
SB Education Appendices

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A. Appendix 1

Trafford's Educational Background for Housing Developments

Overview

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Overview

Trafford is divided into 6 geographical planning areas for school place planning; Altrincham, Partington, Sale East, Sale West, Stretford and Urmston. The different character and population profiles, for each area affects the demand for school places. The broad range and high standard of schools in Trafford; Academy, Community, Free, Foundation, Selective, Voluntary Aided, Voluntary Controlled, and Trust schools, make it a sought after place to live and be educated.

There are several factors contributing to demand for primary and secondary school places in the areas identified and in Trafford as a whole;

- a. Schools in Trafford are among the best in the country and comparative information is easily accessible to parents. Transport links from Trafford to Manchester city centre, Media City, the large teaching hospitals, Universities and Manchester Airport are very good. Trafford's excellent schools, including the grammar school provision, attract professional families accessing these sites. The pattern of applications indicate that families are moving into Trafford in time for the start of the secondary normal admission rounds and the associated assessment procedures for admission to grammar school. The number of in-year applications has increased as families moving to the North West research schools and outcomes with an eye to the future.
- b. There are numerous small housing developments across Trafford which attract families where there are successful schools. A number of larger developments in Stretford and Partington have been granted planning permission and may require specific provision but will initially impact on the existing provision. However, only those developments that are "Under Construction" or "Completed" have been used for forecasting the pupil yield from housing developments. *These have to be accounted for separate to the yield due to the established residents and it is expected that developer contributions fully fund these places.*
- c. Trafford shares a border with 4 neighbouring Local Authorities: Manchester, Salford, Cheshire East and Warrington. Easy access to Trafford schools is also available from Stockport, Bury, Oldham and Rochdale for secondary aged children.
- d. In the 2020 primary admission round, The Local Authority (LA) received on time applications from 226 individuals resident in other Local Authorities. 107 of the available primary school places were allocated to children resident in other LAs. 72 Trafford residents were allocated places at schools in other LAs.
- e. In the 2020 secondary admission round, The LA received 1316 on time applications from residents in other Local Authorities and 544 of the available places were allocated the children resident in other LAs. 240 Trafford residents were allocated places at schools in other LAs.

Therefore Trafford is a net importer in both Primary and Secondary sectors. This demonstrates the popularity of Trafford schools and the likelihood that any new housing built within Trafford's boundary will be popular with families.

1. Place Planning

Trafford Council has a statutory obligation to provide a school place for every child resident in Trafford. The Education team achieve this by ensuring there are sufficient places in each school for the children currently resident in the school's catchment area. Trafford's existing schools were originally planned to serve their immediate catchments. The team can only forecast primary places 4 years ahead based on the number of GP registered children in each academic year which may go on to request a school place in 4 years' time. *A forecast is made for pupils resulting from housing developments but these places are expected to be funded by the developer and do not attract basic need funding from the Department of Education.*

2. Pupil Yield

The Education team currently uses a high level housing yield rate of 3 pupils per year group per 100 homes for both primary and secondary sectors. This is based on the average yield in established school catchment areas extracted from the 2011 census. However, the LA only counts new developments with houses of more than one bedroom in its forecasts, assuming that children do not reside in 1-bed accommodation. We also include flats of more than one bedroom as families with children are increasingly occupying these.

Primary Yield = 3 pupils per year group per 100 homes (7 year groups) = 21%

Secondary Yield = 3 pupils per year group per 100 homes (5 year groups) = 15%

The Education team has looked at using a different yield rate for flats and apartments and tested a small number of established apartment blocks. The yield is affected by the distance of the apartment block from a good school and this small sample showed a comparative yield to that used above. A further study is planned across all apartment blocks built within the last 5 years, until then the same yield rate for houses and apartments will be used.

When yields from established housing estates are compared to yields from new affordable developments around popular schools, such as apartments and office block conversions, the latter generate a higher yield in the short term. These properties are usually rental properties and can be quickly accessed by families, usually moving in, from outside Trafford. These families often move on to permanent homes in Trafford once school places have been achieved. Those vacant properties are then easily accessed by more new families moving in so multiplying the yield. This effect should be included when quantifying the yield.

The Education Team is currently working with the Spatial Planning team and School Census team to determine an actual primary and secondary pupil yield rate for each school catchment area in Trafford. When this work is complete the pupil yield rates above will be updated.

The Department for Education (DfE) are also looking at preparing a standardised pupil yield methodology which each Local Authority is feeding in to. Until then they have produced the following guidance; [Securing Developer Contributions for Education Nov 2019](#)

3. Small Housing developments

The cumulative effect of numerous small housing developments (less than 50 units) is significant. Developers tend to identify local schools which they consider to have capacity, to take the small number of pupils that might be generated; however several housing schemes are identifying the same schools resulting in multiple counting of limited places in limited year groups.

In addition the Council need to retain an operational surplus of 5-10% in order to allow for fluctuations in demand and parental choice, not counted as available when calculating developer contributions.

The majority of Trafford's primary schools are at capacity, therefore any developer will be expected to fund the cost of each new pupil generated (see table below) which can be pooled towards an extension at the local school (if this is possible) or the nearest new school development.

4. Large housing developments

Larger developments, should ensure that there is adequate land set aside for a school large enough to accommodate the pupils generated from the final number of units planned for the site.

Developer contributions towards new school places should provide both funding for construction and land where applicable, subject to viability assessment when strategic plans are prepared and using up-to-date cost information. (Page 4 of Securing Developer Contributions for Education)

If this is near existing schools that have potential to expand, then these schools will be expanded first to safeguard their viability. In this case land set aside by the developer will be banked for a future school to be provided by the Local Authority as and when required. Then the developer will be asked to provide the land and a contribution towards the building – proportionate to the pupil yield.

It is important to note that a new (free) school will need to be subsidised by the Local Authority until it has sufficient pupils to make it viable, therefore the timing of this school is crucial.

On an isolated development, the school should ideally be built early on in the phasings to provide a central focus for new communities, which might in turn make the development more attractive to families. If this is not viable then the DfE have introduced [Developer loans](#) to bridge the gap. New schools must be planned to serve their immediate catchments, therefore their location is very important. They should sit central to the development and be easily accessible by foot, with no requirement to cross major arteries like motorways, rivers and train lines which split neighbourhoods and communities. Primary schools should ideally be located up to 1 mile walking distance from each home, however up to 2 miles is considered acceptable. Opportunities for cycling or scootering should also be included.

5. Parental choice

The Department for Education want to encourage parental choice when it comes to choosing a school place; therefore prospective parents can choose to apply for up to 5 schools at Primary application stage and up to 5 schools at secondary application stage. Parents are always advised by

Trafford's Admissions Team to include their catchment area school as pupils will have a better chance of gaining entry to this school if other schools requested are full.

Existing schools have a long history and are established within their catchment areas. Prospective parents who prioritise a good school when looking at their next home will be keen to live within the catchment area. There is substantial history and performance data on established schools.

However, a new school within a new housing development will not have that history and performance data available. Therefore prospective parents may choose not to attend the school associated with the housing development and it risks not filling from the local pupil population.

Where good or outstanding established schools do not fill from their immediate catchment area, they may fill from pupils outside the catchment or even outside of Trafford where they are near the border.

6. Cost per pupil

New housing developments located within the catchment of a good or outstanding school will not only fetch a higher market rate due to the vicinity of the school but will also push out established families living on the outskirts of the catchment area. Therefore each development that generates whole pupils should contribute the respective pupil rate (see table below) towards the expansion of the existing school (if this is possible) or contribute towards the nearest new school associated with a larger development. DfE guidance recommends the use of these rates when calculating developer contributions (Page 9 paragraph 15).

Sector	Cost per place	Source
Primary	£15,737	DfE 2019 School Places Scorecard for Trafford - Permanent Expansion Rate for Primary
Secondary	£21,872	DfE 2019 School Places Scorecard for Trafford - Permanent Expansion Rate for Secondary (National figure has been adjusted for regional variation)

The Department for Education provide Basic Need funding to Local Authorities to expand the best performing schools to enable parental choice, however this is to cater for the increase in birth rate over the last 15 years and local migration factors. Pupil yield due to **new housing developments** must be funded by the developer through S106 or CIL contributions - see recent DfE guidance on [Securing developer contributions for education - Nov 2019](#)

The LA has commissioned the expansion of 29 schools and provided 3681 places over the last 10 years. Many school sites have been expanded to capacity. In most instances, any **new school** will be a free school (new Academy) and the Local Authority must seek a sponsor for this school. If the school is needed to serve a new housing estate then sufficient land and the funding required to build the school is expected to be provided by the developer.

In terms of sufficient land and funding, the following table shows the recommended areas and rates for the provision of new primary and secondary schools of various sizes;

Type and size	Recommended Site Area (m2)	Recommended Building Area (m2)	Estimated Budget	Area Source
2 FE Primary & 26 FTE Nursery (420+26 pupils)	16,142	2,132	£6M	BB103
3 FE Primary & 26 FTE Nursery (630 pupils)	23,135	3,245	£8.5M	BB103
5 FE Secondary (750 11-16 yr old pupils)	46,500	5,775	£17.5M	BB103
7 FE Secondary (1050 11-16 yr old pupils)	61,500	7,665	£22.5M	BB103

The areas have been calculated using [Building Bulletin 103 – Area guidelines for mainstream schools](#) and include a standard 26 place full time equivalent (FTE) nursery. The estimated budget is based on an all-in build rate of £2,408/m2 plus an allowance for externals and fees.

It should be noted that 1 FE primary schools are no longer sustainable. Therefore only 2FE or larger schools will be considered when new schools are required. This can be a phased development but future proofed for the eventual size of the school.

7. School Building Condition and Suitability

Trafford's 93 maintained school buildings are aging and have not benefitted from Building Schools for the Future or Priority School Building Programme (national school rebuilding programmes). The Council are responsible for allocating Capital Maintenance funding across 42 community, voluntary controlled and foundation schools (these do not include academies and faith schools). This is usually used to cover major capital boiler, roof, wiring replacement or health and safety schemes on a rolling programme. The current outstanding building condition related priority 1 & 2 works across 42 schools amount to nearly £12.5M. This sum does not allow for replacing blocks where the condition needs are excessive and block replacement might be more economical – as is the case in many secondary schools.

There is currently no specific funding to address suitability or educational improvements. These are school specific projects and may go some way towards improving the quality of new places. This could include internal remodelling, small extensions and alterations to existing layouts which are not major capital projects but unaffordable within most school budgets. Developer contributions could also enable some of these projects to progress at nearby schools to not only increase the quantity of school places but also the quality.

In Summary;

1. Trafford Council has a duty to provide sufficient school places for the residents of Trafford.
2. Trafford Borough has many popular and successful schools which are sought-after by residents inside and outside the boundary.
3. Therefore the majority of Trafford schools are oversubscribed or have minimal vacancies which are within the 5-10% required for operational margins.
4. The Education Team is therefore requesting all small housing developments that generate a pupil yield (10+ units) to contribute towards expanding local schools.
5. The housing yield is based on 3 pupils per year group per 100 homes; this gives 21% for primary and 15% for secondary. Nursery, 6th form and SEN places are not currently included in this formula. The same yield is applied to apartments until a robust formula based on actual apartment data can be derived.
6. Houses/flats with 1 bedroom are not included in the calculation as it is unlikely for school aged children to reside in them.
7. Developer contribution is calculated using the 2019 DfE School Places Scorecard Rate; Primary = £15,737; Secondary = £21,872
8. Large housing developments that generate a yield for a 2FE or larger school (420+ pupils) will need to provide an area of land for a future school, suitably sized and located; and contribute a financial sum towards the building of the school. The LA will decide and commission the school when required, after existing local schools have been expanded.
9. Developer contributions can also assist with condition and suitability related costs at nearby schools.

