	4,133	4,215	4,241	4,264	4,309	4,351	4,372
SLCN	2,390	2,904	3,259	3,544	3,764	3,964	4,169	4,384	4,579	4,752
MLD/SPLD	1,231	1,424	1,491	1,564	1,586	1,610	1,631	1,661	1,690	1,706
SLD/PMLD	1,313	1,312	1,311	1,284	1,240	1,202	1,155	1,122	1,087	1,052
Other	931	1,002	1,002	1,025	1,037	1,046	1,060	1,063	1,073	1,081
Total	15,281	17,733	18,930	19,850	20,167	20,378	20,590	20,873	21,131	21,300

²⁰ KCC EHCP Forecast 2023, July 2023, Kent Analytics, page 7

²¹ KCC EHCP Forecast 2023, July 2023, Kent Analytics, page 8

²² The reduction shown is due to a forecasting technicality. We do not expect the % of children and young people with PMLC/SLD to change.

Nationally, “the most common type of need among pupils with an EHC plan is autistic spectrum disorder (ASD).”²³ The need types indicating an increase in forecast numbers in Kent are autistic spectrum disorder (ASD), speech, language and communication needs (SLCN), and social, emotional and mental health (SEMH).

EHCP Pupils in Mainstream Schools²⁴

Year Group	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
EY	4	6	2	4	4	4	4	4	4	4
R-6	2,085	2,682	2,827	2,833	2,837	2,869	2,910	2,894	2,862	2,835
7-11	1,215	1,605	1,928	2,153	2,407	2,624	2,737	2,783	2,836	2,851
12-13	127	157	164	259	209	234	275	317	335	341
14+	11	41	42	50	88	78	72	82	95	109
Total	3,442	4,491	4,963	5,298	5,546	5,808	5,998	6,079	6,132	6,140
%Change		30.5%	10.5%	6.8%	4.7%	4.7%	3.3%	1.4%	0.9%	0.1%

As the child population bulge moves through secondary and post-16 cohorts, the number of children attending a mainstream school or entering further education is set to rise. In 2023, 32.8% of the EHCP cohort were attending mainstream schools (6.8% accessing SRP support.) KCC aims for the percentage of children and young people educated in our mainstream schools (including SRPs) to increase to 36.6% by 2028. Within mainstream schools, more pupils are forecast to have a need type of ASD, SLCN and SEMH than other SEN needs. This pattern is forecast to continue over time.

EHCP Pupils in a Mainstream School with an SRP Named²⁵

Year Group	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
R-6	584	637	620	630	622	604	586	570	566	556
7-11	560	600	602	665	727	803	870	933	967	990
12-13	522	59	52	57	65	66	71	80	90	98
14+	2	7	12	8	12	12	12	13	15	18
Total	1,198	1,303	1,286	1,360	1,426	1,484	1,539	1,596	1,637	1,662
%Change		8.8%	-1.3%	5.7%	4.9%	4.1%	3.7%	3.7%	2.6%	1.5%

The forecast indicates a decreasing pressure on specialist resource provision in the primary phase as the primary age population decreases, alongside a gradually increasing demand in the secondary and post-16 age groups, reflecting population changes. This indicates a need to increase mainstream sixth form offers to EHCP students, ensuring early identification of students for whom this opportunity could be extended. In 2023, 6.8% of the EHCP cohort accessed SRP support. This is forecast to rise to 7.6% by 2028. Of the current EHCP cohort who access SRP support, 52.7% have a primary need of ASD. The next highest SEN need type is SLCN, currently at 28.2%.

²³ <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2022-23>

²⁴ KCC EHCP Forecast 2023, July 2023, Kent Analytics, page 9

²⁵ KCC EHCP Forecast 2023, July 2023, Kent Analytics, page 11

Pupils in Maintained Special Schools²⁶

Year Group	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
EY	3	7	0	4	4	4	4	4	4	4
R-6	2,023	2,236	2,336	2,361	2,316	2,222	2,114	2,014	1,882	1,763
7-11	2,419	2,635	2,860	3,097	3,337	3,624	3,864	4,032	4,132	4,205
12-13	483	521	548	513	508	564	663	687	723	775
14+	171	208	228	221	164	148	128	152	160	156
Total	5,099	5,607	5,972	6,196	6,328	6,562	6,773	6,889	6,900	6,902
%Change		10.0%	6.5%	3.7%	2.1%	3.7%	3.2%	1.7%	0.2%	0.0%

Kent educates 39.7% of its children and young people with an EHCP in special schools (including maintained, academy and independent special schools), compared to 34.8% nationally.

Pressure for places in maintained special schools is forecast to decrease slightly in the primary and post-18 populations, in contrast to the secondary and post-16 cohorts both of which increase significantly over time. The forecast rate of increase in demand for maintained special schools is indicated to reduce to 1.7% by 2028. This is in line with KCC's aim to educate 33% of the children and young people with an EHCP in maintained special schools by 2028. The expansion over recent years of several of Kent's special schools, to include a reduction in age range to meet demand, has resulted in fewer places being available for Year 6 to Year 7 transfer for pupils coming from primary special schools or from mainstream primary schools. This pressure is "hidden" from a data perspective but is a serious and continuing gap that needs to be addressed.

Need Type of Pupils in Maintained Special Schools²⁷

Need	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ASD	2,627	2,936	3,125	3,165	3,166	3,176	3,206	3,201	3,161	3,118
SEMH	624	655	708	761	786	893	963	992	973	972
SLCN	515	647	750	890	1,010	1,128	1,247	1,344	1,436	1,502
MLD/SPLD	280	300	303	317	325	352	374	391	395	398
SLD/PMLD	845	847	853	818	793	757	719	686	652	622
Other	208	222	233	244	247	256	263	274	283	290
Total	5,099	5,607	5,972	6,196	6,328	6,562	6,773	6,889	6,900	6,902

In 2023, 52.3% of special school pupils had a need type of ASD. This is forecast to decrease to 46.4% by 2028. Forecasts indicate the need type of SLCN in maintained special schools will increase significantly over the next five years, rising from 12.6% in 2023 to 19.5% in 2028. This rate of increase is not seen in other SEN need types and will require further investigation to establish whether this pattern is likely to continue.

²⁶ KCC EHCP Forecast 2023, July 2023, Kent Analytics, page 12

²⁷ KCC EHCP Forecast 2023, July 2023, Kent Analytics, page 12

EHCP Pupils in Independent Schools by Year Group²⁸

Year Group	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
EY	0	1	0	1	1	1	1	1	1	1
R-6	298	325	307	291	269	204	160	135	126	125
7-11	850	1,060	1,133	1,214	1,212	976	751	579	488	428
12-13	167	187	207	206	223	196	171	180	169	130
14+	81	108	120	109	74	60	56	51	53	57
Total	1,396	1,681	1,767	1,821	1,780	1,437	1,138	946	837	740
%Change		20.4%	5.1%	3.1%	-2.3%	-19.2%	-20.8%	-16.9%	-11.5%	-11.6%

The independent sector plays an important role in Kent's education provision. However, Kent has an overreliance on the independent sector to place children who have not been accommodated in the Kent system. As part of the Safety Valve Programme, Kent's aim is to reduce the percentage of children and young people with EHCPs placed in the independent sector, particularly at points of phase transition. It is therefore critical to ensure we will have a sufficiency of Year 7 places in our maintained special schools for those children requiring a special school place, as well as sufficient Specialist Resource Provision to support mainstream secondary school support to pupils with an EHCP.

Forecasts, in line with Safety Valve, indicate a direction of travel where independent placements will significantly reduce for the secondary phase (year 7-11) from 2025. This is in conjunction with smaller reductions across other age groups. In 2023, 9.3% of the EHCP cohort attended an independent provision. The forecast indicates this will need to reduce to 4.5% by 2028.

The tables below set out the forecast changes in provision numbers in line with Kent's Safety Valve Programme for Kent's post-16 cohort. The recommendations to underpin this changing approach are included in the SEND Sufficiency Plan.

EHCP Forecast for Year 12 and 13 Aged Young People

Yr12-13	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Mainstream	127	157	164	259	209	234	275	317	335	341
SRP	52	59	52	57	65	66	71	80	90	98
P16/FT Edu*	835	926	945	1,147	1,389	1,575	1,777	1,952	2,045	2,070
Maintained Special	483	521	548	513	508	564	663	687	723	775
Independent	167	187	207	206	223	196	171	180	169	130
Other**	163	205	303	265	230	228	235	238	243	242
Total	1,825	2,055	2,219	2,446	2,625	2,863	3,192	3,454	3,605	3,657

Number calculated from EHCP 2023 Forecast

*Includes General FE and tertiary colleges, higher education, other further education, sixth form colleges and SPIs

**Includes awaiting provision, educated at home, other-arranged by LA, other-arranged by parent and other/educated elsewhere.

The greatest increases in provision for those in years 12 and 13 need to be encouraged in mainstream settings. The number of places offered through FE,

²⁸ KCC EHCP Forecast 2023, July 2023, Kent Analytics, page 13

mainstream schools, and mainstream with SRP support needs to, on average, double by 2030. Careful consideration needs to be given to the numbers of year 12 and 13 young people in the 'other' category, as this includes those who are awaiting placement. Close monitoring of those who are NEET or awaiting provision needs to continue and be reviewed on a regular basis as it is for statutory school aged students via the placement process, alongside a reduction in bespoke provision.

EHCP Forecast for Year 14+ Aged Young People

Yr14+	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Mainstream	11	41	42	50	88	78	72	82	95	109
SRP*	2	7	12	8	12	12	12	13	15	18
P16/FT Edu**	2,092	2,527	2,661	2,881	2,673	2,540	2,417	2,484	2,645	2,847
Maintained Special	171	208	228	221	164	148	128	152	160	156
Independent	81	108	120	109	74	60	56	51	53	57
Other***	607	533	601	450	362	319	291	280	285	291
Total	2,976	3,424	3,664	3,720	3,373	3,156	2,975	3,062	3,253	3,478

Number calculated from EHCP 2023 Forecast

*Yr14+ SRP includes those recorded at units attached to mainstream. Confirmation that this is a data error has been received.

**Includes General FE and tertiary colleges, higher education, other further education, sixth form colleges and SPIs

***Includes awaiting provision, educated at home, other-arranged by LA, other-arranged by parent and other/educated elsewhere.

