
**Manchester City Council
Report for Resolution**

Report to: Children and Young People Scrutiny Committee – 21 May 2018
Executive - 30 May 2018

Subject: School Place Planning & Admissions

Report of: Director of Education

Summary

This report provides an overview of mainstream primary and secondary school admissions for September 2018. The report also provides a view on the level of demand for special school and Alternative Provision (AP) places and seeks approval to invest capital funding to secure sufficient capacity. Additional capacity in the special and AP sectors may require the development of new schools for which the Council will be required to secure a sponsor through the Free School Presumption process.

Recommendations

The Children and Young People Scrutiny Committee are asked to comment on the contents of the report.

Executive are recommended to:

1. Note the data relating to September 2018 admissions;
 2. Support the principle that Basic Need funding is used to secure specialist and Alternative Provision school places;
 3. Agree that the Council publish its plan to use its allocation of Special Educational Needs and Disability capital funding (£2.4m) to create additional specialist places;
 4. Agree that the Council begins consulting to gather local views on a more extensive plan to secure sufficient Specialist provision and Alternative Provision school places; and
 5. Delegate responsibility to the Director of Education through the Strategic Capital Board to use capital funding to develop Specialist provision and Alternative Provision school places.
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Wards Affected: All

Alignment to the Our Manchester Strategy Outcomes (if applicable)

Manchester Strategy outcomes	Summary of how this report aligns to the OMS
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	The ongoing growth of the City's education sector will continue to create opportunities for employment in schools and those businesses which are involved in the supply of goods and services.
A highly skilled city: world class and home grown talent sustaining the city's economic success	A sufficiency of high quality education provision will provide future generations with the skills and behaviours to benefit from the City's economic success.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Schools are environments in which the diversity and talent of Manchester's children and young people is celebrated. Pupils are supported and encouraged to achieve their aspirations and maximise their potential.
A liveable and low carbon city: a destination of choice to live, visit, work	Investment in modern, energy efficient and high quality education infrastructure drives reductions in carbon across the estate of schools.
A connected city: world class infrastructure and connectivity to drive growth	Investment in existing and new education provision will enhance the City's attractiveness to potential residents and contribute to the development of high quality neighbourhoods.

Full details are in the body of the report, along with any implications for

- Equal Opportunities Policy
- Risk Management
- Legal Considerations

Financial Consequences – Revenue

Where capital funding is not available or a permanent accommodation solution is not appropriate or cannot be delivered within timescale, temporary accommodation can be funded from the Dedicated Schools Grant (DSG). Councils with the agreement of Schools Forum are permitted to retain DSG to form a specific schools contingency to support those schools that, with the prior agreement of the Council, are expanding. This contingency is known as the "Growth Fund". Schools Forum agreed the 2018/19 Growth Fund in January 2018. Manchester's 2018/19 Growth Fund amounts to £9.4m, at this stage it is expected that this level of fund will be needed in 2018/19.

The Growth fund also needs to meet revenue costs associated with pre-opening, diseconomy and reorganisation costs of new and expanding basic needs schools. Day-to-day running costs of a new school or expanding schools are met from the DSG formula budgets. Budget allocations are currently based on local authority formula funding. The Local Authority passes on funding to Local Authority maintained schools. Academies are maintained by the Education and Skills Funding Agency. The ESFA calculates academies and free school shares of the individual schools budget using the local funding formula, and recoups this from local authorities. The recouped funding is then paid to academy trusts by the ESFA. High needs funding is provided to local authorities through the high needs block of the DSG. The high needs funding system supports provision for children and young people with special educational needs and disabilities (SEND) from their early years to age 25, enabling both local authorities and providers to meet their statutory duties. High needs funding is also intended to support good quality AP for pre-16 pupils who cannot receive education in schools. The high needs allocation for Manchester in 2018/19 is £71m. The high needs block is under significant pressure and overspent in 2017/18. In order to manage this pressure in the future and fund the new places proposed in the report efficiency savings will need to be made.