B. Appendix 2

Education Contribution Methodology

1. Background

- 1.1 Trafford Schools are amongst the best in the country attracting families into the area, particularly to access the selective secondary education system. The broad range and high standard of schools in Trafford make it a sought after place to live and be educated.
- 1.2 Where new housing development creates demand for school places in excess of those available, Trafford Council seek a financial contribution from the developer that is proportionate to impact, in order to mitigate against the effect of any new development to education infrastructure.
- 1.3 The contribution methodology is regularly reviewed to reflect latest government guidance relating to the statutory provision of school places and the national planning policy framework.

2. Methodology

Pupil Yield

- 2.1 When a planning application is made, Trafford Education carry out an education contribution assessment. All residential developments which result in a net increase of 10 or more dwellings are assessed.
- 2.2 Only new homes with more than one bedroom are counted, including houses and apartments.
- 2.3 A council-wide pupil yield rate of 3 pupils per year group per 100 homes is used for both primary and secondary phases of education. This is based on a detailed piece of research originally carried out in 2014 which has been updated regularly to confirm these yield rates are still accurate. This results in the following yield rates:
 - Primary school = 3 pupils per year group x 7 year groups = 21%
 - Secondary school = 3 pupils per year group x 5 year groups = 15%
- 2.4 The developer is asked to provide a breakdown of the units in the development by number of bedrooms and the yield rate is applied to the number of units with two or more bedrooms to give a number of primary and secondary pupils that the development will yield.

Capacity

- 2.5 Existing capacity within Trafford Schools is then assessed to see if any of the pupils yielded by the development can be accommodated, after taking into account the permitted operational surplus.
- 2.6 Capacity is assessed in schools within statutory walking distance of the centre of the new development. Statutory walking distance is defined in DfE Home to School Travel and Transport statutory guidance as 2 miles for pupils under 8 and 3 miles for pupils over 8, based on the shortest walking distance which is safe and available. Therefore primary schools within 2 miles walking distance and secondary schools within 3 miles walking distance of the development are considered.

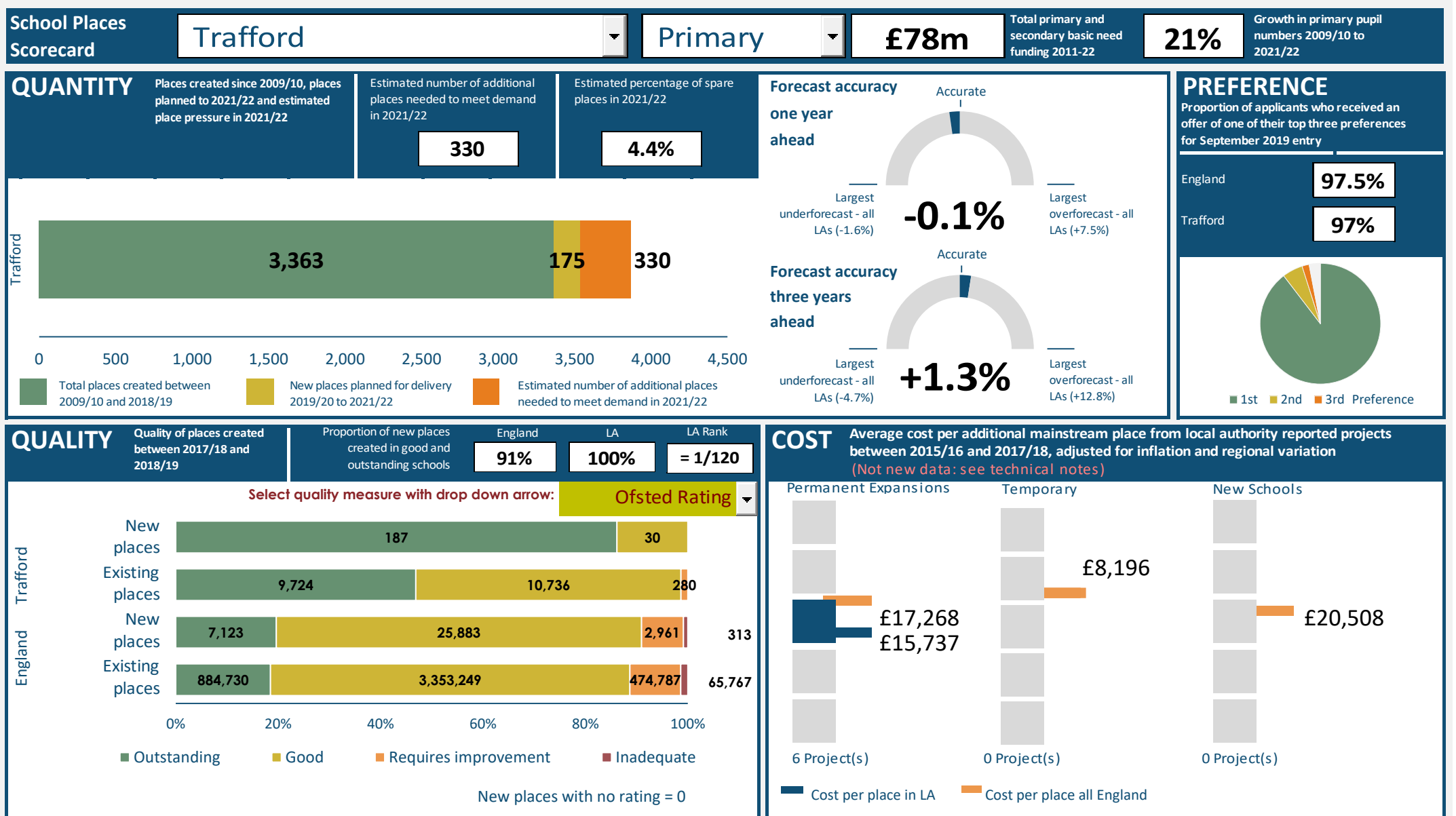
- 2.7 The number of surplus places within all Trafford schools is calculated annually by comparing Total Published Admission Number (PAN) with Number on Roll from the January School Census.
- 2.8 Total Published Admission Number is the Published Admission Number multiplied by the number of year groups in the school.
- 2.9 Number on Roll is considered for school year groups from Reception Year (YR) to Year 6 (Y6) for primary pupils and from Year 7 (Y7) to Year 11 (Y11) for secondary pupils.
- 2.10 Developer contributions are not currently requested for nursery places or for places for sixth form pupils as there are currently sufficient places in Trafford for both these age groups. This is reviewed annually.
- 2.11 The operational surplus is not counted as available when calculating developer contributions. The permitted surplus range is between 5% and 10% to account for fluctuation in demand, parental choice and to accommodate in-year applications for school places.
- 2.12 Trafford has a broad range of schools, including community schools, faith schools, foundation schools, free schools and academies. It also has a selective education system (unique within Greater Manchester) for secondary age pupils with 7 of the 19 secondary schools in Trafford being grammar schools requiring pupils to pass an entrance exam to be considered for a place. Trafford operate co-ordinated in-year admissions for primary school pupils and receive an average of 990 in-year applications per year. Families move into Trafford during the primary phase of education ready to access the selective secondary education system. These factors contribute to a unique and complex education system unlike that seen in surrounding local authorities, with many schools oversubscribed.
- 2.13 Where there are surplus places exceeding the permitted 10% operational surplus, they can be allocated for use by the development within the education contribution assessment. The calculated pupil yield is reduced by the amount of surplus places in schools within statutory walking distance. Any remaining pupils yielded that cannot be accommodated will be multiplied by the cost of provision funding rate to calculate the education contribution.

Cost of provision rate

- 2.14 The cost of provision rates per place are derived from the latest DfE LA School Places Scorecard. This is currently 2019 version as there was no scorecard published in 2020 due to the pandemic.
- 2.15 For primary, the cost is the Trafford average cost of expansion projects and is £15,737 per pupil.
- 2.16 For secondary, the national cost is adjusted by the regional location factor and is £21,872 per pupil.

C. Appendix 3

DfE Local Authority School Places Scorecard 2019 - Primary Places



QUALITY

Quality of places created between 2017/18 and 2018/19

91%

100%

= 1/120

Proportion of new places created in good and outstanding schools

England LA LA Rank

COST

Average cost per additional mainstream place from local authority reported projects between 2015/16 and 2017/18, adjusted for inflation and regional variation
(Not new data: see technical notes)

Permanent Expansions

6 Project(s)

Temporary

£8,196

0 Project(s)

New Schools

0 Project(s)

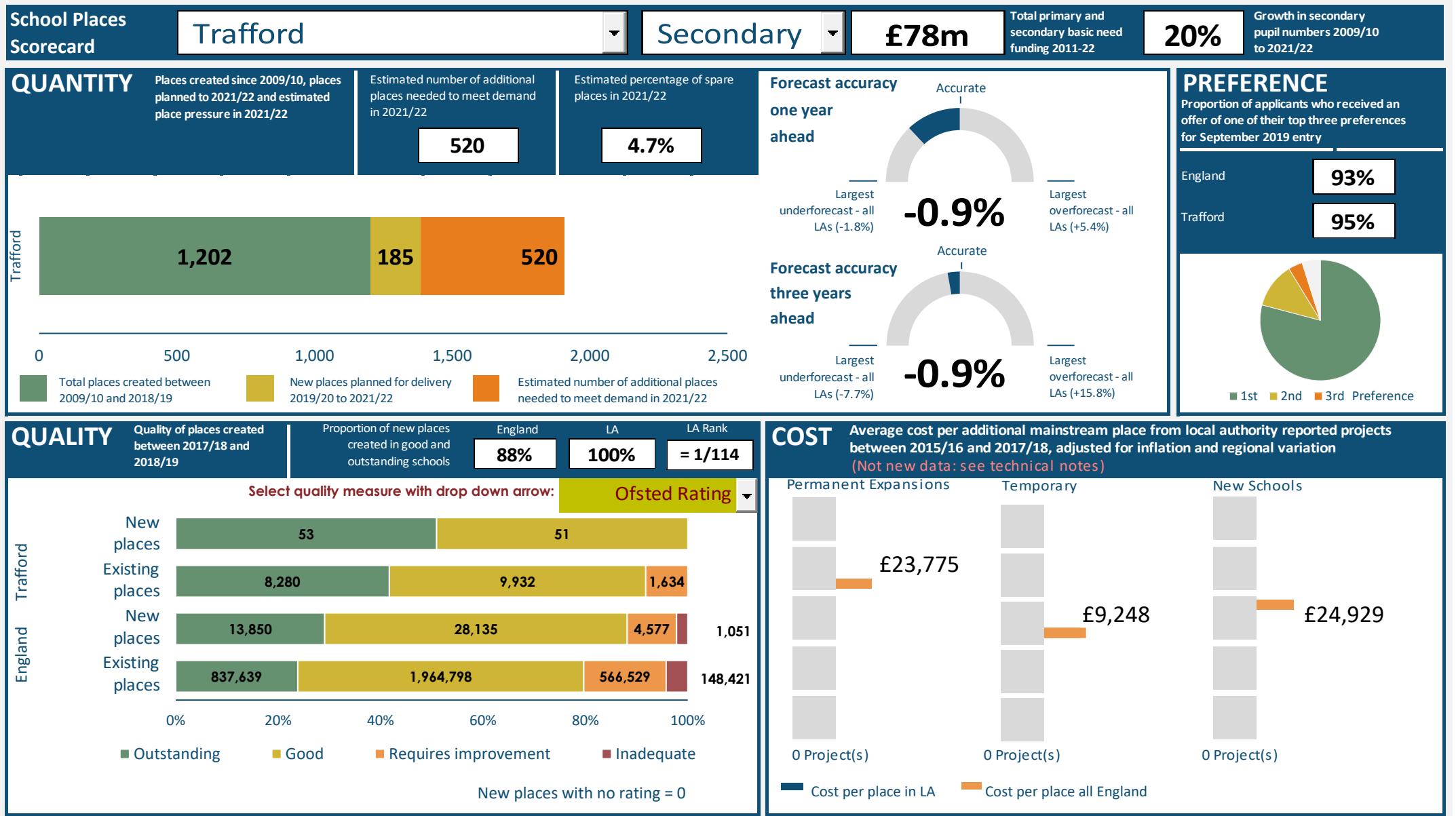
■ Cost per place in LA ■ Cost per place all England