The year 14+ forecast shows rising numbers of young people with an EHCP in mainstream school sixth forms, which will present a challenge given the majority of these offer a fixed two-year programme of study. However, these numbers may represent exceptions made for students requiring an additional flexible year to complete level 3 study. Data errors on Synergy have resulted in some instances of year 14+ young people being registered at SRPs, showing a need for improved record keeping. Forecasts, to fall in line with Safety Valve Agreements, indicate placements within independent settings should reduce by approximately 50% over the next 7 years, alongside a gradual reduction in placing in maintained special schools in the older age groups. Post-16 and full-time education institutions should aim to reduce the number of year 14+ age learners over the coming years and encourage positive progression to independence or alternative adult support. Much like the post-16 cohort, careful consideration should be given to year 14+ young people in the 'other' category, with a reduction of EHCPs in this category and a focus on progression to independence and appropriate ceasing of EHCPs.

4. Kent Provision

Specialist Resource Provision

“Resourced provisions are places that are reserved at a mainstream school for pupils with a specific type of Special Educational Needs (SEN), who are included within the mainstream school and activities, but require a base and/or some specialist facilities around the school.

Resourced provisions:

- are designated specifically for making this kind of SEN provision
- are treated as specialist provision for funding purposes
- cater for a specific area or areas of SEN (for example specific learning difficulties)
- are for pupils with an EHC Plan
- should support pupils with SEN support and EHC Plans through delivering in-reach and/or outreach activities.”²⁹

In Kent there are 74 SRPs provided by 65 schools covering the primary and secondary phases with some limited post-16 places.

Total Places for Kent SRPs (2023-24 Commissioning)

Total SRPs	Primary SRP schools	Primary places	Secondary SRP schools	Secondary places	Notes
North	9	120	6	116	Includes 1 secondary multiple SRP
East	11	195	8	282	Includes 1 primary multiple SRP Includes 5 secondary multiple SRP (with 1 school providing 3 SRPs)
South	11	281	4	97	Whitfield and Aspen School offers 165 primary places.
West	10	144	6	195	Includes 1 primary multiple SRP The Malling School offers 120 secondary places, including 20 post-16 places.
Total	41	740	24	690	1,430 places (commissioned)

The table above indicates the number of SRP schools across the Kent areas by primary or secondary phase. It also shows the number of commissioned places for 2023 – 24. There are more primary than secondary school SRPs, but generally the secondary school SRPs provide more pupil places. There are only 20 post-16 SRP places, and these are commissioned for The Malling School SRP. The overall numbers can mask some gaps in provision at secondary for designations.

There are several SRP schools that offer a multiple SRP and are commissioned for more than one SEN need type. The schools are shown in the table below.

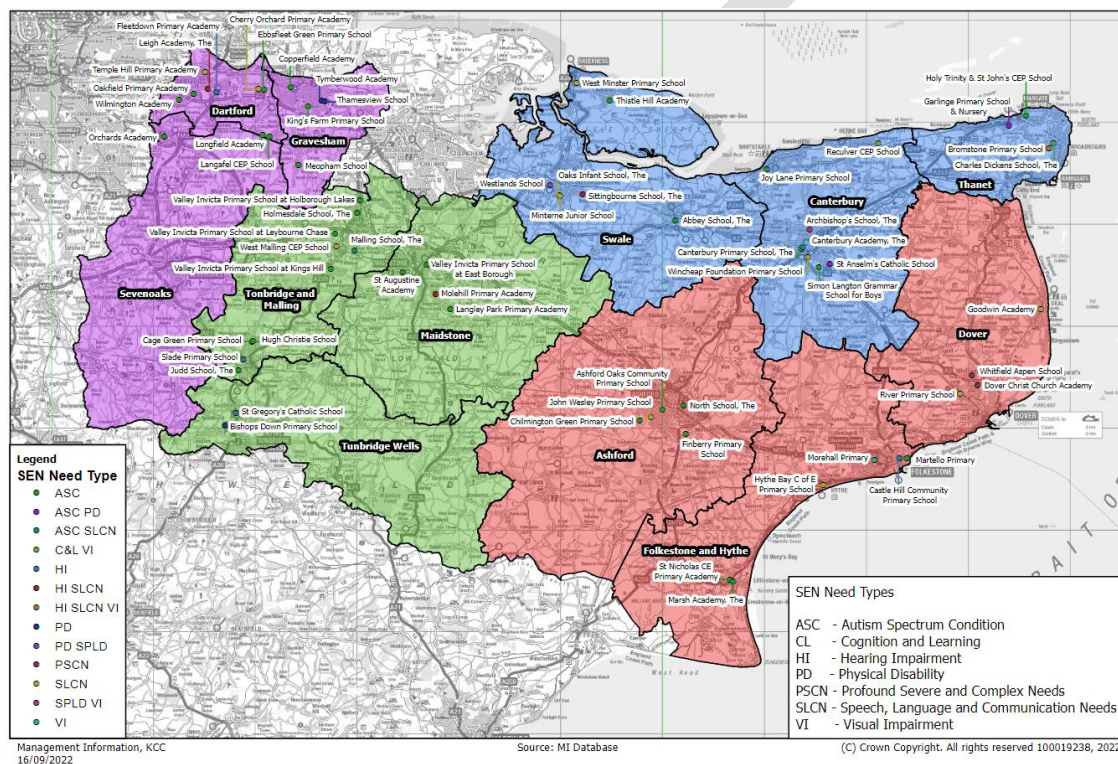
School	District	Phase	Designation
Canterbury Academy	Canterbury	Secondary	ASD, HI and SLCN
Garlinge Primary	Thanet	Primary	ASD and PD
Leigh Academy	Dartford	Secondary	SLCN and HI
Molehill Copse Primary	Maidstone	Primary	SLCN and HI
Sittingbourne Academy	Swale	Secondary	SLCN and HI
St Anselm’s Catholic School	Canterbury	Secondary	ASD and PD
The Archbishops School	Canterbury	Secondary	SPLD and VI
Westlands Academy	Swale	Secondary	SPLD and PD

²⁹ 2023 KCC SRP SLA

Two schools are commissioned as having one SRP with a dual designation. Reculver School in Canterbury district has a designation of C&L VI and is commissioned for 15 places. The Malling School in Tonbridge and Malling district has a designation of ASD and SLCN and is commissioned for 120 places, including 20 post-16 places.

Bromstone Primary School in Thanet district is not designated as an SRP but has a special arrangement with KCC offering 20 places for children with an EHCP for SLCN or VI.

Kent Schools with Specialist Resource Provision by SEN Need Type³⁰



The map above shows the location of the SRPs. Each SRP has a designation for SEN, as shown. There are currently no primary or secondary SRPs for SEMH.

Commissioning for ASD SRPs

In Kent, and following the national trend, ASD is the largest pupil cohort at 42.3% of EHCPs. The local authority commissions 36 SRPs for pupils with ASD as their primary need on their EHCP. Four schools offer ASD provision with another designation (Garlinge Primary, Canterbury Academy, St Anselm’s Catholic School and The Malling School.)

³⁰ Management Information KCC, 2022

The secondary SRP for ASD at Canterbury Academy is a designated Cullum Centre. A Cullum Centre is a Specialist Resource Provision that is established in collaboration with the National Autistic Society (NAS), Cullum Family Trust and Kent County Council. There is a current proposal to expand this provision to include primary provision. We are in discussion with NAS and the Cullum Family Trust regarding plans to invest in a small number of Cullum Centres across Kent subject to evidence of need and a business case undertaken as part of the overall SRP Review.

Kent has more primary ASD SRPs commissioned (21) than secondary ASD SRPs (15). However, secondary school SRPs are often commissioned for more pupil places.

District Commissioning for ASD SRPs

	DAR	GRA	SEV	CAN	SWA	THA	ASH	DOV	F&H	MAI	T&M	TW	Total
Number of Primary ASD SRPs	3	2		2	1	1 1*	3		2	2	4		21
Commissioned primary places 2023/24	53	20		47	8	24	25		29	30	68		304
Number of Secondary ASD SRPs	2	1	1	1 2*	1		1		1	1	4		15
Commissioned secondary places, 2023/24	64	15	10	67	44		25		20	14	52		311**

*Multiple SRP

**The Malling School (T&M Secondary) is included as an ASD provision in the table above. It is commissioned for ASD and SLCN pupil places as one total by KCC. The number of commissioned places is not included in the table above, but in the SLCN commissioning figures.

The district breakdown shows further detail with 3 districts without a primary phase SRP for ASD (Sevenoaks, Dover and Tunbridge Wells). There are 3 districts without a secondary phase SRP for ASD (Thanet, Dover and Tunbridge Wells).

However, Dover provides places in Kent's largest primary SRP at Whitfield Aspen School. It has a designation of PSCN although pupils with a primary need of ASD are on roll. Secondary transfer for pupils is available to the SRP at Aspen 2 at Christchurch. Currently it cannot meet all the demand from children attending Whitfield Aspen primary school receiving SRP support requiring a secondary mainstream place with support from the SRP.

SRPs and Grammar Schools

	DAR	GRA	SEV	CAN	SWA	THA	ASH	DOV	F&H	MAI	T&M	TW	Total
Number of SRP grammar schools				1							1		2
Commissioned places				35							22		57

Two grammar schools provide an SRP, designated for ASD (high functioning). There are 32 grammar schools in Kent, and 10 districts do not offer an SRP at a grammar school. Currently there is no ASD SRP grammar school offering places for girls.

The SRP review will be considering commissioning decisions identified by the gap analysis reflected in the SEND Sufficiency Plan.

District Commissioning for SRP for SLCN

	DAR	GRA	SEV	CAN	SWA	THA	ASH	DOV	F&H	MAI	T&M	TW	Total
Number of Primary SLCN SRPs	2			1	3	1	1	1	1	1*	1		11 1*
Commissioned primary places 2023/24	26			20	55	20	10	12	22	6	20		165
Number of Secondary SLCN SRPs	1*			1*	1*			1			1		2 3*
Commissioned secondary places, 2023/24	14			20	60			14			120**		228

*Multiple SRP

**The Malling School (T&M Secondary) is included as an SLCN provision in the table above. It is commissioned for ASD and SLCN pupil places as one total by KCC. The number of commissioned places is included in the table above.

Bromstone Primary School (Thanet) is not an SRP. It is an ESTA with commissioned places and has been part of the SRP panel process since September 2022.

The table above shows there are 17 SLCN SRPs for primary and secondary pupils. A total of 393 primary and secondary places were commissioned.

There are 3 districts with no primary or secondary SRP (Gravesend, Sevenoaks and Tunbridge Wells). There is also no secondary SRP in Thanet, Ashford, Folkestone & Hythe and Maidstone. In the district of Tonbridge & Malling, there is a large secondary SRP, The Malling School.