Financial Consequences – Capital

In February 2017 the Department for Education notified the Council that it had been awarded £48m in Basic Need funding which will be available from the 2019/20 financial year. It is proposed that this resource will be used for the next phase of projects to deliver the required number of school places including special school provision and alternative provision to support the City's growth ambitions. The Council's understanding is that Basic Need funding can be used for this purpose, and this will be confirmed with the DfE. As at the date of this report no notification has been received in respect of the 2020/21 Basic Need funding.

Proposals will need to include opportunities to attract investment from outside Council resources, most likely to be funding for Free Schools from the DfE.

The Basic Need grant funding the Council receives from Government is provided in the year in which places are required. In order to build permanent solutions, some elements of the grant funding may need to be brought forward by the Council into prior financial years to accommodate the required build time, and then repaid when the grant is received. Such cash flowing of the funds does create risk for the City Council, particularly if the DfE raises concerns about the schemes.

Contact Officers:

Name: Amanda Corcoran
Position: Director of Education
Telephone: 0161 234 7484
Email: a.corcoran@manchester.gov.uk

Name: Michelle Devine
Position: Head of Access, Education
Telephone: 0161 276 2973
Email: m.devine@manchester.gov.uk

Background documents (available for public inspection)

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

1. Report to Children and Young People Scrutiny Committee – 5 September 2017
2. Report to Children and Young People Scrutiny Committee – 6 December 2016
3. Report to Executive – 6 October 2015
4. Report to Young People and Children Scrutiny Committee – 29 September 2015
5. Report to Young People and Children Scrutiny Committee – 26 May 2015
6. Report to Young People and Children Scrutiny Committee – 13 January 2015
7. Report to Young People and Children's Scrutiny Committee – 8 July 2014
8. Report to Young People and Children's Scrutiny Committee - 8 January 2013
9. Report to Executive 16 January 2013 - School Organisation and Capital Investment Strategy
10. Report to Young People and Children's Scrutiny Committee – 21 May 2013
11. Report to Executive Committee – 29 May 2013

1.0 Introduction

- 1.1. The Manchester Strategy 2016 “Our Manchester” provides the following key commitments to children and young people:
- Ensure that all children and young people have access to high quality learning, suited to their individual needs. All children should attend and be ready to learn and have the opportunities to develop skills, knowledge and abilities. It is our ambition that all schools in Manchester are rated good or outstanding by Ofsted.
 - Celebrate the diversity and talent of Manchester’s children and young people. We value the range of backgrounds, heritage, and experiences of our children and young people and will strive to ensure that this is recognised and that they are supported to achieve their aspirations, however diverse.
 - Ensure that all children and young people are prepared for life and citizenship and have the necessary skills for employment. To support this priority we will ensure that young people from disadvantaged backgrounds have opportunities for training and employment.
 - Build children and young people’s confidence, resilience, social skills, communication skills and social capital to support success from the earliest years of a child’s life.
- 1.2. Ensuring that residents have access to high quality schools within their local area is central to achieving this strategy. Achieving a sufficiency of high quality school places to meet need continues to require considerable investment, strategic planning and partnership with schools and school providers across the City, as the primary, secondary and special school pupil populations continue to increase year on year and, increasingly, throughout each year.

2.0 Background

- 2.1 This report has been prepared to provide an update on the progress to date in meeting the demand on school places since the last report submitted in September 2017 and how the demand for places is now being seen across specialist provision.

3.0 School Admission Applications 2018/19

- 3.1 6643 applications have been received for the cohort of children who are due to start primary school in September 2018 and it is expected that further children requiring a school place will arrive before September and then throughout the following the academic year. All children who applied on time for a reception place starting in September 2018 have received an offer with 92.7% allocated their 1st preference school on national offer day. The percentage of children offered their preferred school is now at its highest level for over 10 years.
- 3.2 The number of on-time applications for reception 2018 is lower than in the preceding three academic years. Cohort information drawn from NHS and

Early Years data suggests a significant number of families have not yet applied and a programme of home visits have been commissioned to establish the quantity of late applications which can be expected.