Select quality measure with drop down arrow: Ofsted Rating

■ Outstanding ■ Good ■ Requires improvement ■ Inadequate

New places with no rating = 0

DfE Local Authority School Places Scorecard 2019 - Secondary Places



DfE Local Authority School Places Scorecard 2019 - Technical Notes

Notes for individual indicators in scorecard are below. Please note there is no scorecard for Dorset (838) and Bournemouth, Christchurch and Poole (839) as they are new local authorities, following changes to LA boundaries in this region in April 2019.					
Indicator in scorecard	What does this measure do?	Further information/breakdown	Where can I find this data?	Notes	Worked Example (Barking and Dagenham - Primary)
Total basic need funding 2011-22	This is the total amount of basic need capital funding allocated to each local authority to create new places from 2011 to 2022. This covers places needed at both primary and secondary phases.		DfE centrally held information, published in summary tables.	<ol style="list-style-type: none"> This refers to the amount of basic need capital funding that the Department for Education (DfE) has allocated to each local authority to create new places from 2011 to 2022. The figure includes formula-based funding allocations and funding provided through the Targeted Basic Need Programme. Basic Need funding is not ring-fenced, but Targeted Basic Need funding must be spent by agreed deadlines and on specific projects. The figure only includes funding allocated to local authorities, and so does not include centrally funded capital programmes such as free schools. 	<p>£194,835,735 Rounded to £195m</p>
Growth in pupil numbers 2009/10 - 2021/22	This is the anticipated percentage increase in pupil numbers in primary or secondary provision between the 2009/10 and 2021/22 academic years.	<ol style="list-style-type: none"> Pupil Numbers for the 2009/10 academic year taken as at the pupil census in May 2010 Forecast pupil numbers for the 2021/22 academic year 	<p>DfE centrally held information, published in summary tables</p> <p>Local authority data provided through the School Capacity (SCAP) Collection 2019</p>	<ol style="list-style-type: none"> This is the total number of pupils registered at each school in May 2010 of academic year 2009/10, covering years reception to year 6 (R-6) for primary, and year 7 to year 11 (7-11) for secondary. This is the local authority's forecast of pupil numbers for the academic year 2021/22 as provided in the School Capacity Survey (SCAP) that was carried out Summer 2019. These forecasts cover pupils that local authorities anticipate will attend primary schools (or primary provision in middle or all-through schools i.e. years R-6) and secondary schools (or secondary provision in middle or all-through schools i.e. years 7-11) These forecasts focus on local authorities expectations about new school places and do not include pupils who are expected to attend independent schools or special/non-mainstream provision. 	<p>17,772 primary school pupils in 2009/10 26,403 primary school pupils forecast in 2021/22</p> <p>Calculation: $(26,403 - 17,772)/17,772 = 49\%$</p>
Quantity: Places created since 2009/10; places planned to 2021/22; spare places and additional places needed in 2021/22; and pupil number forecast accuracy.	Places created since 2009/10 shows the total places created between 2009/10 and 2018/19 for both primary and secondary;	<ol style="list-style-type: none"> Capacity at May 2010 Capacity at May 2019 	<p>Local authority data provided through School Capacity (SCAP) Survey 2010</p> <p>Local authority data provided through the School Capacity (SCAP) Survey 2019</p>	<ol style="list-style-type: none"> The number of places that have been created since May 2010 in each local authority is taken as the difference between capacity as reported by local authorities, via SCAP, at May 2010 and capacity at May 2019. The measure includes all primary and middle deemed primary school capacity in the primary phase, and all secondary, middle deemed secondary and all-through school capacity in the secondary phase. The measure reports net increase in places only, so if phase capacity in a local authority has reduced between May 2010 and May 2019, this is recorded as zero places created. This means that the sum of the local authority-level figures will not equal the overall increase in places at national level. 	<p>Capacity at May 2010: 18,107 Capacity at May 2019: 26,896</p> <p>Calculation: $26,896 - 18,107 = 8,789$</p>
	the total number of new places planned for delivery from 2019/20 to 2021/22; The number of places planned for delivery contains four elements: 1) local authority firm plans for new permanent additional places and new temporary bulge places', 2) capacity changes through the Condition Improvement Fund (CIF), Priority School Building Programme (PSBP), and the Selective Schools Expansion Fund (SSEF) 3) places from free schools opened in September 2019 and planned to open in September 2020, and 4) reduction in places from free school and academy closures.	<ol style="list-style-type: none"> Local authority plans for places to be created between May 2019 and before the start of the 2021/22 academic year. Capacity changes through the CIF, PSBP and SSEF. Places from free schools opened in September 2019 and to be opened in September 2020. 	<p>Local authority data provided through the School Capacity (SCAP) Survey 2019.</p> <p>DfE centrally held information.</p> <p>DfE centrally held information.</p>	<ol style="list-style-type: none"> Local authority data about new permanent additional places and new temporary bulge places (to accommodate large cohorts as they move through the school) available for the start of the academic years 2019/20, 2020/21 and 2021/22 is aggregated to local authority level. The data was provided by local authorities in Summer 2019, and include only projects that local authorities were confident would proceed. Local authorities were asked to include the total capacity of any new provision. Local authorities were asked not to include places created through free schools unless they were providing the funding for additional places themselves. Changes to school capacity (both increases and decreases) as a consequence of works delivered through the CIF, PSBP and SSEF between 2019-20 and 2021-22 inclusive, aggregated to local authority level. The calculation mirrors the approach taken for basic need funding allocations published in April 2020. It includes mainstream primary and secondary free schools which opened in September 2019 and those with a high degree of certainty of opening in September 2020, and counts the total number of places which will be in use by September 2021. The data does not include free schools which opened before September 2019, as they will be included in the School Capacity collection 2019. It does not include free schools which are planned to open in academic year 2020/21 where it is likely the opening will be delayed, or those planned to open in the academic year 2021/22 and beyond. 	<p>Total primary places planned = 840</p>

Notes for individual indicators in scorecard are below. Please note there is no scorecard for Dorset (838) and Bournemouth, Christchurch and Poole (839) as they are new local authorities, following changes to LA boundaries in this region in April 2019.

Indicator in scorecard	What does this measure do?	Further information/breakdown	Where can I find this data?	Notes	Worked Example (Barking and Dagenham - Primary)
		4. Reduction in places from free school and academy closures between May 2019 and February 2020, or identified to close before August 2022.	DfE centrally held information.	1. Where an academy or free school closed after 1 May 2019 its capacity, as reported in the School Capacity data, is now no longer available. Their capacity has therefore been removed from the planned delivery total.	
		5. Total number of planned places (sum of 1, 2, 3 and 4 above) September 2019 to August 2022		1. This measure reports planned increases in capacity only. If there is a total net planned reduction in capacity (e.g. due to a free school closure), this is shown as zero places planned. This means that the sum of local authority-level figures will not equal the national planned places figure. 2. Note that most local authorities will have further developed their plans since this data was reported in Summer 2019, and so although it allows for comparisons between local authorities, the figure is likely to be an understatement of the current position.	
	the estimated number of additional places needed to meet demand in 2021/22;	These estimates are created by comparing a) the number of places needed in each year group and planning area, to b) to the current capacity and number of planned places as described above.	2018/19 school place planning published tables	1. Estimated demand for places relates to the academic year 2021/22 and is the difference between local authority pupil forecasts and future capacity, taking account of planned future additions. <i>places needed = forecast demand - (existing capacity + additional capacity).</i> For further information on the methodology used, see the School Place Planning Tables 2019: technical note (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/874771/School_place_planning_2019_Technical_Guidance.pdf) 2. Where demand is greater than capacity a need for additional places results; where capacity is greater than demand spare places result. 3. Local authority pupil forecasts for 2021/22 are collected through the School Capacity (SCAP) Survey 2019 and include pupils who will attend places created by housing developer contributions (HDC). 4. Additional capacity as at 2021/22 includes places that the local authority plans to add between May 2019 and before the start of the 2021/22 academic year and places from programmes centrally funded by the department, as described above. 5. The comparison of demand and capacity takes place for each national curriculum year group within each planning area to estimate places needed in each. The estimates in the scorecard do not allow for spare capacity in one year group or planning area to be off-set against need in another, or vice-versa. This avoids the risk of spare places in one or more planning areas masking areas of need for additional places in planning areas elsewhere in the local authority. For further information see the School Place Planning Tables 2019: technical note. 6. The estimated need for additional places is aggregated to planning area level and then to local authority level. Similarly spare place estimates are aggregated to planning area and then local authority level. It is common for a local authority to have both a need for additional places and spare places, reflecting pockets of localised need for places or pockets of localised spare places. 7. Estimates for need are rounded to the nearest 10. 8. Estimates for spare places are presented as a percentage of total future capacity.	Additional primary places needed to meet demand by 2021/22: 420 Percentage of spare primary places in 2021/22: 13.5%
	and the estimated percentage of spare places in 2021/22.				
	This measure also shows the one year ahead local authority forecast accuracy (compares actual numbers on roll in 2018/19 with forecasts of pupil numbers for 2018/19 made one year previously by local authority);	1. Forecasts of academic year 2018/19 pupil numbers made in academic year 2017/18. 2. Actual pupil numbers on roll in academic year 2018/19.	Local authority data provided through the School Capacity (SCAP) Collection 2018 Local authority data provided through the School Capacity (SCAP) Collection 2019	1. Forecasts, submitted by local authorities as part of the school capacity (SCAP) collection 2018, of 2018/19 pupil numbers are made for each year group at the planning area level and aggregated to the local authority level. Forecasts include pupils expected to be educated in new schools (or expanded schools) funded through HDC agreements. 2. Actual pupil numbers on roll for academic year 2018/19 are taken from the May school census. 3. Forecast accuracy is calculated by subtracting the years R-6 actual numbers from the years R-6 forecasts to give the absolute inaccuracy. Absolute inaccuracy is then divided by the R-6 actual number to give the relative percentage inaccuracy. The same is done for secondary but using years 7-11. 4. Scorecard figures may differ to those published in SCAP due to the exclusion of years 12 to 14 in the pupil numbers and forecasts used in the scorecard.	2018/19 actual pupil numbers on roll: 25,049 SCAP18 forecast of 2018/19 numbers: 25,759 Calculation: (25,759 - 25,049)/25,049 = 2.8%

DfE Local Authority School Places Scorecard 2019 - Technical Notes

Notes for individual indicators in scorecard are below. Please note there is no scorecard for Dorset (838) and Bournemouth, Christchurch and Poole (839) as they are new local authorities, following changes to LA boundaries in this region in April 2019.