SRPs for SEN HI Across Districts

	DAR	GRA	SEV	CAN	SWA	THA	ASH	DOV	F&H	MAI	T&M	TW	Total
Number of Primary SRP schools for HI	1								1	1*	1		3 1*
Commissioned places 2023/24	13								14	4	9		40
Number of secondary SRP schools for HI	1*			1*	1*							1	1 3*
Commissioned places 2023/24	4			4	15							9	32

*Multiple SRP

SRPs for SEN VI Across Districts

	DAR	GRA	SEV	CAN	SWA	THA	ASH	DOV	F&H	MAI	T&M	TW	Total
Number of Primary SRP schools for VI				1*					1				1
Commissioned places 2023/24				**					4				4
Number of secondary SRP schools for VI				1*		1							1 1*
Commissioned places 2023/24				3		5							8

*Multiple SRP

** SRP is commissioned for C&L VI by KCC for 15 places in total and not specifically VI

SRPs for SEN PD Across Districts

	DAR	GRA	SEV	CAN	SWA	THA	ASH	DOV	F&H	MAI	T&M	TW	Total
Number of Primary SRP schools for PD		1				1*						1	2 1*
Commissioned places 2023/24		8				6						7	21
Number of secondary SRP schools for PD		1		1*	1*								1 2*
Commissioned places 2023/24		9		12	15								36

*Multiple SRP

Most children and young people with physical disability, hearing or visual impairment attend mainstream schools. A small number have needs that require access to the specialist expertise and equipment that can be accessed through a specialist resource provision attached to a mainstream school. More detailed analysis will have to be undertaken to inform future commissioning requirements for SRPs for PD, VI and HI which can then be reflected in a future SEND Sufficiency Plan.

Summary

Overall, investment in the expansion of secondary SRPs will specifically support CATIE priority 4 “ensuring smooth transition between education phases ”as currently we have a significant gap in the pathways for pupils requiring access to SRP support when they transition from primary to secondary education. The expansion of secondary SRPs will also increase the capacity of mainstream secondary schools to meet the needs of the increased numbers of children and young people with an EHCP that will need to be educated in Kent mainstream schools.

District (Area)	Headlines	Action
Sevenoaks (North)	22.9% of secondary age SRP pupils living in S/oaks attend the 1 secondary SRP. The majority travel to Tonbridge & Malling (40%) and Dartford (22.9%). No primary SRP.	Commissioning to be identified on completion of SRP review.
Dartford (North)	Most SRP pupils at both primary and secondary attend an SRP in Dartford.	Intention to commission a primary SRP and secondary SRP linked to new schools serving new housing at Alkerden Primary and Secondary (2025)
Gravesham (North)	At primary 40% of pupils who live in Gravesham attend an SRP in the district, dropping to 32.6% at secondary. The majority of secondary SRP pupils attend an SRP in Dartford (52.2%), 13% attend an SRP in Tonbridge and Malling and 2.2% attend an SRP in Swale.	Any additional commissioning to be identified on completion of SRP review
Canterbury (East)	Mixed range of designations across primary and secondary SRPs which means for some needs there are no clear pathways. For primary the majority of pupils attend a school with an SRP in Canterbury (92.8%). This drops to 67.9% for secondary, who also attend SRPs in Swale (24.5%), Dover (3.8%) & Tonbridge and Malling (3.8%)	Intention to commission a Cullum Centre through expansion of a current primary SRP for ASD in Canterbury Academy Primary school. Any additional commissioning to be identified on completion of SRP review
Swale (East)	78.8% of primary SRP pupils who live in Swale also attend an SRP in the district. For secondary age pupils, 90.6% live in the district and attend a school in Swale. At the secondary phase there are SRP pupils travelling from every district (except Tonbridge & Malling and Tunbridge Wells) to Swale. A significant proportion of SRP pupils travelling to Swale come from Canterbury (24.5%) and Thanet (15%)	Any additional commissioning or adjustments to SRP provision to be identified on completion of SRP review
Thanet (East)	Much broader range of SRP designations across primary SRPs (ASD, PD, HI, VI &	Intention to commission a

	<p>SLCN). Secondary SRP designations are more limited and specialised (VI). There are no clear pathways from primary to secondary, especially in relation to ASD. The majority of secondary SRP pupils travel to schools in Canterbury (35%) and Swale (15%).</p>	<p>secondary SRP for Thanet. Any additional commissioning or adjustments to current SRP provision to be identified on completion of SRP review</p>
Folkestone & Hythe (South)	<p>6 SRP holding schools, 5 primary and 1 secondary (Marsh Academy) with an ASD designation. 34.3% of secondary SRP pupils attend the 1 SRP in Folkestone & Hythe, others travel to SRPs in Canterbury (28.6%), Dover (20%) and Ashford (11.4%). A small proportion travel to Swale (2.9%) and Tonbridge & Malling (2.9%)</p>	<p>Intention to commission a secondary SRP for ASD. Any additional commissioning to be identified on completion of SRP review</p>
Dover (South)	<p>Proportion of primary SRP pupils who live in Dover and attend a Dover school is high (89.7%) but drops to 66.2% for secondary. Where a secondary age SRP pupil does not attend a Dover school, they are more likely to attend one in Canterbury (26.5%) and Thanet (1.9%)</p>	<p>Intention to expand the secondary SRP at Christchurch Academy (Aspen 2). Any additional commissioning to be identified on completion of SRP review.</p>
Ashford (South)	<p>There are pathways from primary to secondary SRPs although these are limited as there is only one secondary SRP in the district, designated for ASC. The primary schools have designations of ASC or SLCN. The majority of primary aged SRP pupils who live in Ashford also attend a school in Ashford (80.6%), this proportion reduces for secondary aged SRP pupils with only 51.4% both living and attending school in Ashford. Secondary aged SRP pupils who live in Ashford are more likely to travel to districts in other areas (East Kent: Swale 8.6% & Canterbury 17.1%; West Kent: Tonbridge & Malling 11.4% & Maidstone 2.9%) than districts also within South Kent (Folkestone & Hythe 8.6%).</p>	<p>Any additional commissioning to be identified on completion of SRP review</p>

Maidstone (West)	<p>There are limited pathways as there is only one secondary SRP (designated as ASC) compared to 3 primary SRP with designations of ASC, HI and SLCN. The proportions of both primary SRP pupils (59.1%) and secondary SRP pupils (20.8%) who both live and attend a school in Maidstone is low.</p> <p>In both cases pupils are travelling to schools typically within other districts within West Kent (Tonbridge & Malling 34.1% primary SRP pupils and 72.9% secondary SRP pupils; Tunbridge Wells secondary pupils only 2.1%), so the area can be seen to be meeting needs. Where pupils do not attend a school in another West Kent district they are travelling to Swale in East Kent (4.5% primary age; 2.1% secondary), Dartford (primary only 2.35%) and Ashford (secondary only 2.1%).</p>	Any additional commissioning to be identified on completion of SRP review
Tonbridge & Malling (West)	<p>10 SRPs in the district, 6 primary and 4 secondaries with clear pathways across phases, excluding HI (but there is a HI SRP in the neighbouring district of Tunbridge Wells).</p> <p>92.8% of primary age SRP pupils both live and attend school in Tonbridge and Malling, this is maintained for secondary SRP pupils with 90.6% both living and attending school in the district.</p> <p>Travel pattern data indicates that, like Swale, this district may be compensating for gaps in other districts as secondary aged SRP pupils are travelling from all districts across Kent, excluding two (Dover and Thanet).</p>	Any additional commissioning to be identified on completion of SRP review
Tunbridge Wells (West)	<p>Unclear pathways between 1 primary SRP with a specialist designation (PD) and 1 secondary SRP with a different specialist designation (HI). No provision for the most prevalent needs across the county such as ASC and SLCN.</p> <p>Only 48.4% of primary aged SRP pupils both live and attend a school in Tunbridge Wells with the remaining SRP pupils travelling to SRPs in other districts within West Kent (Tonbridge & Malling 45.2% &</p>	Any additional commissioning to be identified on completion of SRP review

	<p>Maidstone 6.55).</p> <p>The proportion of secondary aged SRP pupils who both live and attend a school in Tunbridge Wells decreases, compared to primary SRP pupils, to 26.7%, the second lowest proportion of all districts in Kent.</p> <p>The remaining 73.3% of secondary aged SRP pupils who live in Tunbridge Wells are travelling to the neighbouring district of Tonbridge & Malling to be educated.</p>	
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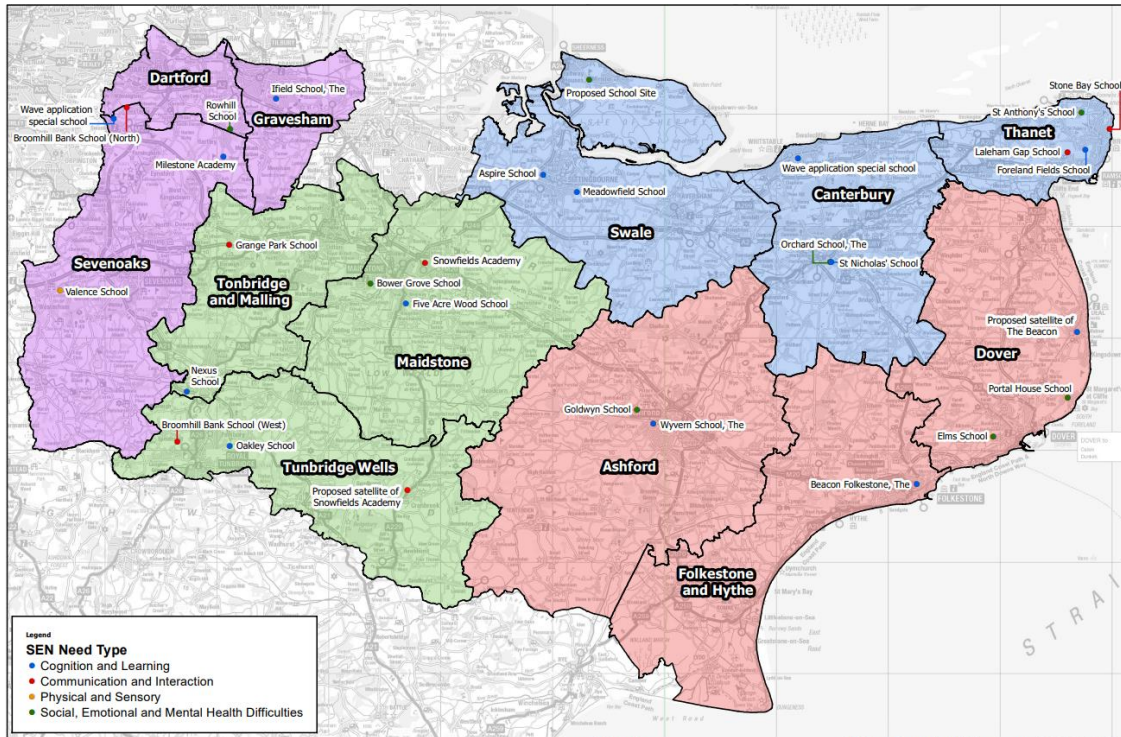
Kent Special Schools

Kent has a total of 24 special schools. These include 21 maintained special schools, 1 special academy and 2 academy free schools. In 2023, 88% of Kent's special schools were graded as good or outstanding by Ofsted. There are 18 special schools that are all-through schools (primary and secondary). There are 17 special schools that offer post-16 placements for pupils.