- 3.3 Applications for a 2018 year 7 secondary place in a Manchester school totalled 6024 with further demand anticipated throughout the year as families continue to arrive in the city. All children who applied for a year 7 place have received an offer with 77% being allocated a place at their 1st preference school on national offer day. Despite the significant pressure being exerted on year 7 places driven by larger primary cohorts, the number of children receiving an offer at their preferred school is at its highest level since 2013.
- 3.4 Manchester's statistics for both national offer days are published on the Council's website and are attached as an appendix to this report.

4.0 School Population Forecast

- 4.1 Manchester's population has continued to grow to well over 500,000 people and is expected to continue, making Manchester the fastest growing city in the UK. If the City's economic growth is to be sustained over the next ten to fifteen years then new employment opportunities will need to be balanced with the provision of more new homes in the City to support this population growth. Ensuring a sufficient supply of high quality school places is a critical component of the Council's work in improving outcomes for Manchester residents and delivering the ambitions outlined in Our Manchester.
- 4.2 The range of factors which have given rise to the recent increased demand for school places is extensive and complex. It includes increased birth rate, migration to and movement around the City, the impact of welfare reforms, new housing developments, tenure change, and changing patterns of parental preference for schools, restrictions on the supply of school places outside the City, changing economic circumstances and successful regeneration.
- 4.3 The City Council has an extensive and ambitious regeneration agenda, a crucial element of which is major housing development. Accurately assessing pupil numbers arising from new housing is an important aspect of pupil number forecasting. Getting this right will help school planning and drive regeneration activity rather than responding to it. Education Services are actively engaged with key residential growth projects to ensure school provision is incorporated into master planning and available to meet the needs of growing communities.
- 4.4 New housing is not the only factor which gives rise to an increase in the demand for school places. The way in which the existing housing stock is being used is a more significant contributory factor but is also more difficult to predict. Levels of housing occupation vary making it challenging to predict future saturation levels.
- 4.5 The school census (PLASC – Pupil Level Annual School Census) is a statutory data return to the Department for Education which takes place during

the autumn, spring, and summer terms and collects information about individual pupils. The annual school census completed in January 2018 showed 75,744 pupils attending Manchester Schools compared to 73,406 pupils in January 2017 – this snapshot shows growth of 2,338 pupils across the mainstream primary and secondary phases within a year.

- 4.6 Although the total number of children on PLASC continues to grow each academic year, the rate of growth has reduced slightly from 3.38% between January 2016 and 2017 to 3.18% between January 2017 and 2018.
- 4.7 Projections of anticipated pupil demand are currently being developed in readiness for submission to the DfE in June as part of the School Capacity Survey (SCAP) 2018. The forecasts will identify the projected number of places required to meet the Council's sufficiency duty and determine its Basic Need funding allocation in academic year 2021/22.

5.0 Response to Mainstream School Place Demand

- 5.1 In response to the increasing demand for primary places the Council continues to work with its partners to develop additional places in targeted areas, utilising capital funding (referred to as Basic Need funding) provided by the Government to the Council for this purpose, as well as through access to some additional sources of funding where possible and the development of free schools.
- 5.2 A number of primary school expansions – which make temporary provision permanent - are due to complete over summer 2018 with one further council commissioned scheme due to conclude in summer 2019. Gorton Primary – a centrally funded free school – opens in temporary accommodation in September 2018 and will move into its permanent building/location in summer 2019. Olive School is also a centrally funded free school with approval to open pending identification of a permanent site. The following table identifies these schemes.

Primary School	Type	Places	Completion
Beaver Road	MCC – expansion	420	Summer 2018
Crossacres	MCC – expansion	210	Summer 2018
Lily Lane	MCC – expansion	105	Summer 2018
Ringway	MCC – expansion	210	Summer 2018
St James CofE	MCC – expansion	210	Summer 2018
Webster	MCC – expansion	210	Summer 2018

Old Hall Drive	MCC – expansion	210	Summer 2019
Gorton Primary	DfE Free School	420	Summer 2020
Olive School	DfE Free School	630	TBC

- 5.3 As previously noted in this report, the larger primary cohorts have been driving increased demand at secondary schools. In response to this demand the Council commissioned a significant programme of expansions and new schools funded from Basic Need capital. In addition, a number of multi-academy trusts have been successful in securing centrally funded free schools and these have played a considerable role in meeting secondary demand. The following table identifies these schemes.