Indicator in scorecard	What does this measure do?	Further information/breakdown	Where can I find this data?	Notes	Worked Example (Barking and Dagenham - Primary)
	and the three year ahead forecast accuracy (compares forecasts of pupil numbers on roll for 2018/19 made three years previously by local authority).	<ol style="list-style-type: none"> 1. Forecasts of academic year 2018/19 pupil numbers made in academic year 2015/16. 2. Actual pupil numbers on roll in academic year 2018/19. 	<p>Local authority data provided through the School Capacity (SCAP) Collection 2016</p> <p>Local authority data provided through the School Capacity (SCAP) Collection 2019</p>	<ol style="list-style-type: none"> 1. Forecasts, submitted by local authorities as part of the school capacity (SCAP) collection 2016, of 2018/19 pupil numbers are made for each year group at the planning area level and aggregated to the local authority level. Forecasts include pupils expected to be educated in new schools (or expanded schools) funded through HDC agreements. 2. Actual pupil numbers on roll for academic year 2018/19 are taken from the May school census. 3. Forecast accuracy is calculated by subtracting the years R-6 actual numbers from the years R-6 forecasts to give the absolute inaccuracy. Absolute inaccuracy is then divided by the R-6 actual number to give the relative percentage inaccuracy. The same is done for secondary but using years 7-11. 4. Scorecard figures may differ to those published in SCAP due to the exclusion of years 12 to 14 in the pupil numbers and forecasts used in the scorecard. 	<p>2018/19 actual pupil numbers on roll: 25,049</p> <p>SCAP16 forecast of 2018/19 numbers: 27,557</p> <p>Calculation: $(27,557 - 25,049) / 25,049 = 10\%$</p>
Preference	This measure shows the proportion of applicants who received an offer of a place in one of their top three preference schools		Published in summary tables.	<ol style="list-style-type: none"> 1. The proportion of applicants who received an offer of a place in one of their top three preferences for entry in September 2019 in the selected local authority and in England. 2. Graphic represents the proportions of applicants who received an offer of a place in their first, second and third preferences. 3. The blank section represents the proportion made an offer of a lower preference (where a local authority allows 4 or more preferences) and the proportion not made a preferred offer (including applicants who were made an alternative offer and those who, on national offer day, were not made any offer). 	<p>Proportion of applicants receiving an offer of a place in their first preference: 94.9%</p> <p>Proportion of applicants receiving an offer of a place in their second preference: 3.3%</p> <p>Proportion of applicants receiving an offer of a place in their third preference: 0.7%</p> <p>Proportion of applicants receiving an offer in one of their top three preferences: 98.9%</p>
Quality:	This measure shows the number of new places created between academic year 2017/18 and academic year 2018/19 and quality of existing school places in academic year 2018/19	<p>Capacity of each school in May 2018</p> <p>Capacity for each school in May 2019</p>	<p>Local authority data provided through School Capacity collection 2018</p> <p>Local authority data provided through School Capacity collection 2019</p>	<ol style="list-style-type: none"> 1. The following school types, identified using Get Information About Schools (https://get-information-schools.service.gov.uk), have been excluded: <ul style="list-style-type: none"> - former independent schools which have not had an inspection since opening; - sponsored academies which have not had an Ofsted inspection since opening as an academy. - schools that have amalgamated and have not been inspected since amalgamation. 2. We then compare the capacity of schools present in May 2019 with their May 2018 capacity. 3. New places are identified as an increase in capacity between May 2018 and May 2019 at each school. For mergers and academy conversions where 2018 capacity is not available, the capacities of the 'parent' schools in 2018 have been used. 4. We define a school expansion to be an increase of 15 places or more. Schools where fewer than 15 places have been created between May 2018 and May 2019 have all of their capacity counted as existing places. 5. Existing places are the number of places present in May 2019 after subtracting the new places since May 2018 (if 15 or more) from the May 2019 capacity. 6. Places at schools which operate in both education phases have been assigned to years primary or secondary as notified in school capacity data in May 2018, or May 2019. 7. New places in schools which had not had an Ofsted judgment or key stage 2 or 4 result by August 2019 have been excluded from the relevant version of the measure. These places are included in the figure beneath the chart. 8. This approach, and because any decreases in capacity are not factored in, means that the number of places added for use in the quality measure may not be the same as the number of places added in the quantity measure. 9. From June 2018 the Ofsted grades of academy predecessor schools were factored into their data, even though it may have been some time since those schools converted and/or were inspected. 10. The quality measures represent the window in time when places were added and this is not necessarily the same quality outcome as when the decision to add places was taken. 	<p>124 qualifying new primary places created in schools between 2017/18 and 2018/19.</p>
	and the quality of school places created between academic year 2017/18 and academic year 2018/19, and the quality of existing school places.	Ofsted judgements	Ofsted online	<ol style="list-style-type: none"> 1. Each school has been matched with the Ofsted judgement of 'Overall effectiveness: how good is the school.' as at 31 August 2019 (published November 2019). 2. There are four Ofsted categories: 'Outstanding', 'Good', 'Requires improvement' and 'Inadequate'. 3. The calculation counts the number of new places that have been created in schools of each Ofsted category; and the number of existing school places in each category. 4. Note that many schools will have been inspected some time before August 2019, and some will have been inspected since this date. 	<p>124 of the places created identified with schools judged as 'Outstanding' by Ofsted.</p> <p>0 of the places created identified with schools judged as 'Good' by Ofsted.</p>

Notes for individual indicators in scorecard are below. Please note there is no scorecard for Dorset (838) and Bournemouth, Christchurch and Poole (839) as they are new local authorities, following changes to LA boundaries in this region in April 2019.

Indicator in scorecard	What does this measure do?	Further information/breakdown	Where can I find this data?	Notes	Worked Example (Barking and Dagenham - Primary)
		Key stage 2 progress measures	Performance tables	<ol style="list-style-type: none"> Each school has been matched with the key stage 2 progress measure for reading and maths, for academic year ending July 2019 (published December 2019). This measure judges schools' performance as 'well above average', 'above average', 'average', 'below average' or 'well below average'. The calculation counts the number of new school places that have been created in schools of each category; and the number of existing school places in each category. Middle schools may not have a key stage 2 measure and if they do, due to the age range of pupils at middle schools, pupils will have only attended a middle school for a short time before they take their key stage 2 tests and will still have a number of years left at the school. This should be taken into account when comparing their results to schools which start educating their pupils from the beginning of key stage 1. New schools may not have a key stage 2 measure until the first cohort of pupils reaches year 6. For further information on key stage 2 progress measures please use the following url: https://www.gov.uk/government/collections/school-performance-tables-about-the-data 	<p>124 of the places created identified with schools judged 'well above average' or 'above average' in the KS2 reading progress measure.</p> <p>124 of the places created identified with schools judged 'well above average' or 'above average' in the KS2 maths progress measure.</p>
		Key stage 4 progress 8 measure	Performance tables	<ol style="list-style-type: none"> Each school has been matched with the key stage 4 progress 8 measure across 8 key subjects, for academic year ending July 2019 (published January 2020). This measure judges schools' performance as 'well above average', 'above average', 'average', 'below average' or 'well below average'. The calculation counts the number of new school places that have been created in schools of each category; and the number of existing school places in each category. Note that middle schools will not have a key stage 4 measure, and that new schools may not have a key stage 4 measure until the first cohort of pupils reaches year 11. Note that this progress 8 measure is not a strict measure of the effectiveness of the entire school as a school may add value before pupils take the key stage tests. For further information on progress 8 measure please use the following url: https://www.gov.uk/government/collections/school-performance-tables-about-the-data 	N/A for primary
Banner indicator (Ofsted): Proportion of new school places which are in good and outstanding schools		<ol style="list-style-type: none"> Number of new school places created Quality of new places created as judged by Ofsted 		<ol style="list-style-type: none"> Of all the new places created in the local authority in schools with Ofsted ratings, the percentage of them which are categorised as 'good' or 'outstanding' by Ofsted. 	<p>Places created in outstanding or good schools: 124 Total number of new places created: 124</p> <p>Calculation: $124/124 = 100\%$</p>
Banner ranking (Ofsted): Ranks local authorities on their proportion of new school places which are in good and outstanding schools				<ol style="list-style-type: none"> Ranking of proportions of new places created in 'good' or 'outstanding' schools for each local authority, amongst all local authorities with new places. Local authorities with the same proportion are given an equal ranking. Ranking is only applied to local authorities where new places have been created. The higher the rank the higher the proportion of new school places in good and outstanding schools compared to other local authorities. 	<p>100% is the maximum possible value. Barking and Dagenham are therefore ranked equal first among the local authorities for which there is data.</p> <p>Ranking: = 1/120</p>
Banner indicator (key stage 2): Percentage of new school places created in well above- and above-average schools in local authority		<ol style="list-style-type: none"> Number of new school places created Quality of places created by either key stage 2 reading progress measure or key stage 2 maths progress measure 		<ol style="list-style-type: none"> Of all the new places created in the local authority in schools with a valid key stage 2 reading or maths measure, the percentage which are categorised as 'well above' or 'above' the national average by a statistically significant margin as defined by the DfE performance data team. 	<p>100% for key stage 2 reading progress measure</p> <p>100% for key stage 2 maths progress measure</p>
Banner indicator (key stage 4): Percentage of new school places created in well above- and above-average schools in local authority		<ol style="list-style-type: none"> Number of new school places created Quality of places created by key stage 4 progress 8 score 		<ol style="list-style-type: none"> Of all the new places created in the local authority in schools with a valid key stage 4 progress 8 score, the percentage which are categorised as 'well above' or 'above' the national average by a statistically significant margin as defined by the DfE performance data team. 	N/A for primary

DfE Local Authority School Places Scorecard 2019 - Technical Notes

Notes for individual indicators in scorecard are below. Please note there is no scorecard for Dorset (838) and Bournemouth, Christchurch and Poole (839) as they are new local authorities, following changes to LA boundaries in this region in April 2019.					
Indicator in scorecard	What does this measure do?	Further information/breakdown	Where can I find this data?	Notes	Worked Example (Barking and Dagenham - Primary)
	Banner ranking (key stage 2): Ranks local authorities on their proportion of new school places in well above and above-average schools			1. Ranking of proportions of new places created in 'well above average' and 'above average' schools for each local authority, amongst all local authorities with new places. Local authorities with the same proportion are given an equal ranking. Ranking is only applied to local authorities where new places have been created. 2. The higher the rank the higher the proportion of new school places in well above and above average schools compared to other local authorities.	100% of places for key stage 2 reading progress measure Ranking: 1/116 100% of places for key stage 2 maths progress measure Ranking: 1/116
	Banner ranking (key stage 4): Ranks local authorities on their proportion of new school places in well above and above-average schools			1. Ranking of proportions of new places created in 'well above average' and 'above average' schools for each local authority, amongst all local authorities with new places. Local authorities with the same proportion are given an equal ranking. Ranking is only applied to local authorities where new places have been created. 2. The higher the rank the higher the proportion of new school places in well above and above average schools compared to other local authorities.	N/A for primary
	Graphical representation	Number of new school places in the local authority, by quality rating		1. The quality rating of the places created is either the Ofsted judgment, the key stage 2 reading or maths progress measures (primary only) or the key stage 4 progress 8 score category (secondary only). 2. The quality of new places amongst the relevant quality categories for the selected authority is presented. 3. The quality rating of the places present in the school capacity collection 2019 that were also present in the school capacity collection 2018 is presented as the existing places.	Places created Ofsted: 0 'good'
		Number of existing school places in the local authority, by quality rating			Existing places Ofsted: 2,876 'outstanding', 23,626 'good', 1,740 'requires improvement', 0 'inadequate'
		Number of new school places created in England, by quality rating		1. The quality rating of new places created in all local authorities aggregated to the national (England) level. 2. The quality ratings of existing places in all local authorities aggregated to the national (England) level.	England new primary places Ofsted: 7,123 'outstanding'; 25,883 'good'; 2,961 'requires improvement'; 313 'inadequate'
		Number of existing school places in England, by quality rating			England existing primary places Ofsted: 884,730 'outstanding'; 3,353,249 'good'; 474,787 'requires improvement'; 65,767 'inadequate'
	School Places with no rating			1. For the Ofsted measure, those schools that have yet to be inspected so do not have an Ofsted judgment. 2. For the key stage 2 reading or maths progress measures, schools do not have key stage 2 results if no pupils have taken key stage 2 tests at the school (or did not do so this year). 2. For the key stage 4 progress 8 score, schools do not have key stage 4 results if no pupils have taken key stage 4 exams at the school (or did not do so this year).	0 places without ratings