Kent Special Schools by SEN Need Type

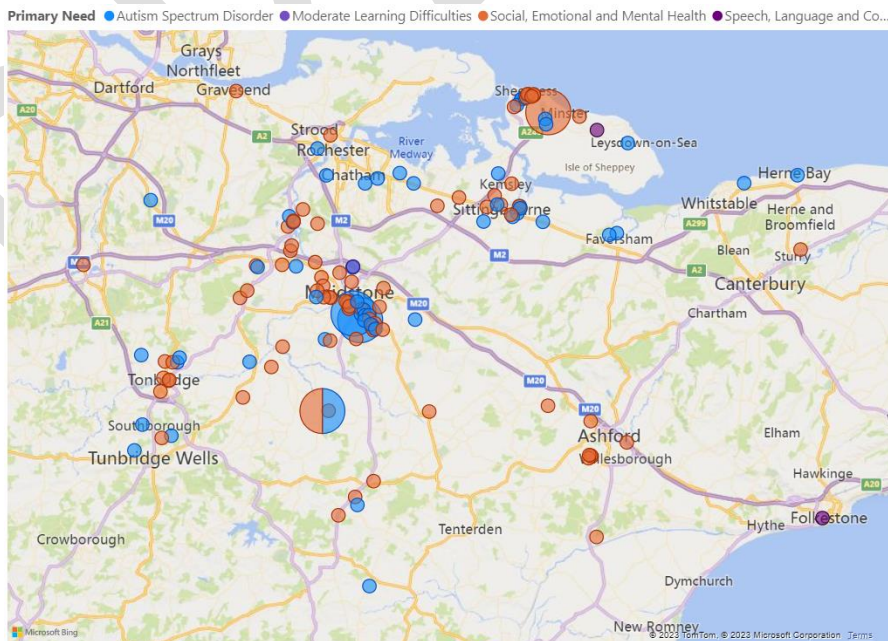
Kent special schools use the four areas of need from the EHCP categories for their designations. These include Communication and Interaction, Social Emotional and Mental Health, and Physical and Sensory. The SEN area of need for Cognition and Learning is identified as the category of Profound Severe and Complex Need, (PSCN)³¹. This special school designation is unique to Kent and broadly covers the sub-group of cognition and learning (C&L) SEN needs.

³¹ KsENT Special Schools Admissions Guidance



*Note: On the map above, the PSCN category is replaced by Cognition and Learning, reflecting the sub-category used by the DfE.

The location of the special schools combined with the size of the county and their designations means that many pupils have long and costly daily return journeys to attend their school.



Home location of pupils attending Bower Grove, Maidstone (PowerBI 2023)

The scale and range of this issue is illustrated by the map above which shows the home locations for 142 secondary aged pupils that travel to a special school in the Maidstone district, Bower Grove. The school is designated for SEMH, with an age

range of 4-16 years. The map indicates that there is a range of primary SEN need on the EHCP for pupils on roll. The SEN need types include ASD, MLD, SEMH, SLCN. Return daily journeys will impact on the time of the pupils and their opportunities to be part of their local community. It also will incur significant and long-term financial costs for the local authority.

Travel Patterns for Special Schools³²

Pupil District	School District											
	Ashford	Canterbury	Dartford	Dover	Folkestone & Hythe	Gravesham	Maidstone	Sevenoaks	Swale	Thanet	Tonbridge and Malling	Tunbridge Wells
Ashford	70.4%	5.2%	0.0%	8.1%	3.8%	0.0%	7.4%	1.1%	0.0%	1.1%	1.1%	1.8%
Canterbury	4.9%	59.2%	0.2%	12.6%	1.6%	0.0%	1.2%	0.2%	1.6%	17.0%	1.4%	0.0%
Dartford	0.6%	0.0%	15.2%	0.0%	0.0%	11.4%	5.0%	50.3%	0.0%	0.9%	6.1%	10.5%
Dover	4.9%	10.4%	0.0%	43.1%	26.0%	0.0%	0.3%	0.0%	0.0%	15.0%	0.3%	0.0%
Folkestone & Hythe	17.0%	3.6%	0.0%	19.8%	55.0%	0.0%	1.3%	0.0%	0.0%	2.3%	0.5%	0.5%
Gravesham	0.6%	0.0%	14.3%	0.0%	0.0%	51.3%	3.6%	17.3%	0.6%	0.3%	7.2%	4.8%
Maidstone	3.2%	0.3%	0.8%	0.0%	0.0%	0.8%	82.2%	2.2%	1.2%	0.3%	4.0%	5.1%
Sevenoaks	0.4%	0.0%	7.9%	0.0%	0.0%	4.3%	4.0%	39.2%	0.7%	0.4%	18.3%	24.8%
Swale	2.8%	9.0%	0.4%	1.2%	0.1%	0.7%	19.4%	0.1%	60.3%	3.5%	1.6%	0.9%
Thanet	1.5%	3.5%	0.0%	11.1%	0.7%	0.2%	0.0%	0.0%	0.3%	82.6%	0.0%	0.0%
Tonbridge & Malling	1.0%	0.0%	1.0%	0.0%	0.0%	2.7%	34.1%	6.8%	0.2%	1.4%	33.3%	19.6%
Tunbridge Wells	2.4%	0.0%	1.2%	0.0%	0.0%	0.8%	16.1%	3.6%	0.0%	0.4%	12.4%	63.1%

All data comes from the January 2022 SEN2 list and relates to children attending KCC Special Schools

The table above shows the percentage of children who attend a school by district matched with their home district. For example, 82.6% of special school pupils that live in Thanet attend a special school in their home district.

SCAP23 – Special School Capacity Survey

The DfE collects information about the capacity of schools each academic year. This is referred to as SCAP. In 2023, for the first time, information was collected on special schools. Some schools are based across more than one site and/or provide satellite provisions. The tables below show the information submitted, organised by school designations using the DfE sub-type categories.

For the purposes of SCAP23, capacity for special schools has been measured as the higher of commissioned places or number on roll (as of January 2023). For secondary special schools with sixth forms, the sixth form capacity is the higher of total commissioned places or total number on roll subtracted by the higher of pre-16 commissioned places or pre-16 number on roll i.e., sixth form capacity is a balancing item that may not necessarily equal post-16 commissioned places. This approach masks the situation in some Kent special schools where the numbers on roll exceed the recommended capacity of the school. From 2023 to 2025 the Department for Education's (DfE's) NCA programme will ensure accurate and up-to-date information on pupil capacity is available for every government-funded secondary school and special school in England. This will provide a complete record of pupil capacity in special schools for the first time and will be reflected in future SCAP returns and sufficiency assessments.

³² Travel Patterns of EHCP Pupils at KCC Special Schools – April 2023, Kent Analytics

The designated number reflects the number of pupils that a school is statutorily expected to have on roll.

Communication and Interaction (also designated for ASD)

School name	District	Age range	Designated number 2022/23	SCAP23 Primary (R-6)	SCAP23 Secondary (7-11)	SCAP23 Sixth form	SCAP23 total capacity
Aspire*	Swale	5-11	168	152			152
Broomhill Bank	Tunbridge Wells	11-19	318		254	97	351
Grange Park	Tonbridge and Malling	11-19	150	12	94	69	175
Laleham Gap	Thanet	4-18	188	58	149	12	219
Snowfields Academy	Maidstone	11-18	280		175		175
Stone Bay	Thanet	5-19	90	70	24	9	103

*This school had a DfE Categorisation of Cognition and Learning in error. This has been corrected by MI for future data collection.

The EHCP forecasts for Kent, which replicate data for national trends, show that ASD is the most prevalent SEN need type. School census data indicates that pupils with an EHCP with a primary need of ASD are found on roll across many of Kent's special schools. The six schools above are recognised by the local authority as offering specialist provision for children and young people with ASD. This is reflected in the admissions criteria of the schools.

These special schools include one primary phase school, three secondary phase schools and two schools that are all-through. Five schools provide post-16 places. These provisions are spread across districts, with two schools in Thanet. There are seven districts without this type of special school, Dartford, Gravesham, Sevenoaks, Canterbury, Ashford, Dover, Folkestone & Hythe.

Social, Emotional and Mental Health

School name	District	Age range	Designated number 2022/23	SCAP23 Primary (R-6)	SCAP23 Secondary (7-11)	SCAP23 Sixth form	SCAP23 total capacity
Bower Grove School	Maidstone	4-16	208	89	149		238
Elms School	Dover	5-16	96	55	103		158
Goldwyn School	Ashford	10-18	195		175	28	203
Portal House School	Dover	11-16	80		80		80
Rowhill School	Dartford	4-16	106	45	104		149
St Anthony's School	Thanet	5-16	112	34	76		110
The Orchard School	Canterbury	5-16	96	32	73		105

There are seven schools designated for the SEN need type of SEMH. There are no primary only phase schools, two secondary phase schools and five schools that are all-through. There is one school that offers post-16 places. The SEMH schools are spread across districts, with two schools situated in Dover and six districts, Folkestone & Hythe, Tonbridge & Malling, Tunbridge Wells, Swale³³, Gravesham and Sevenoaks without this category of special school.

Cognition and Learning (also known as PSCN)

School name	District	Age range	Designated number 2022/23	SCAP23 Primary (R-6)	SCAP23 Secondary (7-11)	SCAP23 Sixth form	SCAP23 total capacity
Five Acre Wood School	Maidstone	2-19	580	431	261	80	772
Foreland Fields School	Thanet	2-19	230	133	89	29	251
Meadowfield School	Swale	4-19	366	206	137	47	390
Milestone Academy*	Sevenoaks	2-19	237	167	159	44	370
Nexus School	Tonbridge and Malling	2-19	228	143	103	30	276
Oakley School	Tunbridge Wells	2-18	252	92	94	31	217
St Nicholas' School	Canterbury	3-19	310	159	160	34	353
The Beacon School	Folkestone and Hythe	3-19	650	174	169	65	408
The Ifield School	Gravesham	4-19	190	125	101	39	265
Wyvern School	Ashford	3-19	270	179	124	46	349

*Milestone Academy had a DfE categorisation of SEMH in error, this has been corrected by MI for future data collection

There are ten schools designated for the SEN need type of C&L or PSCN. There are no primary only or secondary only phase schools and the ten schools are all-through and also offer post-16 places. The C&L or PSCN provisions are spread across ten different districts. There are two districts, Dartford and Dover, without this designation of special school, however The Beacon School does have a satellite school in Walmer that is opening on a phased basis in the district of Dover.