Secondary School	Type	Places	Completion
Chorlton High School South	DfE Free School	1200	Summer 2018
Co-operative Academy	MCC – expansion	450	Summer 2018
Didsbury High	DfE Free School	1050	Summer 2019
Matthews Lane	MCC - new school	1200	Summer 2020
Dean Trust / UK Fast	DfE Free School	1200	TBC

- 5.4 Based on the existing pipeline of school expansions and new provision it is not anticipated that any further mainstream places will be required until academic year 2021/22. The next round of investment will predominantly be shaped and determined by the response to residential growth in areas such as the Northern Gateway.

6.0 Special Educational Needs and Disability (SEND)

- 6.1 Within the Manchester school population, the May 2017 census showed that 16.3% of pupils have SEND (13,634 pupils). This was made up of 13.2% (11,078 pupils) who have their needs met at SEN Support using resources delegated to the school or setting and 3.0% of the school population who have either a Statement of SEN (443 pupils) or an Education, Health and Care plan (EHCP) (2,113 pupils). The census shows that the number of pupils who have their needs met through SEN Support is now increasing after falling for several years. The percentage of pupils at SEN Support level in Manchester is higher than national (11.6%). Nationally, the actual numbers of pupils with an EHCP/Statement have increased, however, the overall percentage has remained at 2.8% of the whole school population. In Manchester the number

of pupils attending special schools is growing, but as a proportion of the overall Manchester school population, this has remained at or below 1.6% since 2012.

- 6.2 The Early Years Pathway for children with SEND is well embedded and links to the Early Years delivery model. The pathway provides an Early Help offer of support to families with young children that have a level of SEND which cannot be met wholly through universal services. As a result, more children with significant levels of SEND need are being identified and assessed earlier and therefore projections of the number of primary special school places required in the next few years to meet the needs of these children are more accurate and predictable.
- 6.3 The most common types of primary need for Manchester children and young people with a ECHP are:
- Autism which is 27% of the cohort. This reflects, and almost matches the national picture where autism is the most common primary need for children in the cohort with 26.9%. Manchester's proportion has remained unchanged since 2015 but nationally there has been a slight increase.
 - Severe learning difficulties which is 20% of the cohort whereas nationally, 12.9% of this cohort have SLD.
 - Social, emotional and mental health needs which is 20% of the cohort whereas nationally, 12.4% of the cohort have SEMH.
- 6.4 There are currently 13 Special schools established in the City organised across primary and secondary. In addition, 19 schools have resourced provision for between 7 and 15 children at each site in excess of their mainstream cohorts. Resourced provision is setup in dedicated environments within the schools accommodation.
- 6.5 Special schools and resourced provision in Manchester are now reaching capacity with few options remaining to create additional places in existing accommodation. Data shows that there is continuing demand which correlates with growth in the City's population and mainstream pupil cohort as well as earlier identification of children who will require specialist provision. Meeting the needs of this vulnerable cohort will require that Specialist provision is organised effectively and efficiently across the City.

7.0 Response to demand for specialist provision

- 7.1 The Department for Education (DfE) requires local authorities to ensure sufficient good school places for all pupils, including those with SEND. The Special Educational Needs and Disability Code of Practice published in 2015 also states that local authorities must keep their educational and training provision under review including sufficiency of that provision. As mainstream cohorts have increased year-on-year, the number of children requiring Specialist provision has also increased. In recognition of this, the DfE launched a competition to secure additional special school capacity through

the centrally funded free school presumption process. Prospere Learning Trust have been successful in their bid to develop a new primary special school in Manchester and the former Camberwell Park School site in Higher Blackley has been identified to develop the new provision. The Education and Skills Funding Agency will be delivering the new school which is anticipated to open in 2020.