Notes for individual indicators in scorecard are below. Please note there is no scorecard for Dorset (838) and Bournemouth, Christchurch and Poole (839) as they are new local authorities, following changes to LA boundaries in this region in April 2019.					
Indicator in scorecard	What does this measure do?	Further information/breakdown	Where can I find this data?	Notes	Worked Example (Barking and Dagenham - Primary)
Cost: Average cost per additional mainstream place from local authority reported projects for 2015/16, 2016/17 and 2017/18, adjusted for inflation and regional variation	This measure shows the average cost per place of permanent expansion projects delivered by the selected local authority;		Local authority data provided through the 2018 Capital Spend return See Scorecard underlying data	<ol style="list-style-type: none"> 1. No cost data was collected in 2019 as the Capital Spend data collection was removed from the SCAP survey pending the introduction of the Capital Spend Survey. The most recent cost data available is the 2018 Capital Spend data as used in the 2018 Scorecard. For the 2019 Scorecard, this data has been adjusted for inflation (rebased to 1st Quarter 2020 prices). <u>You can use this data to help establish developer contributions per school place by adjusting the national average (for a chosen project type/phase) for region, and adjusting for further inflation if needed</u> (see examples below). 2. Projects which do not create additional mainstream places or where the project's additional place funding is zero are removed. After further investigation, three projects were removed from the 2018 Scorecards cost data for use in the 2019 Scorecards as the projects' additional place funding was zero. 3. Projects were identified as primary phase or secondary phase based on additional mainstream place year group breakdown. Where a project created places across the primary and secondary phases, the project was assigned a phase corresponding to the phase of the school it affected (i.e. if its school was middle-deemed primary - the project was assigned to primary). 4. Average cost per place figures for all-through, middle-deemed primary and middle-deemed secondary schools have not been calculated separately due to low sample sizes for these project types. <u>To estimate average cost per place for middle-deemed primary schools, we recommend using primary average cost per place as the middle school provides education equivalent to the education a primary school provides for all year groups. To estimate average cost per place for middle-deemed secondary schools, we recommend using secondary average cost per place for the same reason. For new middle schools or whole school expansions for middle schools not 'deemed' primary or secondary, we recommend taking a mid-point of the primary and secondary costs if the project covers both primary- and secondary-equivalent year groups equally (e.g. 2 classes per Year 5 & 6 and 2 classes per Year 7 & 8). If the project only covers certain year groups, we recommend using primary cost data if only primary-equivalent years groups are expanding (e.g. Years 5 & 6) and secondary data if only secondary-equivalent year groups are expanding (e.g. Years 7 & 8).</u> 5. The average cost does not include costs associated with land acquisition. 6. The average cost includes costs associated with maintenance and building condition or enhancement works. 7. The measure does not include places in special schools or units attached to mainstream schools, or new places which were funded through central programmes (including free schools). Where a project creates additional mainstream places and also creates SEN places or re-provides places, an adjustment has been applied to apportion out those costs. 8. All costs have been normalised to a common UK average price level using regional location factors published by Building Cost Information Service (BCIS), December 2015, 1 is the base weight. 9. All costs have been adjusted for inflation using the latest Building Cost Information Service (BCIS) All-In Tender Price of Index (TPI), published March 2020. Costs have been rebased from the start of construction (or time of place provision if construction start date unavailable) to 1st Quarter (Jan – Mar) 2020 prices using this index (Q1 2020 index value = 335). 10. <u>To adjust the national average to the region of interest, divide the national average cost by the weight for the region, given in the Scorecard underlying data</u> (the regional weight has been calculated using the regional location factors mentioned above). <p><i>Example: New primary school in Outer London. National average for primary new schools = £20,508 Outer London weight = 0.820 (Base weight of 1.00/Outer London location factor of 1.22). Average primary New School cost that applies to Outer London in Q1 2020 prices = £20,508 ÷ 0.820 = £25,000 (rounded to nearest £100).</i></p> <ol style="list-style-type: none"> 11. <u>To adjust the national average to current or future prices, you need to uprate or downrate the prices in this scorecard relative to the change that has happened since Q1 2020.</u> If you have access to the BCIS indices via a subscription to BCIS Online (https://www.bcis.co.uk/products/data-products/bcis-construction/bcis-online/), you can 	Total spend on permanent expansions: £27,330,072 Places created through permanent expansion projects: 1,348 Calculation: £27,330,072/1,348 = £20,275 (from 6 projects)
	the average cost per place of temporary expansion projects delivered by the selected local authority;			Local authority data provided through the 2018 Capital Spend return See Scorecard underlying data	<ol style="list-style-type: none"> 11. <u>To adjust the national average to current or future prices, you need to uprate or downrate the prices in this scorecard relative to the change that has happened since Q1 2020.</u> If you have access to the BCIS indices via a subscription to BCIS Online (https://www.bcis.co.uk/products/data-products/bcis-construction/bcis-online/), you can

Notes for individual indicators in scorecard are below. Please note there is no scorecard for Dorset (838) and Bournemouth, Christchurch and Poole (839) as they are new local authorities, following changes to LA boundaries in this region in April 2019.					
Indicator in scorecard	What does this measure do?	Further information/breakdown	Where can I find this data?	Notes	Worked Example (Barking and Dagenham - Primary)
	and the average cost per place of new school projects delivered by the selected local authority;		Local authority data provided through the 2018 Capital Spend return See Scorecard underlying data	<p>Subscription to BCIS Online (https://www.bcis.org.uk/products/data-products/bcis-construction/bcis-online/) you can use the latest inflation index to re-base (weight to apply = latest index/335). If not, you can apply a known change to the published cost (e.g. up or down x%).</p> <p><i>Example: New primary school in Outer London Q3 (Jul - Sep) 2021.</i> <i>National average for primary new schools = £20,508.</i> <i>Outer London weight = 0.820.</i> <i>Inflation weight = 342/335 = 1.021 (taken from BCIS All-In TPI published March 2020).</i> <i>Average primary New School cost that applies to Outer London in Q3 2021 prices = £20,508 ÷ 0.820 x 1.021 = £25,500 (rounded to nearest £100).</i></p> <p>If you do not have access the BCIS index, but sources say TPI inflation is set to increase by 4% per annum, then approximate inflation weight = 6% (18 months' worth of inflation) = 1.06.</p> <p>12. Some additional but limited benchmark information for similar capital programme schemes carried out by the DfE is available in the National School Delivery Cost Benchmarking study (https://ebdog.org.uk/wp-content/uploads/2019/06/F07125-National-School-Delivery-Cost-Benchmarking-Primary-Secondary-and--SEN-Schools-Final-June-2019-v6.7a.pdf).</p>	No new school projects reported
	Graphical representation	Quintiles (vertical squares)	Local authority data provided through the 2018 Capital Spend return See Scorecard underlying data	<p>1. Each square represents one fifth of local authorities (a quintile) that created new places in this type of provision. Local authorities that did not create new places in this type of provision are not included. The bottom square represents the local authorities with the lowest average cost per place and the top square represents the local authorities with the highest average cost per place.</p> <p>2. The blue square shows which quintile the selected local authority falls in. This allows you to compare the selected local authority's average cost per place to the average cost per place of other local authorities.</p> <p>3. The quoted financial figure states the average cost per place for this local authority for each type of build, calculated as a mean (as set out above).</p> <p>4. The number of projects on which the calculated average cost per place is based is given at the base of the graphic.</p>	<p>Cost per place in permanent expansions of £20,275 in the top quintile of the data, from 6 projects.</p> <p>Cost per place in temporary expansions of £9,331 in the second quintile of the data, from 2 projects.</p>
		Side bars For LA (blue) For all-England (orange)	Local authority data provided through the 2018 Capital Spend return See Scorecard underlying data	<p>1. The blue side bar represents the selected local authority's average (mean) cost per place. The orange side bar represents the average (mean) cost per place values for all projects of each phase and type in England.</p> <p>2. Each bar indicates the position of its value within the quintile in which it falls. For example a blue bar in the middle of the 5th quintile (top square) tells you that the local authority's cost per place was at the mid point of the top 20% of most expensive local authorities.</p> <p>3. The average cost per place for all projects of each phase and type in England is not always in the middle of the middle quintile as each quintile does not represent an even spread of monetary values.</p>	<p>Local authority cost per place in permanent expansions of £20,275 at the bottom of the top quintile of the data.</p> <p>Average cost per place for permanent expansions in all England £17,268 at the top of the middle quintile of the data.</p>

D. Appendix 4

DfE Local Authority School Places Scorecard 2019 Underlying Data - north West Region