Physical and Sensory

School name	District	Age range	Designated numbers 2022/23	SCAP23 Primary (R-6)	SCAP23 Secondary (7-11)	SCAP23 Sixth form	SCAP23 total capacity
Valence School	Sevenoaks	4-19	80	38	47	34	119

There is one only school designated for Physical and Sensory to serve Kent.

³³ Swale will have an SEMH school from September 2024 based on the Isle of Sheppey

Special School Satellites

Ten special schools have satellites which are classes hosted in mainstream schools and run by staff employed by the special school. These provisions offer an opportunity for pupils to learn alongside their mainstream peers, with support from specialist teaching staff as appropriate. The satellite pupils remain on roll of the special school and are included in the designated number of the special school. Across the ten schools, there are 68 satellite classes, across 25 sites. In addition, Snowfields School has a satellite school in Cranbrook, and The Beacon School has a satellite school in Walmer. All schools that have satellite classes are PSCN designation except for Bower Grove School.

School name	District	Designation	Age range	Satellite site and district
Bower Grove School	Maidstone	SEMH	5-16	1 class on 1 site Westborough Primary, Maidstone
Five Acre Wood School	Maidstone	C&L PSCN	2-19	19 classes on 3 sites Holmesdale School, Tonbridge & Malling St Katherine's School, Tonbridge & Malling Palace Wood School, Maidstone
Foreland Fields School	Thanet	C&L PSCN	2-19	4 classes on 3 sites Garlinge Primary, Thanet Hartsdown Academy, Thanet East Kent College, Thanet
Meadowfield School	Swale	C&L PSCN	4-19	2 classes on 1 site ³⁴ Sunnybank Primary, Swale
Milestone Academy	Sevenoaks	C&L PSCN	2-19	10 classes on 4 sites Cherry Orchard Academy, Dartford Dartford Primary Academy, Dartford Leigh Academy, Medway Wilmington Academy 6 th form, Dartford
Nexus School	Tonbridge and Malling	C&L PSCN	2-19	3 classes on 1 site Wouldham, Tonbridge & Malling
Oakley School	Tunbridge Wells	C&L PSCN	2-18	1 class on 1 site Oakley School, Tonbridge & Malling
St Nicholas' School	Canterbury	C&L PSCN	3-19	18 classes on 7 sites Parkside, Canterbury St John's, Canterbury Chartham, Canterbury Canterbury Primary, Canterbury Canterbury Academy, Canterbury Spires, Canterbury Canterbury College, Canterbury
The Beacon School	Folkestone and Hythe	C&L PSCN	3-19	7 classes on 2 sites Castle Hill, Folkestone & Hythe Walmer (satellite school), Dover
Wyvern School	Ashford	C&L PSCN	3-19	3 classes on 2 sites Towers School, Ashford Great Chart, Ashford

³⁴ Proposed second site (Meadowfield) in discussion for 2 classes at Fulston Manor School, due to open September 2024.

In some cases, the number of satellites classes reflects the localised capacity pressures on these schools for places and the lack of ability for the schools to be expanded on their current sites. However, the benefit of satellite classes is that it provides a model of special school education that enables greater social and some educational integration with mainstream pupils where appropriate.

Independent Non-Maintained Provision

Where the Local Authority is unable to provide a specialist school placement in a Kent maintained special school or a mainstream school with an SRP, placements are commissioned in the independent and non-maintained sector.

District	NMISS schools total	ASD places	SEMH places	Speech, language and communication needs places	Total*
Ashford	6	127	111	25	263
Canterbury	1	2	6	0	8
Dover	5	138	80	15	236
Folkestone & Hythe	1	7	13	0	20
Gravesend	1	37	2	0	39
Maidstone	1	1	0	0	1
Sevenoaks	3	44	44	6	94
Swale	2	14	54	3	71
Thanet	9	72	97	20	189
Tonbridge & Malling	1	13	0	0	13
Tunbridge Wells	1	18	33	1	55
NMISS not Kent area	51	174	107	42	374
Total		647	547	112	1363

From school census data (Jan 2023)

*Includes pupils in NMISS in the district with other SEN needs

In the table above the data shows the number of independent schools by district and the pupils, that Kent has a responsibility for, who attend these schools by need type. It indicates that ASD is the largest SEN cohort, closely followed by SEMH. The district shown is for the school location and pupils may travel across districts to attend the school from their home location. Dartford is the only district without NMISS provision. There are an additional 51 NMISS that are not located in the Kent area.

Kent Resident Pupils Attendance at Independent Special Schools and Independent Schools

	ASD	SEMH	SLCN	Total district attendance*
Dartford	33	13	7	58
Gravesham	32	11	6	50
Sevenoaks	50	22	12	95
Canterbury	60	49	24	139
Thanet	74	78	32	211
Swale	63	88	25	189
Ashford	49	39	9	116
Dover	81	47	4	144
Folkestone & Hythe	42	31	3	83
Maidstone	28	31	10	82
Tonbridge & Malling	34	17	2	56
Tunbridge Wells	25	15	2	57
Total	571	441	136	1280

Live data from PowerBI (06/09/2023)

*Total includes other SEN need types

The table above shows the number of pupils (YR to Y11) attending NMISS with an EHCP that Kent has a responsibility for. The district indicates the pupil's home location and shows that the districts with the highest numbers of pupils attending an independent, non-maintained provision are Thanet, Swale, Dover and Canterbury. It shows that ASD is the largest SEN cohort, closely followed by SEMH.

Summary

In order to address the number of special school places for PSCN and ASD that will be required based on the forecast numbers that include the planned reductions in placements in the independent, non-maintained sector:

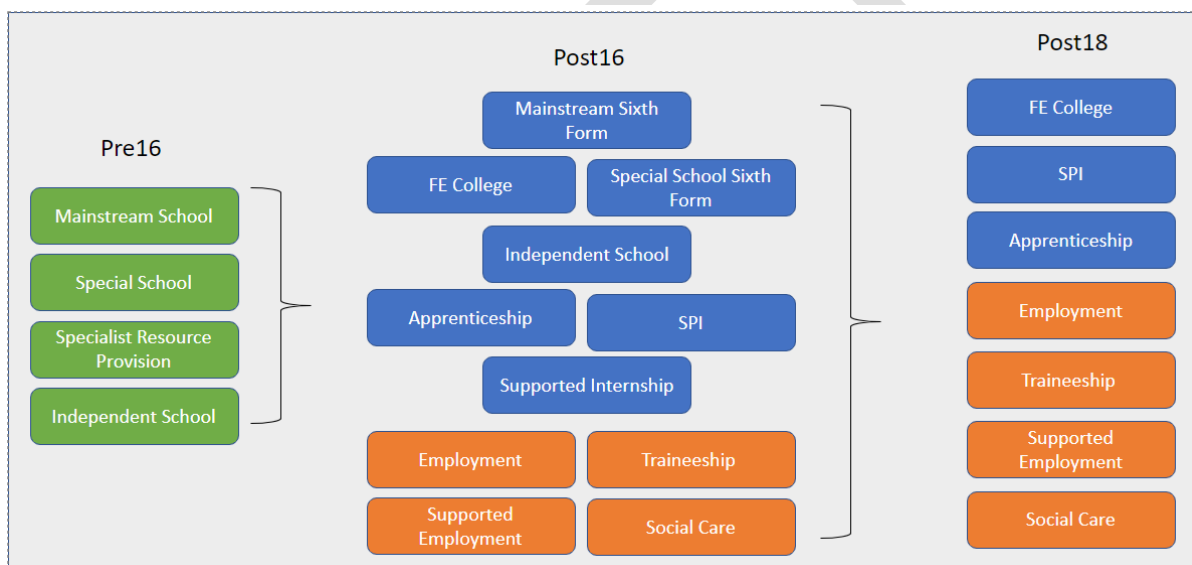
- A satellite school of The Beacon is opening in Walmer (Dover district). The school has a designation of PCSN but will include pupils with ASD. The SRPs at Whitfield Aspen and Dover Christchurch will then be more able to take higher numbers of pupils with ASD as pupils with more complex needs are able to attend The Beacon (Walmer).
- A new special free school (120 place) has been agreed by the DfE to serve the Canterbury district coastal area. This school will have a designation of PSCN and ASD. The new school will enable children to access a maintained special school provision closer to home and reduce pressure on schools in Thanet and Swale.
- A new special free school (250 place) has also been agreed for North Kent. To support the evidence-base for the need, particularly for a PSCN/ASD school, the two PSCN schools currently serving the area are significantly over capacity. Those schools are Milestone Academy in New Ash Green and Ifield School in Gravesend.
- A secondary satellite of Meadowfield school is planned at Fulston Manor to provide pathways for the children attending the satellite classes at Sunny Bank primary school and to help with the pressure for places at Meadowfield.

- Further satellites are planned for Swale (Isle of Sheppey), Tonbridge and Malling and Tunbridge Wells

For SEMH, a new special free school is opening on the Isle of Sheppey from September 2024 for secondary pupils, with the intention to commission 40 primary places at key stage two from September 2026, either through expansion of the new school or through a satellite provision to be based on the site of a local primary school.

Any additional required commissioning of SEMH special schools or special school places will be informed by the Special School Review recommendations expected in 2024.

Post-16 Pathways Available for Children and Young People in Kent



Kent provides a wide range of provision for young people post-16. Kent has a large number of secondary school sixth forms across the grammar and comprehensive sectors, multiple FE college groups, a number of SPIs (Specialist Post-16 Institutions) and a Supported Employment and NEET service, delivered by The Education People. The image above shows the continuum of provision currently available to the Kent post-16 cohort.

The post-16 landscape is ever changing. There is a constantly changing picture for young people moving through the system to meet the needs of upcoming cohorts, subject demands and in response to government funding. Those with an EHCP are required to make decisions around their post-16 pathway much earlier than those in mainstream education, and there is no guarantee that courses or provisions will be available at the point of transition. This can increase local authority workload when changes occur. It is important that EHCP students are provided with impartial and timely progression information, empowering them to make informed decisions. Post-16 institutions should have information provided to them on future cohorts, including their needs and interests, as early as possible in order to plan future provision.