- 7.2 The Council has commissioned additional Specialist provision to meet demand, all of which is now complete or due to complete by September 2018 and is detailed in the table below:

School	Type	Places	Completion
Camberwell Park	Special School	25	Sept 2017
Rodney House	Special School	60	Sept 2016
Piper Hill	Special School	20	Sept 2018
Pioneer House	DfE Free School	25	Sept 2018
William Hulme	Mainstream academy	11	Jan 2018
Hospital School	Special School	8	Sept 2017

- 7.3 Manchester has been working closely with the DfE on the total allocation for the country of £200m basic need capital funding for specialist places which was announced in the White Paper in March 2016. Manchester's allocation is £2.4m which can start to be drawn down in summer 2018 following the publication of a plan to show how the allocated capital funding will be spent. This plan should reflect the outcomes of a strategic review of SEND provision. Manchester has completed its strategic review which has involved consultation with parents/carers, schools and colleges, early years, health commissioners, and young people. The review has been done in parallel with demand mapping research commissioned by Manchester Health Care Commissioning team (MHCC), so future projections of need are clearly recognised, understood and shared between children's and adult's health, care and Education services.
- 7.4 A full report on the outcomes of the strategic review will be provided in the summer term. However, it is already clear from the review and the demand mapping research that there is a requirement in the City for more specialist educational provision. Consequently, it is proposed that the total capital allocation of £2.4m is used to create additional specialist places.
- 7.5 However, taking into account ongoing increased demand for specialist provision across the City it is anticipated that further investment in addition to

this capital allocation will also be required to meet growth in the cohort of children with an Education Health and Care Plan who require specialist provision in resourced provision or special schools now and in the future. Further work is being undertaken with Capital Programmes and Property to identify opportunities for creating places by maximising sites to their full potential. This investment will need to be resourced from Basic Need capital.

- 7.6 A review of existing specialist provision will be undertaken to ensure suitability in terms of its quality, type and location to meet need. Where work of this nature is required statutory processes will be followed including a public consultation.

8.0 Alternative Provision (AP)

- 8.1 AP is for children of compulsory school age who do not attend mainstream or special schools and who would be at risk of not receiving suitable education, for any reason. Every child deserves an education that enables them to fulfil their potential, whatever their background, needs or location in the country. AP plays a critical role in making this happen. It provides support to children at challenging moments in their lives and each placement has the potential to transform a child's life chances.
- 8.2 Local authorities are responsible for arranging suitable education for permanently excluded children and for other children who – because of illness or other reasons – would not receive suitable education, without such arrangements being made. Where a child has been subject to a fixed-period exclusion of more than five school days, schools must arrange AP.
- 8.3 Children can require AP for a wide range of reasons, including:
- behaviour which results in a permanent or fixed-period exclusion, or an off-site direction by a school;
 - health reasons – including physical or mental health needs; and
 - where a child is awaiting placement in a mainstream school.
- 8.4 AP in Manchester is currently delivered by two schools: Bridgelea PRU and Manchester Secondary PRU - both of these schools are rated good by OFSTED. They provide places for children who have been permanently excluded, which are commissioned by the Council, and schools who commission places as an intervention for children who are struggling to manage in mainstream schooling for a short period of time and who would be expected to return to mainstream education.
- 8.5 Bridgelea PRU currently operates from 3 sites however, it is due to rationalise provision to one location upon completion of refurbishment works to the former Plymouth Grove Primary School building. The refurbished building will provide a high quality designed for purpose environment and ensure suitability and sustainability of provision for the school. This provision is co-located with a mainstream primary school which will provide huge opportunities for integrated working for both the children attending Bridgelea and the mainstream school.

The works have also secured the future of an important heritage asset as the building dates back to 1906 and is one of the few remaining Manchester Board Schools.

- 8.6 Manchester Secondary PRU operate a larger estate due to increased AP demand at secondary phase education. The Secondary PRU is located at 9 sites across the City with 5 of them being former council youth centres. One of the sites occupied is the former Camberwell Park Special School which has been identified for redevelopment as a Special Free School - this will require the PRU to vacate this location. There is a requirement to review the estate of Manchester's Alternative Provision, to ensure its long term suitability and sustainability.