LA	LA name	Region	Academic year places start to become available	Estab	Project phase	Accommodation Category	Number of additional mainstream places provided	Total mainstream cost excluding land	Regional Weight	Inflation Weight	Total mainstream cost excluding land adjusted for region and inflation
350	Bolton	NORTH WEST	2015/16	2079	Primary	Perm Expansion Extension	70	£870,000	1.086956522	1.24535316	£1,177,671
350	Bolton	NORTH WEST	2016/17	6906	Primary	Temp Expansion	60	£521,000	1.086956522	1.187943262	£672,737
350	Bolton	NORTH WEST	2016/17	2067	Primary	Temp Expansion	15	£120,000	1.086956522	1.227106227	£160,057
350	Bolton	NORTH WEST	2016/17	2038	Primary	New School	30	£1,196,000	1.086956522	1.227106227	£1,595,238
350	Bolton	NORTH WEST	2016/17	2073	Primary	Temp Expansion	30	£272,000	1.086956522	1.227106227	£362,797
350	Bolton	NORTH WEST	2016/17	3341	Primary	Temp Expansion	15	£36,000	1.086956522	1.227106227	£48,017
351	Bury	NORTH WEST	2015/16	2027	Primary	Perm Expansion Extension	70	£906,000	1.086956522	1.24535316	£1,226,402
351	Bury	NORTH WEST	2015/16	3009	Primary	Temp Expansion	15	£27,000	1.086956522	1.24535316	£36,548
351	Bury	NORTH WEST	2015/16	3352	Primary	Perm Expansion New Build	35	£350,000	1.086956522	1.24535316	£473,776
351	Bury	NORTH WEST	2016/17	3022	Primary	Perm Expansion Extension	35	£545,000	1.086956522	1.227106227	£726,927
895	Cheshire East	NORTH WEST	2015/16	2720	Primary	Perm Expansion Extension	105	£1,059,000	1.086956522	1.240740741	£1,428,200
895	Cheshire East	NORTH WEST	2015/16	3121	Primary	Perm Expansion Extension	35	£792,750	1.086956522	1.293436293	£1,114,534
895	Cheshire East	NORTH WEST	2015/16	3811	Primary	Perm Expansion Extension	60	£563,960	1.086956522	1.240740741	£760,574
895	Cheshire East	NORTH WEST	2015/16	3513	Primary	Perm Expansion Extension	28	£248,000	1.086956522	1.183745583	£319,097
895	Cheshire East	NORTH WEST	2016/17	2169	Primary	Perm Expansion Extension	30	£159,012	1.086956522	1.227106227	£212,092
895	Cheshire East	NORTH WEST	2017/18	2211	Primary	Perm Expansion Extension	210	£2,512,038	1.086956522	1.124161074	£3,069,495
895	Cheshire East	NORTH WEST	2017/18	2205	Primary	Perm Expansion Extension	210	£2,539,258	1.086956522	1.124161074	£3,102,755
895	Cheshire East	NORTH WEST	2017/18	2139	Primary	Perm Expansion Extension	70	£458,473	1.086956522	1.033950617	£515,259
895	Cheshire East	NORTH WEST	2017/18	2699	Primary	Perm Expansion Extension	105	£1,354,428	1.086956522	1.187943262	£1,748,895
895	Cheshire East	NORTH WEST	2017/18	4225	Primary	Temp Expansion	26	£70,000	1.086956522	1.033950617	£78,670
896	Cheshire West and Chester	NORTH WEST	2015/16	4158	Secondary	Perm Expansion Extension	200	£3,215,000	1.086956522	1.24535316	£4,351,968
896	Cheshire West and Chester	NORTH WEST	2015/16	2276	Primary	Perm Expansion Extension	105	£1,139,795	1.086956522	1.183745583	£1,466,551
896	Cheshire West and Chester	NORTH WEST	2015/16	2701	Primary	Temp Expansion	30	£25,000	1.086956522	1.24535316	£33,841
896	Cheshire West and Chester	NORTH WEST	2015/16	3804	Primary	Perm Expansion Extension	75	£643,000	1.086956522	1.183745583	£827,335
896	Cheshire West and Chester	NORTH WEST	2015/16	2242	Primary	Perm Expansion Extension	53	£499,410	1.086956522	1.303501946	£707,589
896	Cheshire West and Chester	NORTH WEST	2015/16	3813	Primary	Perm Expansion Extension	30	£125,000	1.086956522	1.183745583	£160,835
896	Cheshire West and Chester	NORTH WEST	2015/16	2695	Primary	Temp Expansion	75	£15,000	1.086956522	1.24535316	£20,305
896	Cheshire West and Chester	NORTH WEST	2015/16	3155	Primary	Perm Expansion Extension	35	£272,269	1.086956522	1.183745583	£350,233
896	Cheshire West and Chester	NORTH WEST	2015/16	3645	Primary	Temp Expansion	56	£732,533	1.086956522	1.183745583	£942,536
896	Cheshire West and Chester	NORTH WEST	2015/16	2721	Primary	Perm Expansion Extension	35	£238,797	1.086956522	1.303501946	£338,340
896	Cheshire West and Chester	NORTH WEST	2015/16	2279	Primary	Perm Expansion Extension	35	£369,000	1.086956522	1.183745583	£474,785
896	Cheshire West and Chester	NORTH WEST	2016/17	2186	Primary	Perm Expansion Extension	105	£1,193,000	1.086956522	1.227106227	£1,591,237
896	Cheshire West and Chester	NORTH WEST	2016/17	2730	Primary	Perm Expansion Extension	105	£412,000	1.086956522	1.218181818	£545,534
896	Cheshire West and Chester	NORTH WEST	2016/17	2701	Primary	Perm Expansion Extension	105	£1,532,000	1.086956522	1.24535316	£2,073,784
896	Cheshire West and Chester	NORTH WEST	2016/17	2729	Primary	Temp Expansion	105	£25,000	1.086956522	1.456521739	£39,579
896	Cheshire West and Chester	NORTH WEST	2016/17	2191	Primary	Perm Expansion Extension	105	£1,250,000	1.086956522	1.227106227	£1,667,264
896	Cheshire West and Chester	NORTH WEST	2016/17	3800	Primary	Perm Expansion Extension	35	£75,000	1.086956522	1.187943262	£96,843
896	Cheshire West and Chester	NORTH WEST	2016/17	3802	Primary	Perm Expansion Extension	105	£1,700,000	1.086956522	1.187943262	£2,195,113
896	Cheshire West and Chester	NORTH WEST	2016/17	2234	Primary	Perm Expansion Extension	35	£351,716	1.086956522	1.183745583	£452,546
896	Cheshire West and Chester	NORTH WEST	2017/18	2178	Primary	Perm Expansion Extension	105	£1,436,000	1.086956522	1.183745583	£1,847,672
896	Cheshire West and Chester	NORTH WEST	2017/18	3813	Primary	Perm Expansion Extension	40	£190,000	1.086956522	1.033950617	£213,533
896	Cheshire West and Chester	NORTH WEST	2017/18	2196	Primary	Perm Expansion Extension	105	£906,000	1.086956522	1.183745583	£1,165,732
896	Cheshire West and Chester	NORTH WEST	2017/18	2695	Primary	Perm Expansion Extension	105	£1,800,000	1.086956522	1.033950617	£2,022,947
896	Cheshire West and Chester	NORTH WEST	2017/18	2247	Primary	New School	105	£2,225,000	1.086956522	1.094771242	£2,647,681
896	Cheshire West and Chester	NORTH WEST	2017/18	2725	Primary	Perm Expansion Extension	105	£1,400,000	1.086956522	1.227106227	£1,867,336
896	Cheshire West and Chester	NORTH WEST	2017/18	4132	Secondary	Perm Expansion Extension	100	£1,233,360	1.086956522	1.033950617	£1,386,123
909	Cumbria	NORTH WEST	2015/16	2713	Primary	Perm Expansion New Build	190	£4,146,050	1.086956522	1.303501946	£5,874,331
909	Cumbria	NORTH WEST	2015/16	3031	Primary	Perm Expansion Extension	35	£105,000	1.086956522	1.24535316	£142,133
909	Cumbria	NORTH WEST	2016/17	3370	Primary	Perm Expansion Extension	30	£311,886	1.086956522	1.227106227	£415,997
909	Cumbria	NORTH WEST	2017/18	5219	Primary	Perm Expansion Extension	30	£711,000	1.086956522	1.227106227	£948,340
888	Lancashire	NORTH WEST	2015/16	2027	Primary	Temp Expansion	30	£279,434	1.086956522	1.24535316	£378,254
888	Lancashire	NORTH WEST	2015/16	3411	Primary	Temp Expansion	30	£457,154	1.086956522	1.24535316	£618,824
888	Lancashire	NORTH WEST	2015/16	4131	Secondary	Perm Expansion New Build	150	£1,813,884	1.086956522	1.183745583	£2,333,888
888	Lancashire	NORTH WEST	2015/16	2370	Primary	Perm Expansion Extension	180	£2,946,722	1.086956522	1.240740741	£3,974,041
888	Lancashire	NORTH WEST	2015/16	5201	Primary	Temp Expansion	30	£96,085	1.086956522	1.183745583	£123,631
888	Lancashire	NORTH WEST	2015/16	2497	Primary	Temp Expansion	30	£278,142	1.086956522	1.183745583	£357,880
888	Lancashire	NORTH WEST	2015/16	2572	Primary	Temp Expansion	30	£50,000	1.086956522	1.24535316	£67,682
888	Lancashire	NORTH WEST	2015/16	5207	Primary	Temp Expansion	60	£62,998	1.086956522	1.24535316	£85,277
888	Lancashire	NORTH WEST	2015/16	2576	Primary	Perm Expansion Extension	40	£829,994	1.086956522	1.303501946	£1,175,977
888	Lancashire	NORTH WEST	2015/16	2090	Primary	Perm Expansion Extension	30	£833,455	1.086956522	1.303501946	£1,180,881

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LA	LA name	Region	Academic year places start to become available	Estab	Project phase	Accommodation Category	Number of additional mainstream places provided	Total mainstream cost excluding land	Regional Weight	Inflation Weight	Total mainstream cost excluding land adjusted for region and inflation
888	Lancashire	NORTH WEST	2016/17	2027	Primary	Perm Expansion Extension	180	£2,252,650	1.086956522	1.24535316	£3,049,288
888	Lancashire	NORTH WEST	2016/17	2368	Primary	Temp Expansion	30	£483,851	1.086956522	1.218181818	£640,672
888	Lancashire	NORTH WEST	2016/17	2572	Primary	Perm Expansion Extension	180	£3,249,422	1.086956522	1.218181818	£4,302,595
888	Lancashire	NORTH WEST	2016/17	2554	Primary	Perm Expansion Extension	48	£532,500	1.086956522	1.183745583	£685,157
888	Lancashire	NORTH WEST	2016/17	3707	Primary	Temp Expansion	30	£150,026	1.086956522	1.24535316	£203,082
888	Lancashire	NORTH WEST	2017/18	2577	Primary	Perm Expansion Extension	35	£526,431	1.086956522	1.033950617	£591,635
888	Lancashire	NORTH WEST	2017/18	5207	Primary	Perm Expansion Extension	150	£3,269,747	1.086956522	1.227106227	£4,361,225
888	Lancashire	NORTH WEST	2017/18	2191	Primary	Perm Expansion Extension	35	£383,016	1.086956522	1.227106227	£510,871
888	Lancashire	NORTH WEST	2017/18	4742	Secondary	Perm Expansion Extension	150	£2,529,420	1.086956522	1.227106227	£3,373,769
888	Lancashire	NORTH WEST	2017/18	3393	Primary	Perm Expansion Extension	70	£1,490,323	1.086956522	1.094771242	£1,773,438
341	Liverpool	NORTH WEST	2015/16	2160	Primary	Perm Expansion Extension	75	£1,680,000	1.086956522	1.24535316	£2,274,123
341	Liverpool	NORTH WEST	2015/16	3011	Primary	Perm Expansion Extension	15	£113,952	1.086956522	1.24535316	£154,251
341	Liverpool	NORTH WEST	2015/16	3001	Primary	Perm Expansion Extension	15	£293,771	1.086956522	1.24535316	£397,662
341	Liverpool	NORTH WEST	2015/16	2064	Primary	Perm Expansion Extension	90	£790,209	1.086956522	1.303501946	£1,119,608
341	Liverpool	NORTH WEST	2015/16	5403	Secondary	Perm Expansion New Build	105	£1,628,330	1.086956522	1.356275304	£2,400,504
341	Liverpool	NORTH WEST	2015/16	2063	Primary	Perm Expansion Extension	120	£1,053,612	1.086956522	1.303501946	£1,492,810
341	Liverpool	NORTH WEST	2015/16	2036	Primary	Perm Expansion Extension	30	£323,803	1.086956522	1.24535316	£438,314
341	Liverpool	NORTH WEST	2015/16	2227	Primary	Perm Expansion Extension	30	£242,707	1.086956522	1.24535316	£328,539
341	Liverpool	NORTH WEST	2015/16	3507	Primary	Perm Expansion New Build	105	£1,623,040	1.086956522	1.183745583	£2,088,333
341	Liverpool	NORTH WEST	2015/16	2113	Primary	Perm Expansion New Build	140	£1,918,589	1.086956522	1.293436293	£2,697,362
341	Liverpool	NORTH WEST	2016/17	3011	Primary	Perm Expansion Extension	90	£683,713	1.086956522	1.227106227	£911,944
341	Liverpool	NORTH WEST	2016/17	3001	Primary	Perm Expansion Extension	90	£1,762,629	1.086956522	1.227106227	£2,351,014
341	Liverpool	NORTH WEST	2016/17	2036	Primary	Perm Expansion Extension	180	£1,688,779	1.086956522	1.227106227	£2,252,512
341	Liverpool	NORTH WEST	2016/17	2227	Primary	Perm Expansion Extension	180	£1,698,946	1.086956522	1.227106227	£2,266,073
341	Liverpool	NORTH WEST	2017/18	2149	Primary	Perm Expansion Extension	30	£401,846	1.086956522	1.094771242	£478,184
352	Manchester	NORTH WEST	2015/16	6905	Secondary	Perm Expansion Extension	300	£1,400,000	1.086956522	1.24535316	£1,895,103
352	Manchester	NORTH WEST	2015/16	2008	Primary	Temp Expansion	150	£570,138	1.086956522	1.24535316	£771,765
352	Manchester	NORTH WEST	2015/16	4007	Secondary	New School	120	£3,750,000	1.086956522	1.240740741	£5,057,367
352	Manchester	NORTH WEST	2015/16	3040	Primary	Temp Expansion	30	£213,775	1.086956522	1.183745583	£275,060
352	Manchester	NORTH WEST	2015/16	2073	Primary	Temp Expansion	90	£549,817	1.086956522	1.24535316	£744,257
352	Manchester	NORTH WEST	2015/16	6907	Primary	Perm Expansion New Build	245	£1,675,350	1.086956522	1.24535316	£2,267,829
352	Manchester	NORTH WEST	2015/16	2075	Primary	Temp Expansion	90	£317,883	1.086956522	1.24535316	£430,301
352	Manchester	NORTH WEST	2015/16	2040	Primary	Perm Expansion Extension	315	£2,898,180	1.086956522	1.293436293	£4,074,577
352	Manchester	NORTH WEST	2015/16	2060	Primary	Perm Expansion Extension	120	£1,429,180	1.086956522	1.303501946	£2,024,934
352	Manchester	NORTH WEST	2015/16	4248	Secondary	Temp Expansion	60	£350,000	1.086956522	1.240740741	£472,021
352	Manchester	NORTH WEST	2015/16	2340	Primary	Temp Expansion	60	£185,000	1.086956522	1.24535316	£250,424
352	Manchester	NORTH WEST	2016/17	3022	Primary	Temp Expansion	60	£287,790	1.086956522	1.227106227	£383,858
352	Manchester	NORTH WEST	2016/17	4007	Secondary	New School	1080	£24,525,000	1.086956522	1.236162362	£32,953,133
352	Manchester	NORTH WEST	2016/17	3040	Primary	Perm Expansion Extension	120	£1,975,428	1.086956522	1.24535316	£2,674,028
352	Manchester	NORTH WEST	2016/17	3505	Primary	Perm Expansion New Build	45	£238,658	1.086956522	1.227106227	£318,324
352	Manchester	NORTH WEST	2016/17	2323	Primary	Temp Expansion	60	£400,030	1.086956522	1.227106227	£533,564
352	Manchester	NORTH WEST	2017/18	3022	Primary	Perm Expansion Extension	105	£2,000,000	1.086956522	1.033950617	£2,247,719
352	Manchester	NORTH WEST	2017/18	2037	Primary	Temp Expansion	30	£225,000	1.086956522	1.094771242	£267,743
352	Manchester	NORTH WEST	2017/18	2073	Primary	Temp Expansion	60	£546,738	1.086956522	1.033950617	£614,457
352	Manchester	NORTH WEST	2017/18	4008	Secondary	Temp Expansion	15	£50,000	1.086956522	1.227106227	£66,691
352	Manchester	NORTH WEST	2017/18	6908	Secondary	Perm Expansion Extension	390	£8,300,000	1.086956522	1.227106227	£11,070,632
352	Manchester	NORTH WEST	2017/18	6909	Secondary	Perm Expansion Extension	360	£5,615,393	1.086956522	1.187943262	£7,250,835
352	Manchester	NORTH WEST	2017/18	4248	Secondary	Temp Expansion	30	£300,000	1.086956522	1.033950617	£337,158
353	Oldham	NORTH WEST	2015/16	2027	Primary	Perm Expansion New Build	1027	£856,256	1.086956522	1.303501946	£1,213,186
353	Oldham	NORTH WEST	2015/16	2017	Primary	Perm Expansion New Build	210	£914,143	1.086956522	1.183745583	£1,176,209
353	Oldham	NORTH WEST	2015/16	2052	Primary	Perm Expansion New Build	210	£1,226,067	1.086956522	1.303501946	£1,737,153
353	Oldham	NORTH WEST	2015/16	2071	Primary	Perm Expansion New Build	70	£714,801	1.086956522	1.293436293	£1,004,945
353	Oldham	NORTH WEST	2015/16	3329	Primary	Perm Expansion New Build	105	£1,082,539	1.086956522	1.240740741	£1,459,946
353	Oldham	NORTH WEST	2016/17	2016	Primary	New School	630	£7,620,890	1.086956522	1.24535316	£10,315,978
354	Rochdale	NORTH WEST	2015/16	3006	Primary	Temp Expansion	30	£50,000	1.086956522	1.24535316	£67,682
354	Rochdale	NORTH WEST	2016/17	3511	Primary	Perm Expansion Extension	60	£950,000	1.086956522	1.227106227	£1,267,121
354	Rochdale	NORTH WEST	2016/17	3513	Primary	Perm Expansion Extension	210	£2,100,000	1.086956522	1.227106227	£2,801,003
354	Rochdale	NORTH WEST	2016/17	2043	Primary	Temp Expansion	30	£100,000	1.086956522	1.227106227	£133,381
354	Rochdale	NORTH WEST	2016/17	5401	Secondary	Perm Expansion Extension	100	£930,000	1.086956522	1.218181818	£1,231,423
354	Rochdale	NORTH WEST	2016/17	3006	Primary	Perm Expansion Extension	30	£400,000	1.086956522	1.187943262	£516,497