Mainstream Sixth Form

Progression to mainstream sixth form is low within the EHCP cohort. Kent's 92 mainstream sixth forms currently support a small number of higher attaining SEND young people, through a predominantly level 3 offer across the board. Although mainstream sixth form coverage across Kent is uniformly distributed, the entry requirements are often not accessible for many of the EHCP cohort. Information from the mainstream application system shows that there is minimal availability of lower-level courses.³⁵

Specialist Resource Provision

SRP provision for post-16 students remains low in Kent. For 2022/23 there were 20 commissioned places at The Malling School, however 51 SRP places were provided across 6 districts (a snapshot taken from February 2022.) No places were provided in Dartford, Gravesham, Sevenoaks, Thanet, Folkestone and Hythe or Maidstone. There are a growing number of young people attending both special and mainstream independent school for post-16, who may benefit from this additional support within a local mainstream school. Data also suggests that progression into mainstream provisions from SRPs is significantly higher than other specialist settings.

Progression of Specialist Resource Provision Cohorts³⁶

2019 School type	2021 School type	Count	% share of 2019 school type	% share of total cohort (N=828)
SRP	General FE / Colleges / HE	42	58%	5%
	SRP	16	22%	2%
	Specialist Post-16 Institutions	5	7%	1%
	No Current Placement	3	4%	<0.5%
	Left	2	3%	<0.5%
	Mainstream	2	3%	<0.5%
	Independent Special	1	1%	<0.5%
	Other	1	1%	<0.5%
	Maintained Special	1	1%	<0.5%
Total		73	100%	9%

Further Education Colleges

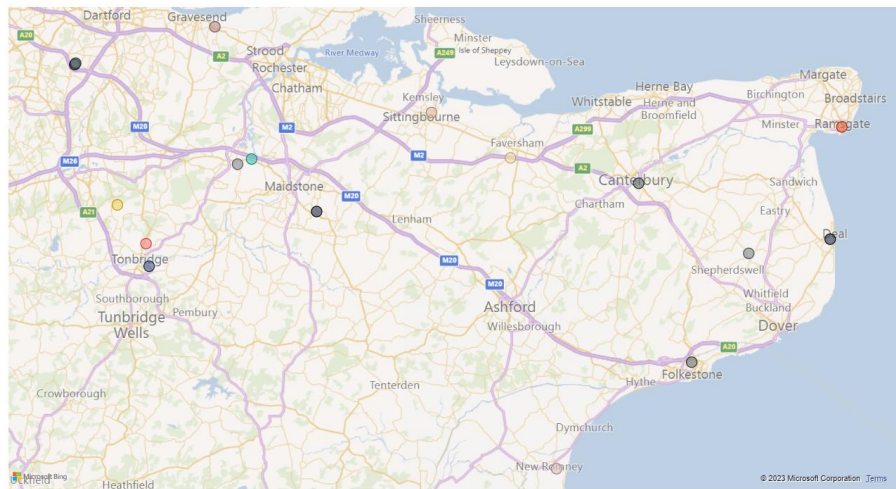
Kent has 3 FE college groups based in the county, with 11 Kent campuses and one in Medway. There are currently no FE college sites in Tunbridge Wells or Sevenoaks. EHCP learners who are able to access mainstream courses can access a wide variety of vocational areas across Kent. There are fewer options for those not working at level 1. There is currently no forecasting or expected cohort characteristics shared with the FE colleges in Kent. Conversations have begun between KCC and the Kent FE groups from the Pathways for All and SEND FE

³⁵ KentChoices <https://www.kentprospectus.co.uk/>

³⁶ SEN post-18 Placements Strategy Report September 2021 (2021 school type for the SEN 2019 Year 11 cohort in SRP in 2019.

conference strategic working groups, to assess the current offer and collaborate to find ways to best support their local communities.

Specialist Post-16 Institutions

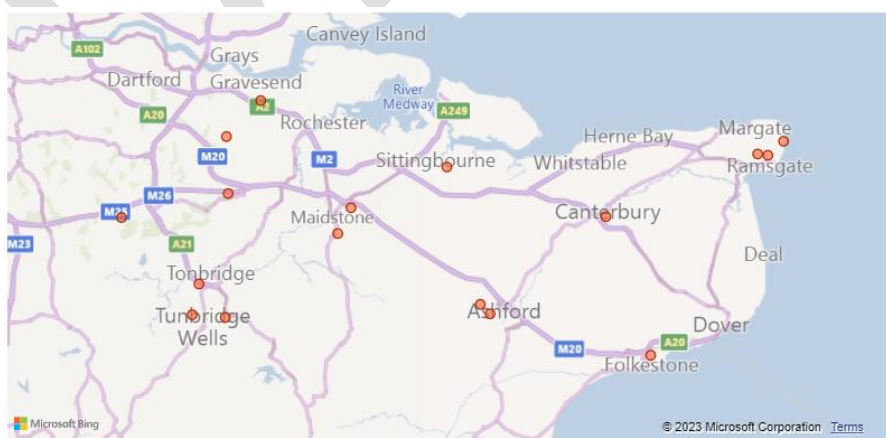


Geographical location of Specialist Post-16 Institutions (PowerBI 2023). Note that some SPIs are not represented on Local Authority systems.

There are 16 Specialist Post-16 Institutions (SPIs) spread across Kent, with 4 catering for 19+ and the remainder offering provision from 16 onwards. There are varied offers across Kent locations, ranging from employability and vocational courses to specific vocational areas such as music, sport, animal care or horticulture. Due to their location and often specialist subject focuses, many students are travelling long distances with accompanying travel times to access these provisions.

There is a lack of consistency in how SPIs and their learners are recorded on local authority databases, making it challenging to achieve robust reporting. A lack of forecasting information provided to establishments, alongside a challenging landscape for independent providers, makes planning and resourcing a key challenge for SPIs. KCC arranges placements directly with SPIs.

Special School Sixth Forms



Geographical location of Special School Sixth Forms with a sixth form offer (PowerBI 2023)

There are 17 special schools in Kent offering post-16 provision. In 2023, 776 EHCP post-16 pupils were being educated in Kent’s maintained special school sixth forms.

The offer varies across the county, with some special schools encouraging an internal progression, and others progressing pupils externally where possible. Some Kent special school sixth forms deliver alongside partner FE institutions to deliver a wider curriculum offer.

Data from 2019 shows that the likelihood of remaining in a special school post-16 is high. Retention of the cohort may be due to a lack of appropriate local provision that meets need, alongside a concern from families that the mainstream offer is not suitable.

Progression of Maintained Special School Cohort³⁷

2019 School type	2021 School type	Count	% share of 2019 school type	% share of total cohort (N=828)
Maintained Special	Maintained Special	187	55%	23%
	General FE / Colleges / HE	77	23%	9%
	Specialist Post-16 Institutions	35	10%	4%
	Left	14	4%	2%
	No Current Placement	10	3%	1%
	Other	10	3%	1%
	Mainstream	4	1%	<0.5%
	SRP	1	<0.50%	<0.5%
Total		338	100%	41%

Independent Provisions

Independent school placements are made by the local authority in circumstances where county provision is not suitable or available and can also be expressed as a parental preference. In 2023, there were 327 post-16 independent school placements. The increase in secondary independent placements is a concern as if these placements are retained post-16, additional financial pressure could result, especially as there will be population growth in this age-range. The need types for independent placements are predominantly ASD and SEMH.

³⁷ SEN post-18 Placements Strategy Report September 2021 (2021 school type for the SEN 2019 Year 11 cohort in Maintained Special in 2019)

Post-16 Independent Placement Need Type Breakdown (NMISS and ISP, 2022-23)

Need Type	NMISS*	ISP**	Total
ASD	100	40	140
SEMH	64	6	70
SLCN	26	7	33
PD	6	10	16
SLD	6	6	12
SPLD	5	2	7
HI	4	3	7
MLD	4	2	6
VI	0	5	5
PMLD	2	1	3
Not recorded	1	2	3

Data from Finance for Post-16 Pupils 21-22 and 22-23, this data may differ from the forecast figures

* Non-maintained independent special school

** Independent Specialist Provider

In 2022-23, post-16 students attended 58 NMISS and independent schools and 23 ISPs. Looking at post-16 independent provision, the ASD cohort is the largest, followed by SEMH, which would indicate that to reduce the spend in independent provision there needs to be strategic planning for these two SEN need types.

Apprenticeships

The local authority promotes apprenticeships to both young people and employers through its trading company, The Education People. This route may become increasingly challenging for learners with an EHCP, as we see the movement of apprenticeships towards higher levels, with low numbers of level 2 apprenticeship standards available. There is also a low uptake of special schools around free advice and information about apprenticeships.³⁸

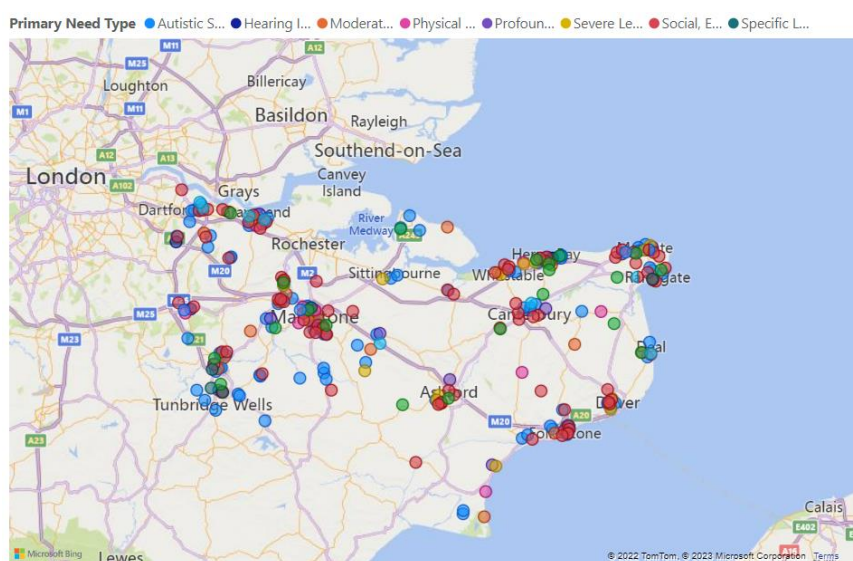
Supported Internships

“A supported internship is a bespoke study programme to support SEND students aged 16 to 24 with an education and health care (EHC) plan to gain the right skills needed in the modern workplace.”³⁹ There are several routes via various Kent providers which are displayed on the kent.gov.uk website. Numbers from Synergy indicate a very small number of young people have taken this route. Recent employer-based challenges, such as covid19, mean some placements may be hesitant to offer opportunities to young people due to business pressures, which may have a knock-on effect on employment routes.

³⁸ Data provided by The Education People and CXK ASK Programme.