9.0 Response to AP Demand

- 9.1 In recognition of the growing demand for high quality alternative provision, and the needs of children who access AP, the Government released its vision for alternative provision in March 2018 including 5 ambitions for the sector:

- The right children are placed in alternative provision;
- Every child in alternative provision receives a good education;
- Every child can make a successful transition out of alternative provision;
- Alternative provision becomes, and is recognised as, an integral part of the education system; and
- The system is designed to achieve high quality outcomes for children and value for money for the taxpayer.

- 9.2 The evidence base for reform of the AP sector will incorporate: reviewing exclusions practice; bringing key partners together; and supporting schools to establish systems to manage poor behaviour and support children with additional needs; ensuring alternative provision settings can access school improvement resources; launching a dedicated Alternative Provision Innovation Fund; launching a new special and alternative provision free school wave; reviewing the education in alternative provision; and improving young people's transition out of alternative provision to education, employment and training at 16.

- 9.3 The Council will be working with the multi-academy trusts which operate in the City to identify any opportunities to secure investment in the City's AP through the free school programme which is likely to be launched in summer 2018. Although a successful bid could form part of the response to increased AP demand in Manchester it will not be delivered for at least 2 years leaving an overall shortfall in provision and a need for a local response. It is also not guaranteed to achieve DFE approval through the application process.

- 9.4 To ensure a sufficiency of suitable AP for Manchester's education system there will be a need to invest Basic Need capital in expansions of existing provision. Capital Programmes and Property will be commissioned to assess accommodation and sites for opportunities to create places and ensure high

quality provision. Options will then be assessed to understand the best return on investment prior to schemes being commissioned.

10.0 Approach to Education Capital Investment

- 10.1 In order to secure sufficient capacity in education provision over the coming years, it is also important that sites for new schools are identified and reserved as part of the Council's spatial planning processes alongside other types of development; this will be done on an ongoing basis working alongside Strategic Development.
- 10.2 Site availability and suitability in Manchester, particularly for secondary schools, is limited. Where sites are available, or expansions can be put in place, opportunities will be taken to create as many places as is practical: this will, in places, lead to larger schools. Whilst recognising that school size can play a part in the experience pupils have of school, good schools are able to create a personalised learning experience within small or large pupil cohorts; and with growing financial pressures on schools, there are efficiency benefits in operating at larger sizes to ensure that as much funding as possible is devoted to the teaching and learning experience of pupils. In general, larger projects are also more efficient in the capital spend required per place created.
- 10.3 The quality and nature of new provision in the City is of paramount importance. The City Council's priority is to work with existing and future school providers in the City (within the maintained or academy sector) who have a track record of providing good quality places. Where a new school is to be opened under the Free School Presumption process, the Council is able to recommend to the DfE its preferred provider, although the final decision rests with the DfE's Regional Schools Commissioner (RSC); where the DfE are funding Free Schools, the Secretary of State is again the decision maker. It is, however, important that the Council develops and sustains positive and robust relationships with providers in the City and neighbouring areas, including securing their involvement in expansions and new school developments. This approach has been successful to date, with most recent expansions and new schools undertaken by such providers. The Council will continue to develop such partnerships to secure future provision in the City.

11.0 Education Capital Investment Strategy

- 11.1 The projections for the school population, as discussed above, mean that there is a timing gap until the next mainstream school investment will be required. Based on current forecasts, it is likely that places will be required in 2021/22.
- 11.2 For the 2019/20 financial year, the Council is due to receive a Basic Need allocation of c. £48.4m. Of this, c. £6.4m is already committed to the existing school expansion programme, leaving c. £42m unallocated for future school growth. Given that places are unlikely to be required until 2021/22 and that there is an expectation that funding to support school population growth will continue, through either further Basic Need allocations or alternative

mechanisms, there is therefore an opportunity to utilise the 2019/20 grant to tackle some of the challenges within the SEND and AP estate in terms of provision.