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354	Rochdale	NORTH WEST	2016/17	4611	Secondary	Perm Expansion Extension	150	£1,000,000	1.086956522	1.227106227	£1,333,811
354	Rochdale	NORTH WEST	2017/18	3009	Primary	Perm Expansion New Build	45	£441,428	1.086956522	1.094771242	£525,286
354	Rochdale	NORTH WEST	2017/18	2036	Primary	Temp Expansion	30	£45,000	1.086956522	1.046875	£51,206
354	Rochdale	NORTH WEST	2017/18	2043	Primary	Temp Expansion	30	£80,000	1.086956522	1.094771242	£95,197
354	Rochdale	NORTH WEST	2017/18	5402	Secondary	Perm Expansion Extension	30	£260,000	1.086956522	1.094771242	£309,392
354	Rochdale	NORTH WEST	2017/18	4086	Secondary	Perm Expansion New Build	30	£384,000	1.086956522	1.024464832	£427,603
354	Rochdale	NORTH WEST	2017/18	4801	Secondary	Perm Expansion Extension	150	£885,000	1.086956522	1.187943262	£1,142,750
354	Rochdale	NORTH WEST	2017/18	3510	Primary	Perm Expansion Extension	45	£214,286	1.086956522	1.24535316	£290,066
355	Salford	NORTH WEST	2015/16	2026	Primary	Temp Expansion	30	£36,329	1.086956522	1.24535316	£49,177
355	Salford	NORTH WEST	2015/16	4052	Secondary	Temp Expansion	30	£130,000	1.086956522	1.24535316	£175,974
355	Salford	NORTH WEST	2015/16	2081	Primary	Temp Expansion	30	£30,000	1.086956522	1.24535316	£40,609
355	Salford	NORTH WEST	2015/16	2036	Primary	Temp Expansion	30	£614,296	1.086956522	1.24535316	£831,539
355	Salford	NORTH WEST	2015/16	2095	Primary	Perm Expansion Extension	210	£1,951,272	1.086956522	1.24535316	£2,641,329
355	Salford	NORTH WEST	2015/16	2042	Primary	Temp Expansion	30	£233,915	1.086956522	1.24535316	£316,638
355	Salford	NORTH WEST	2015/16	2097	Primary	Perm Expansion New Build	210	£2,411,776	1.086956522	1.24535316	£3,264,688
355	Salford	NORTH WEST	2015/16	3506	Primary	Perm Expansion Extension	105	£658,865	1.086956522	1.24535316	£891,869
355	Salford	NORTH WEST	2016/17	2041	Primary	Temp Expansion	45	£178,332	1.086956522	1.227106227	£237,861
355	Salford	NORTH WEST	2016/17	2098	Primary	Perm Expansion Extension	210	£2,000,000	1.086956522	1.227106227	£2,667,622
355	Salford	NORTH WEST	2016/17	3802	Primary	Perm Expansion Extension	210	£1,000,000	1.086956522	1.227106227	£1,333,811
355	Salford	NORTH WEST	2016/17	2082	Primary	Temp Expansion	30	£20,000	1.086956522	1.227106227	£26,676
355	Salford	NORTH WEST	2016/17	2051	Primary	Temp Expansion	30	£10,000	1.086956522	1.227106227	£13,338
355	Salford	NORTH WEST	2016/17	3017	Primary	Perm Expansion New Build	210	£3,338,900	1.086956522	1.187943262	£4,311,331
355	Salford	NORTH WEST	2016/17	3037	Primary	Perm Expansion Extension	210	£955,343	1.086956522	1.227106227	£1,274,247
355	Salford	NORTH WEST	2016/17	3515	Primary	Perm Expansion Extension	105	£433,000	1.086956522	1.227106227	£577,540
355	Salford	NORTH WEST	2017/18	2051	Primary	Perm Expansion Extension	210	£200,000	1.086956522	1.094771242	£237,994
355	Salford	NORTH WEST	2017/18	2091	Primary	Perm Expansion New Build	210	£3,357,140	1.086956522	1.094771242	£3,994,892
343	Sefton	NORTH WEST	2017/18	2038	Primary	Perm Expansion Extension	210	£2,065,284	1.086956522	1.124161074	£2,523,600
343	Sefton	NORTH WEST	2017/18	3353	Primary	Perm Expansion Extension	30	£214,188	1.086956522	1.033950617	£240,717
342	St Helens	NORTH WEST	2015/16	2008	Primary	Temp Expansion	15	£75,469	1.086956522	1.24535316	£102,158
342	St Helens	NORTH WEST	2015/16	2056	Primary	Perm Expansion Extension	120	£978,708	1.086956522	1.356275304	£1,442,823
342	St Helens	NORTH WEST	2016/17	2022	Primary	Perm Expansion Extension	90	£526,606	1.086956522	1.227106227	£702,393
342	St Helens	NORTH WEST	2016/17	2070	Primary	Perm Expansion Extension	140	£252,635	1.086956522	1.227106227	£336,967
342	St Helens	NORTH WEST	2016/17	3206	Primary	Temp Expansion	15	£279,117	1.086956522	1.033950617	£313,688
342	St Helens	NORTH WEST	2016/17	3106	Primary	Perm Expansion Extension	10	£124,014	1.086956522	1.24535316	£167,871
342	St Helens	NORTH WEST	2017/18	2053	Primary	Temp Expansion	30	£473,485	1.086956522	1.033950617	£532,131
342	St Helens	NORTH WEST	2017/18	2059	Primary	Temp Expansion	15	£54,619	1.086956522	1.094771242	£64,995
342	St Helens	NORTH WEST	2017/18	3106	Primary	Perm Expansion Extension	90	£252,485	1.086956522	1.183745583	£324,867
356	Stockport	NORTH WEST	2015/16	2039	Primary	Perm Expansion New Build	105	£1,458,486	1.086956522	1.124161074	£1,782,145
356	Stockport	NORTH WEST	2015/16	2081	Primary	Perm Expansion New Build	390	£3,752,987	1.086956522	1.303501946	£5,317,420
356	Stockport	NORTH WEST	2015/16	3010	Primary	Perm Expansion Extension	105	£1,042,517	1.086956522	1.183745583	£1,341,386
356	Stockport	NORTH WEST	2015/16	2114	Primary	Perm Expansion New Build	210	£4,537,411	1.086956522	1.303501946	£6,428,831
356	Stockport	NORTH WEST	2015/16	2082	Primary	Perm Expansion New Build	150	£885,556	1.086956522	1.183745583	£1,139,427
356	Stockport	NORTH WEST	2015/16	2091	Primary	Perm Expansion Extension	105	£935,983	1.086956522	1.240740741	£1,262,296
356	Stockport	NORTH WEST	2016/17	3521	Primary	Perm Expansion New Build	230	£3,652,017	1.086956522	1.24535316	£4,943,534
356	Stockport	NORTH WEST	2017/18	2080	Primary	Perm Expansion Extension	105	£491,000	1.086956522	1.227106227	£654,901
357	Tameside	NORTH WEST	2015/16	2063	Primary	Temp Expansion	30	£9,442	1.086956522	1.24535316	£12,781
357	Tameside	NORTH WEST	2015/16	2078	Primary	Temp Expansion	30	£40,046	1.086956522	1.24535316	£54,208
357	Tameside	NORTH WEST	2015/16	4026	Secondary	Perm Expansion Extension	150	£2,100,000	1.086956522	1.431623932	£3,267,837
357	Tameside	NORTH WEST	2016/17	3026	Primary	Temp Expansion	30	£105,491	1.086956522	1.227106227	£140,705
357	Tameside	NORTH WEST	2016/17	4602	Secondary	Perm Expansion Extension	50	£245,063	1.086956522	1.227106227	£326,868
357	Tameside	NORTH WEST	2016/17	2078	Primary	New School	105	£100,000	1.086956522	1.183745583	£128,668
357	Tameside	NORTH WEST	2017/18	2055	Primary	Temp Expansion	30	£120,000	1.086956522	1.094771242	£142,796
357	Tameside	NORTH WEST	2017/18	2051	Primary	Perm Expansion Extension	70	£568,770	1.086956522	1.227106227	£758,632
357	Tameside	NORTH WEST	2017/18	3305	Primary	Perm Expansion Extension	30	£223,270	1.086956522	1.183745583	£287,277
358	Trafford	NORTH WEST	2015/16	2012	Primary	Perm Expansion Extension	105	£1,490,715	1.086956522	1.303501946	£2,112,119
358	Trafford	NORTH WEST	2015/16	2025	Primary	Perm Expansion Extension	105	£265,575	1.086956522	1.240740741	£358,163
358	Trafford	NORTH WEST	2015/16	3301	Primary	Perm Expansion New Build	210	£1,794,607	1.086956522	1.303501946	£2,542,689
358	Trafford	NORTH WEST	2015/16	2007	Primary	Perm Expansion Extension	105	£854,526	1.086956522	1.293436293	£1,201,386
358	Trafford	NORTH WEST	2016/17	2002	Primary	Perm Expansion Extension	210	£4,150,607	1.086956522	1.183745583	£5,340,503
358	Trafford	NORTH WEST	2017/18	2018	Primary	Perm Expansion Extension	105	£1,481,000	1.086956522	1.033950617	£1,664,436