³⁹ <https://www.kent.gov.uk/education-and-children/special-educational-needs/support-for-young-people/employment-for-send-young-people/supported-internships>

NEETs/Those Awaiting Placement



Home location of pupils recorded as NEET of Awaiting Placement (PowerBI 2023)

The map above shows the countywide home locations of all post-16 young people with an EHCP in Kent who are not engaging in an education placement (those not in education, employment or training and awaiting placement.) There are clusters in multiple coastal locations, as well as across west and north Kent, despite the availability of provision in these areas. The Local Authority has a duty to track and support young people (under their duty to support participation, Raising the Participation Age) from school leaving age until their 18th birthday, and a further duty to support those with an Education Health and Care Plan until the age of 25.⁴⁰

A full area and district breakdown of area and district providers from special school sixth forms, FE college campuses and specialist post-16 institutions is available in appendix 1.

Attainment of post-16 learners in Kent

Kent's Accelerated Progress Plan aims to "provide a focused update from an education perspective against the following areas of weakness" including tackling the "poor standards achieved, and progress made, by children and young people with SEND."⁴¹

The attainment of a young person with an EHCP directly impacts their transition options post-16, with the majority of Kent's offer requiring some level of prior qualification. Of the 22 special schools where attainment data was available from 2022⁴², the following outcomes can be seen:

⁴⁰ <https://www.kelsi.org.uk/school-management/data-and-reporting/management-information/coreplus-team-tracking-young-people#:~:text=KCC%20has%20a%20statutory%20duty,report%20monthly%20to%20the%20DFE.>

⁴¹ Kent Area Accelerated Progress Plan

⁴² Key Stage 4 attainment data, 2022

- 7 special schools had over 50% of year 11 pupils achieving one or more pass (grade 1 to 9) for GCSE.
- 8 special schools (designated cognition and learning) did not enter any students for GCSE qualifications (a cohort of 143), with a further special school entering fewer than 5 pupils.
- 11 special schools have 100% of pupils with low prior attainment.
- Percentage of disadvantaged pupils in special schools ranges from 25% to 87%, against a local authority average of 22%, and a national maintained school average of 26%.⁴³

These factors make it increasingly challenging for young people with SEND to access post-16 mainstream education in Kent. Forward planning must ensure that there are adequate spaces for young people not able to access a level 1 or higher qualification in a mainstream setting.

Post-16 attainment is challenging to measure as the local authority does not collect outcomes for post-16 study for the SEND or mainstream cohorts. This increases the difficulty for providers in ensuring they offer appropriate provision that meets the needs of upcoming cohorts and means the measuring of progression is limited.

5. Recommendations to improve future SEND sufficiency planning

Pre-16 and General Recommendations

Recommendation	Actions
Future commissioning of SEND provision: SRP Review recommendations.	The SRP Review, alongside locality planning to be consulted on and subsequently built into future planning, for example for further investment in secondary SRPs.
	The SRP Review to confirm the role and extent of Cullum Centres to support pupils with an EHCP with primary need of ASD as part of Kent's continuum of provision for SRPs.
	The SRP Review to explore the meeting of needs and gaps in provision availability for Hearing Impairment (HI), Visual Impairment (VI) and Physical Disability (PD). To report and inform changes required.

⁴³ Attainment KS4 2022 DfE published performance tables

Future commissioning of SEND provision. Special School Review recommendations.	Current forecasts indicate an additional 253 special school places will be required by 2027 based on current capacities (i.e. not addressing the schools currently over capacity).
	Further work is required to agree the designations, geographical areas and options for delivery of this additional capacity.
Explore the requirements of residential provision for children and young people with an EHCP.	As a subsequent phase of the Special School Review, consider Kent's options for meeting the requirements for residential provision. The outcome to inform future sufficiency planning for residential capacity.
Explore the potential for site expansion of special schools.	Secure agreement and funding to carry out feasibilities on any special schools identified as having sufficient site capacity for potential future expansion. Based on current capacity information held this will inform future options.
Develop mainstream school accommodation for pupils with EHCPs.	Develop criteria for investment in mainstream schools for adjustments to accommodation to meet needs of an increased percentage of children with EHCPs e.g. ASD friendly environments, quiet/calming spaces and/or rooms for therapeutic support.
	Criteria and advice to be developed and used to inform capital investment.
Review the Accessibility Strategy for Kent.	Accessibility Strategy to inform utilisation of the School Access Initiative budget and to support improved access and inclusion for children with SEN.
	Ensure map of accessible schools is available for families to inform decisions on preferences. Geographical spread /access to be ensured.
	Schools to be encouraged to publish accessibility plans on their websites.

Review the provision of Alternative Provision (AP)	Building on the deep-dive report into SEMH, undertake a review of AP to include hospital school/health needs alongside the provision and support available for children and young people with an EHCP with a primary need of SEMH.
	This will inform the continuum of provision for children and young people with SEMH and the capacity requirements to be included in future sufficiency planning.
Parental and young person engagement and consultation	Work with SEN and Communications teams to build in the approach taken for consulting on future sufficiency proposals.
	Incorporate these into engagement activity for parents and young people (including support groups) that will inform future sufficiency planning.
Improve data quality to support SEN planning	Continue to address the data quality and checking of data across key data sets used to inform SEN planning. Census data is particularly unreliable.
	Continue to improve the district data to inform more detailed planning.
Investigate options for capturing “live” roll and placement data for special schools to inform placements.	Develop a business case for system to support “live” placement and roll information that can inform place planning.
	To also identify hidden “pinch-points” for capacity purposes e.g., to predict lack of Year 7 places for specific geographical areas or to meet certain need types.

Post-16 Recommendations to Improve SEND Sufficiency

Recommendation	Actions
Encouraging pathways to independence	Implement conversations around progression and independence earlier in the EHCP process to reduce anxiety, lack of information, and concerns around plan ceasing.
Forecasting the post-16 cohort	Provide forecasts on a yearly basis 3 years in advance for all post-16 (by district or catchment area) settings across the landscape to ensure appropriate planning time. This should include historical and expected attainment data to allow for appropriate course level planning.
	Provide detailed information on upcoming cohorts from Kent Special Schools to local post-16 and FE partners, including information on need types and therapies, and use local forums to build effective local partnership working.
	Review the local post-16 offer available to EHCP learners with a comparison the local need types and cohort sizes on a yearly basis through continued sufficiency research.
Further exploration of incidences of independent placement	Explore the pathways of those in independent settings, and the offer that was required to support them. Set out accountability standards for post-16 providers to ensure appropriate provision is being offered across the county.
Review and improve the data collected around post-16 EHCP learners	Implement an agreed capacity or expected cohort numbers for all post-16 provisions, reviewed every year to compare against attendance data, for accountability and monitoring. Work collaboratively to ensure providers understand their requirements regarding data collection.
	Design a training plan for education providers around the use/completion of data and the ways to improve data accuracy. Include the impact of incorrect completion in this CPD.
	Increase the quality of annual reviews and EHCPs for post-16 SEND learners, ensuring all plans effectively reflect the information required by post-16 providers

	at key transition stages.
	Review current data recording practices of post-16 placements. Amend current recording to campus specific records, amending 'other' provisions to more specific destinations. Implement system changes and CPD to support consistency.
	Develop a moderation system to ensure forecasting and provision is synergising and improve data accuracy across FE and SPIs.
	Implement systems to track aspiration and intended pathways from Year 9 to ensure local providers are aware of upcoming cohorts and preferred vocational areas.
Review the progression information provided to young people (including via careers education, information, advice and guidance, annual reviews and EHCPs) for Post-16 EHCP learners.	Review the knowledge of post-16 in teaching and support staff in specialist settings.
	Implement conversations around progression and independence earlier in the EHCP process to reduce anxiety, lack of information, and concerns around plan ceasing.

Commissioning Recommendations

Commissioning recommendations for this first plan are limited by the need for the Special School, SRP and Early Years reviews to complete. The outcomes and recommendations from these reviews will be key to informing future commissioning decisions. Commissioning recommendations from the SEND Sufficiency Plan will be reflected in Kent's Commissioning Plan for Education Provision 2024 to 2028 but are set out in tables below.

For Post 16, actions are underway to meet demand regarding place planning, with engagement from all FE groups as part of multiple projects around access for students to mainstream settings. The phases of implementation of the SEND Sufficiency Plan will be influenced by the medium and longer-term commissioning decisions that result from the data presented.

Planned Additional Specialist Provision Across Kent Specialist Schools

Provision	Proposed opening date	Need Type	District	Potential Number of places	Total Planned Places added by year				
					2024-2025	2025-2026	2026-2027	2027-2028	Between 2028-31
Special School (all through) - Whitstable	2026	PSCN/ ASD/ SEMH	Canterbury	120	0	0	48	28	44
Special School (All through) - Swanley	2026	PSCN	Sevenoaks	250	0	0	114	66	70
Isle of Sheppey (Secondary)	2024	SEMH with ASD	Swale	120	40	40	40		
Expansion of Special school for SEMH with ASD to include Primary provision or a primary satellite.	2026	SEMH with ASD	Swale	40	0	0	10	10	20
1 x secondary Satellite of PSCN School	2024	PSCN	Swale	20	10	10			
Special School Satellite – Isle of Sheppey	2025	ASD	Swale	60	12	12	12	12	12
Satellite of a PSCN School	2025	PSCN	Tonbridge and Malling	50	0	50	0	0	
Satellite of a PSCN School	2025	PSCN	Tunbridge Wells	50	0	50	0	0	
Total Special School places				710	62	162	224	116	146

Planned Additional Specialist Resource Provisions

Provision	Proposed opening date	Need Type	District	Potential Number of places	Total Planned Places added by year				
					2024-2025	2025-2026	2026-2027	2027-2028	Between 2028-31
Cullum Centre	2024	ASD	Canterbury	9	3	6			
Alkerden (Primary)	2025	ASD	Dartford	15	4	4	4	3	
Alkerden (Secondary)	2025	ASD	Dartford	25	5	5	5	5	5
Expansion of Aspen SRP at Christchurch Academy	2025	PSCN	Dover	30	6	6	6	6	6
Folkestone Academy	2025	ASD	Folkestone & Hythe	30	6	6	6	6	6
Secondary SRP	2025	ASD	Thanet	25		5	5	5	10
Total SRP places				134	24	32	26	25	27

Further Education Commissioning (2023-24)

FE College	Commissioned Numbers (2023-24)
North Kent College Group	220 places (160 Kent and 60 OLA)
EKC Group	628 places (544 Kent and 84 OLA)
MidKent College	90 places (90 Kent)

Data provided by KCC finance, 2023

Summary of Commissioning Recommendations for Post-16

Theme	Recommendation
Specialist Resource Provisions	Increase the commissioning of post-16 SRP places, encouraging a minimum in each district to reflect local need. Explore the incentives for increasing post-16 SRP capacity and relay this to the wider mainstream sixth form landscape.
Mainstream Sixth Forms	Work with mainstream sixth forms to increase the offer at for EHCP learners.
Further Education Colleges ⁴⁴	Continue the exploration of expansion of courses in FE colleges below level 2, reflecting local need on a district basis, considering those districts without an FE campus. Work to commission additional places for those with ASC and SEMH.
	Continue the KCC and FE collaborative process to ensure young people are encouraged towards mainstream settings, sharing positive outcomes.
Careers Information, Advice and Guidance ⁴⁵	Commission a review of careers advice in all specialist settings in Kent, including access to qualified careers advisors in special schools and access to independent advice in post-16 settings.
	Design a consistent training programme for post-16 provider professionals around need types, best practice, positive progression outcomes and resources for SEND learners. Initial market researching around CPD requirements would need to be undertaken.
	Implement exposure and experiences of mainstream FE to those cohorts not majority progressing to mainstream destinations, with a focus on special schools and families accessing independent provision around key phase transfers.