- 11.3 It is the Council's understanding that the Basic Need grant is paid to local authorities as a Section 33 grant, which means it is not ring-fenced for a specific purpose. Although DfE have removed SEND/AP places from the annual return on the use of Basic Need, this means the Council can use it for this purpose. DfE will be asked to confirm this position.
- 11.4 It is proposed that c. £20m of the 2019/20 Basic Need grant is used to support the necessary works to the SEND and AP estate, either through expansions, refurbishments or new builds. This is in addition to the £2.4m capital funding allocated to the Local Authority for SEND Education provision. This will deliver the investment in SEND and AP places required, and by retaining c. £22m unallocated funding this strategy will also support potential cost pressures on existing schemes, or future place growth that may be required.
- 11.5 Given the forecast for school places and the schemes already in development by both the City Council and the DfE, it is unlikely that an additional high school will be required by 2021/22. Therefore holding £22m unallocated is a prudent approach, as whilst it would be unlikely to be able to fully fund a new secondary school, it would provide the resource to fund school expansions or new primary schools, and may also be supplemented by future funding for school places.

12.0 Contributing to the Manchester Strategy

12.1 (a) A thriving and sustainable city

The ongoing growth of the City's education sector will continue to create opportunities for employment in schools and those businesses which are involved in the supply of goods and services.

12.2 (b) A highly skilled city

A sufficiency of high quality education provision will provide future generations with the skills and behaviours to benefit from the City's economic success.

12.3 (c) A progressive and equitable city

Schools are environments in which the diversity and talent of Manchester's children and young people is celebrated. Pupils are supported and encouraged to achieve their aspirations and maximise their potential.

12.4 (d) A liveable and low carbon city

Investment in modern, energy efficient and high quality education infrastructure drives reductions in carbon across the estate of schools.

12.5 (e) A connected city

Investment in existing and new education provision will enhance the City's attractiveness to potential residents and contribute to the development of high quality neighbourhoods.

13.0 Key Policies and Considerations

13.1 (a) Equal Opportunities

The proposals in this report will ensure that there is sufficient educational provision in the City for children with SEND who require specialist provision. This will ensure they have equality of opportunity to access education appropriate to their needs.

13.2 (b) Risk Management

Risk issues and appropriate mitigations are addressed within the report

13.3 (c) Legal Considerations

Legal considerations are addressed in the body of the report.

14.0 Recommendations

The Children and Young People Scrutiny Committee are asked to comment on the contents of the report.

Executive are recommended to:

- Note the data relating to September 2018 admissions;
- Support the principle that Basic Need funding is used to secure specialist and Alternative Provision school places;
- Agree that the Council publish its plan to use its allocation of Special Educational Needs and Disability capital funding (£2.4m) to create additional specialist places;
- Agree that the Council begins consulting to gather local views on a more extensive plan to secure sufficient Specialist provision and Alternative Provision school places; and
- Delegate responsibility to the Director of Education through the Strategic Capital Board to use capital funding to develop Specialist provision and Alternative Provision school places.

Appendix One: Admissions Statistics

Reception Offer Day Statistics 2018	2014	2015	2016	2017	2018
Total Manchester Applicants	6799	7060	6937	7151	6763
Online Applicants	4103	4975	5279	5412	4953
Online Applicants (%)	60.3%	70.5%	76.1%	75.7%	73.2%
Offered Preference 1	5977	6166	6130	6377	6266
Offered Preference 1 (%)	87.9%	87.3%	88.4%	89.2%	92.7%
Offered Preferences 1-3	6484	6752	6644	6900	6629
Offered Preferences 1-3 (%)	95.4%	95.6%	95.8%	96.5%	98.0%

Year 7 Offer Day Statistics 2018	2014	2015	2016	2017	2018
Total Manchester Applicants	5089	5428	5819	6362	6522
Online Applicants	3857	4476	5063	5448	5555
Online Applicants (%)	76%	82%	87%	86%	85%
Offered Preference 1	3871	4063	4448	4751	5005
Offered Preference 1 (%)	76%	75%	76%	75%	77%
Offered Preferences 1-3	4660	4929	5345	5729	5965
Offered Preferences 1-3 (%)	92%	91%	92%	90%	92%