⁴⁴ This recommendation is also being progressed through the Pathways for All Recommendation 4.4

⁴⁵ This recommendation is also being progressed through the Pathways for All Recommendation 4.2

	Implement early exposure to mainstream destinations to all with an EHCP earlier than the stated Year 10 annual review, by building relationships between special schools and FE colleges, by utilising engaging resources.
	Implement a central resource of information with engaging and accessible resources around provision, offer, capacity and support services available from all post-16 provision in Kent. Encourage providers to keep this updated, reflecting positive outcomes they have supported. Distribute and advertise this to the public and implement this into professional advice to families.
Capacity in post-16 providers	Implement capacity information collection across the board for post-16 providers to support sufficiency planning in the future.
	Set sufficiency and destination percentage targets for post-16 in the county, bringing Kent more in line with national figures.

6. Funding

The pressure on the County's Capital Budget continues, particularly as demand for specialist and secondary school places grows. The cost of delivering school places is currently met from the Basic Need Grant from the Government, prudential borrowing by the County Council, Section 106 property developer contributions and the Community Infrastructure Levy (CIL). Government funding for 'Basic Need' is allocated on a formula based upon information provided by local authorities concerning forecast numbers of pupils and school capacity.

2023 is the first year that local authorities have had to submit capacity information regarding state maintained special school capacity for their area. The Department for Education's (DfE) Free Schools Programme is another way to deliver some of the school provision Kent needs. Kent submitted a bid to the DfE Wave 2 (Special School and Alternative Provision) in October 2018 and secured a new secondary SEMH school for the Isle of Sheppey, which is due to open in September 2024. As part of KCC's Safety Valve Programme agreement with the DfE, KCC was invited to submit bids for new special schools to help to address the excessive costs of placing children in independent special schools. Kent has had approval (subject to certain conditions) for two new special schools for children and young people with Profound, Severe and Complex Needs, one to serve north Kent and one to serve the coastal communities of Whitstable, Herne Bay and surrounding villages.

KCC also secures developer contributions to the capital programme but has only recently been able to request contributions for specialist provision. The budget gap between what is needed for KCC to meet its statutory duties as school place commissioner and what is available is significant. The local authority currently receives no Basic Need funding for post-16. As secondary student numbers increase, where additional post-16 provision is required, it would be the responsibility of the Education Skills and Funding Agency to ensure this is provided. Independent post-16 training providers cannot draw down capital funding. This hinders the development of their offer across the county as premises costs are high. All avenues are being explored to reduce the risks, but inevitably difficult decisions will have to be made to prioritise KCC's investment of the capital budget.

The cost of construction has risen since 2020 and this is likely to continue during the plan period. We will continue to manage and mitigate this as far as we are able to, however, pressure from inflation may become a constraint to our commissioning strategy. It is expected that investment in our special school and specialist support provision will have to be profiled over a ten-year period.

7. Next Steps

Following consultation and approval, the SEND Sufficiency Plan 2023 will feed into capital plans through Kent's Commissioning Plan for Education Provision.

Moving forward, the SEND Sufficiency Plan will be reviewed annually, considering interdependent project outcomes.

The next SEND Sufficiency Plan (2024) will:

- be informed by the outcomes of the Special School Review, the SRP Review and the Early Years Review, after their publication.
- include a review of residential provision, including Kent's approach and need for this type of provision.
- include recommendations on improved support for children and young people with an EHCP for SEMH who are educated in mainstream schools. The review will consider links between Alternative Provision, special schools for pupils with SEMH and nurture provision within mainstream settings.
- include a review of requirements for children and young people with SEN needs for HI, VI and PD for SRPs and link to the development of an Accessibility Plan, revised and updated for Kent.
- require further in-depth work surrounding the post-16 FE sector, and how the local authority can better inform the qualification level, course range and number of places required across the county.

8. Glossary

SEND Need Types

ASD/ ASC	Autistic spectrum disorder/condition
HI	Hearing impairment
MLD	Moderate learning difficulties
PD	Physical disability
PMLD	Profound and multiple learning difficulties
PSCN	Profound, severe and complex needs
SEMH	Social, emotional and mental health
SLD	Severe learning difficulties
SpLD	Specific learning difficulties
SLCN	Speech, language and communication needs
VI	Visual impairment

Broad categories of SEND⁴⁶

Communication and Interaction (C&I)

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning (C&L)

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

⁴⁶ [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

Social, Emotional and Mental Health (SEMH)

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or Physical Needs (S&P)

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References Section under Chapter 6 for a link).
6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Other Terms

Academy	“Academies receive funding directly from the government and are run by an academy trust. They have more control over how they do things than community schools. Academies do not charge fees.” (Types of schools: Academies, gov.uk)
AP	Alternative Provision – “Schools and pupil referral units can use a range of alternative provision to try to prevent students from being excluded or to re-engage students in their education.” (Alternative provision: education outside school, gov.uk)
Commissioned Number	Planned education places at an institution.
Designated Number	The maximum number of pupils the special school is set up to provide for.
DfE	Department for Education
EHCP	Education, Health, and Care Plan
Entry level qualifications	Qualifications available below level 1 in three stages, entry 1, 2 and 3 (with 3 being the most difficult.)

ESFA	Education and Skills Funding Agency
FE	Further Education
GIAS	Get Information about Schools (GIAS) a register of schools and colleges in England, with information reported by the school.
Independent School	“Private schools (also known as ‘independent schools’) charge fees to attend instead of being funded by the government. Pupils do not have to follow the national curriculum.” (Types of school: Private school, gov.uk)
Independent Special School	An independent school providing education for those with an Education, Health and Care Plan.
Level 1	Equivalent to GCSE grades 3, 2, 1. Also available as a level 1 diploma, certificate, functional skills and other qualification types.
Level 2	Equivalent to GCSE grades GCSE grades 9, 8, 7, 6, 5, 4. Intermediate apprenticeship. Also available as a level 2 diploma, certificate, functional skills and other qualification types.
Level 3	Equivalent to A level. Advanced apprenticeships. Also available as AS levels, and level 3 diploma, certificate, award and other qualification types.
Mainstream School	A school that does not specifically cater for pupils with SEND needs.
Maintained schools	Schools that are maintained by the local authority.
NEET	Not in education, employment or training.
Net Capacity	The capacity of the educational building.
Non-maintained School	Non-maintained schools are not controlled by the local authority.
Non-maintained special school	Non-maintained special schools are not controlled by the local authority and cater for students with an EHCP.
PACT	Parents and Carers Together – Kent PACT is a “forum for parents and carers of children and young people who have special educational needs and disabilities (SEND) within Kent local authority.” (kentpactnew2022.co.uk)
Phase Transition	Where children and young people move between key phases of education. E.g., early years to primary, primary to secondary, or secondary to post-16.
Post-16	The years following statutory school age.
PRU	Pupil Referral Unit – “Pupil referral units (PRUs) teach children who aren’t able to attend school and may not otherwise receive suitable education. This could be because they have a short- or long-term illness, have been excluded or are a new starter waiting for a mainstream school place.” (Pupil referral units: converting to alternative provision academies, gov.uk.)
Satellite Classes	Classes that take place on behalf of a school on another campus.
SCAP	School Capacity Survey – collects information on educational provision capacity for the current academic year.

SEND	Special Educational Needs and Disabilities
SENDIAS	The Special Educational Needs and Disabilities Information Advice and Support Services
SEND learners	For the purpose of this report, SEND learners is a phrase used to describe those with an active education, health and care plan.
SEN Support	SEN Support can be offered to children and young people with an identified barrier to learning without the need for an EHCP.
SEN2	A data report provided by Management Information looking at a snapshot of data.
Special School	“A special school provides education and support to children and young people with an education, health and care (EHC) plan who have complex special educational needs and require their SEN provision to be delivered in a specialist setting.” (kent.gov.uk)
SPI	Specialist Post-16 Institution
SRP	Specialist Resource Provision – “A specialist resource provision (SRP) provides support for those, who without specialist input, are unlikely to make progress in their learning and will struggle to take part in mainstream school life.” (kent.gov.uk)
Synergy	Operational database used by KCC SEND team.

9. Appendices

Appendix 1: Area and District Breakdown of Post-16 Provision from Special Schools, FE Colleges and Specialist Post-16 Institutions

Area	District	Local Offer
North	Dartford	North Kent College (Dartford campus) Reynolds Training Academy (SPI)
	Gravesham	North Kent College (Gravesend campus) Link 19 (SPI) Ifield School
	Sevenoaks	SupaJam (SPI) White Rocks Farm (SPI) Catch22 (SPI) Milestone Academy Valence School
East	Canterbury	East Kent College (Canterbury campus) SupaJam (SPI) St Nicholas School
	Thanet	East Kent College (Broadstairs campus) Liberty Training (SPI) SportsConnect (SPI) Foreland Fields School Laleham Gap School

		Stone Bay School
	Swale	East Kent College (Sheppey campus) BEMIX (SPI) Brogdale CIC (SPI) Kite College (SPI) Meadowfield School
South	Ashford	East Kent College (Ashford campus) Goldwyn School Wyvern School
	Dover	East Kent College (Dover campus) Woodpecker Court (SPI) Catch22 (SPI)
	Folkestone & Hythe	East Kent College (Folkestone campus) Romney Resource Centre (SPI) Beacon Plus (SPI) The Beacon Folkestone
West	Maidstone	MidKent College (Maidstone campus) Catch22 (SPI) Five Acre Wood School Snowfields Academy
	Tonbridge & Malling	North Kent College (Tonbridge campus) North Kent College (Hadlow campus) SportsConnect (SPI) Grow19 (SPI) The Oaks Specialist College (SPI) West Kent YMCA Horizon (SPI) Oakley School Grange Park School Oakley School
	Tunbridge Wells	Broomhill Bank School Nexus School