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877	Warrington	NORTH WEST	2015/16	3642	Primary	Perm Expansion Extension	210	£2,090,000	1.086956522	1.183745583	£2,689,161
877	Warrington	NORTH WEST	2015/16	2005	Primary	Perm Expansion Extension	105	£1,858,049	1.086956522	1.240740741	£2,505,823
877	Warrington	NORTH WEST	2015/16	2677	Primary	Perm Expansion Extension	105	£1,473,864	1.086956522	1.183745583	£1,896,391
877	Warrington	NORTH WEST	2016/17	3643	Primary	Temp Expansion	30	£30,000	1.086956522	1.227106227	£40,014
877	Warrington	NORTH WEST	2016/17	2717	Primary	Perm Expansion New Build	105	£1,158,333	1.086956522	1.227106227	£1,544,998
359	Wigan	NORTH WEST	2015/16	2000	Primary	Perm Expansion New Build	105	£611,033	1.086956522	1.183745583	£786,204
359	Wigan	NORTH WEST	2015/16	2034	Primary	Temp Expansion	30	£99,320	1.086956522	1.24535316	£134,444
359	Wigan	NORTH WEST	2015/16	3437	Primary	Temp Expansion	30	£173,228	1.086956522	1.183745583	£222,889
359	Wigan	NORTH WEST	2016/17	2009	Primary	Temp Expansion	30	£150,000	1.086956522	1.227106227	£200,072
359	Wigan	NORTH WEST	2016/17	4614	Secondary	Perm Expansion New Build	150	£1,300,000	1.086956522	1.227106227	£1,733,954
359	Wigan	NORTH WEST	2016/17	2058	Primary	Temp Expansion	15	£150,000	1.086956522	1.227106227	£200,072
359	Wigan	NORTH WEST	2016/17	3434	Primary	Perm Expansion Extension	35	£250,000	1.086956522	1.094771242	£297,492
359	Wigan	NORTH WEST	2016/17	4020	Secondary	Perm Expansion New Build	270	£2,311,000	1.086956522	1.24535316	£3,128,273
359	Wigan	NORTH WEST	2017/18	2009	Primary	Perm Expansion New Build	180	£2,653,741	1.086956522	1.094771242	£3,157,869
359	Wigan	NORTH WEST	2017/18	4027	Secondary	Perm Expansion New Build	50	£1,280,482	1.086956522	1.227106227	£1,707,922
359	Wigan	NORTH WEST	2017/18	4035	Secondary	Perm Expansion New Build	150	£2,808,091	1.086956522	1.124161074	£3,431,247
344	Wirral	NORTH WEST	2015/16	6905	Primary	Perm Expansion New Build	152	£1,050,000	1.086956522	1.183745583	£1,351,014
344	Wirral	NORTH WEST	2016/17	3365	Primary	Perm Expansion Extension	35	£200,000	1.086956522	1.227106227	£266,762
344	Wirral	NORTH WEST	2016/17	2204	Primary	Perm Expansion Extension	49	£656,000	1.086956522	1.227106227	£874,980

E. Appendix 5



Department
for Education

Home to school travel and transport guidance

Statutory guidance for local authorities

July 2014

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Summary

This is statutory guidance from the Department for Education. This means local authorities are under a duty to have regard to it when carrying out their duties in relation to home to school travel and transport, and sustainable travel.

This guidance is issued under duties placed on the Secretary of State by sections 508A and 508D of the Education Act 1996 (the Act). It deals with sections 508A, 508B, 508C, 509AD, and Schedule 35B of the Act which were inserted by Part 6 of the Education and Inspections Act 2006 (the EIA 2006).

This guidance replaces Home to School Travel and Transport Guidance Ref: 00373-2007BKT-EN.

Review date

This guidance will next be reviewed in 2017.

What legislation (including statutory instruments) does this guidance refer to?

This guidance refers to the following legislation (including statutory instruments):

- Sections 444, 508A, 508B, 508C, 508D, 509AD and Schedule 35B of the Education Act 1996 (the Act), as inserted by [Part 6 of the Education and Inspections Act 2006](#) (the EIA 2006)
- Regulation 5 and Part 2 of Schedule 2 to The School Information (England) Regulations 2002, [as amended](#)
- Equality Act 2010
- [School Admissions Code](#)
- European Convention on Human Rights
- The School Travel (Pupils with Dual Registration)(England) Regulations 2007
- Public Service Vehicles (Carrying Capacity) Regulations 1984
- Section 48 of the School Standards and Framework Act 1998

Who is this guidance for?

This guidance is for:

- Local authorities
- Leaders of maintained schools, academies and free schools
- Parents
- Other interested parties, e.g. Transport Providers

Main points

- There has been no change to school transport legislation and the associated duties continue to rest with local authorities.
- With the widening of the academies programme, the introduction of the free schools programme, and all schools now having the power to decide their session times, there will be an increasing need for local stakeholders to work together in partnership to agree and deliver transport policies that meet the particular needs of their area¹.
- The guidance on appeals has changed and is intended to ensure greater consistency in approach and to be clearer and more transparent for both parents and local authorities.
- The policy for post 16 transport is different from that for compulsory school aged children (5-16). The link to the department's guidance on post 16 transport is provided in the '[Further information](#)' section of this guidance.
- Local authorities should review travel policies, arrangements and contracts regularly to ensure best value for money is achieved.

Local authorities' statutory duties

In order to comply with their home to school transport duties local authorities must:

- Promote the use of sustainable travel and transport (Part 1.1).
- Make transport arrangements for all eligible children (Part 1.2).

¹ See Hertfordshire County Council's approach to capacity building in the [case study at Annex 1](#).

Part 1 - Statutory duties

1.1 Sustainable school travel

1. Section 508A of the Act places a general duty on local authorities to promote the use of sustainable travel and transport². The duty applies to children and young people of compulsory school age who travel to receive education or training in a local authority's area³. The duty relates to journeys to and from institutions where education or training is delivered.

2. There are five main elements to the duty which local authorities must undertake:

- an assessment of the travel and transport needs of children, and young people within the authority's area;
- an audit of the sustainable travel and transport infrastructure within the authority's area that may be used when travelling to and from, or between schools/institutions;
- a strategy to develop the sustainable travel and transport infrastructure within the authority so that the travel and transport needs of children and young people are best catered for;
- the promotion of sustainable travel and transport modes on the journey to, from, and between schools and other institutions; and
- the publication of Sustainable Modes of Travel Strategy.

3. The Act defines sustainable modes of travel as those that the local authority considers may improve the physical well-being of those who use them, the environmental well-being of all or part of the local authority's area, or a combination of the two.

Assessing the travel and transport needs of children and young people

4. Local authorities should, in large part, base their assessment of children and young people's travel and transport needs on the data provided by schools or colleges, often contained within school travel plans. Effective school travel plans, updated as necessary, put forward a package of measures to improve safety and reduce car use, backed by a partnership involving the school, education, health and transport officers from the local authority, and the police. These seek to secure benefits for both the school and the children by improving their health through active travel and reducing congestion caused by school runs, which in turn helps improve local air quality. Many travel plans

² See Darlington Borough Council's approach to sustainable travel in the [case study at Annex 1](#).

³ 'Child', 'compulsory school age' and 'sixth-form age' are defined respectively in sections 579(1), 8 and 509 AC of the Act.

are produced as a result of planning conditions placed on new developments by local authority planning departments. This highlights the need for all relevant departments (e.g. highways departments, planning departments, transport departments, children's services, environment departments, and public health) to be fully engaged when addressing this duty.

Audit of infrastructure to support sustainable school travel

5. Local authorities already collect much of the information required for the audit of the infrastructure supporting sustainable school travel. Local authorities should audit infrastructure in accordance with any relevant guidance and the requirements of any infrastructure implemented. Specific school routes audits are considered good practice. The specifics of the audit and how often it should be reviewed are for a local authority to decide on as appropriate. However, the audit should include a mapping exercise showing how schools are served by:

- bus and other public transport routes (including school transport provided by the local authority);
- footpaths, cycle ways, roads and associated features (including crossing points and patrols, traffic calming measures, speed limits, 20mph zones); and
- any other arrangements made to support sustainable school transport that may be in operation (including the provision of cycle training, road safety training, and independent travel training; the provision of walking promotion and barrier removal schemes, car sharing schemes, park and stride/ride schemes, cycle parking).

6. The audit should also consider data relating to [personal safety and security](#), and other factors that influence travel choices, such as poor behaviour on school buses and/or the incidence of bullying on the journey to school. School travel plans will help local authorities understand any specific local issues, including perceptions of pupils and parents.

7. The arrangements or requirements for children with special education needs (SEN) or disabilities should also be considered and whether, for example, some might benefit from independent travel training which can result in a skill for life⁴.

Strategy to develop infrastructure to support travel needs of pupils

8. Following the assessment of pupil needs, and audit of the sustainable transport infrastructure that supports travel to school, local authorities must establish a strategy for

⁴ See Coventry City Council's approach to independent travel training in the [case study at Annex 1](#).

developing that infrastructure so that it better meets the needs of children and young people in their area. These improvements should address a range of objectives, including environmental improvements, health benefits and enhanced child safety and security. The strategy should be a statement of the authority's overall vision, objectives and work programme for improving accessibility to schools and will be an important source of information to parents on the travel options available to them when expressing their preferences for particular schools in the admissions round.

9. The strategy should be evidence-based, including an assessment of the accessibility needs and problems of the local authority's area. Local authorities must monitor the implementation of their strategy and revise these as they feel necessary.

Promoting sustainable travel and transport to and from school

10. Local walking, cycling, and bus strategies should inform the local authority's duty to promote sustainable school travel. In line with the physical Olympic and Paralympic legacy, as set out in HM Government's document '[Moving More, Living More](#)', promotion of walking and cycling to school can be an effective way to increase physical activity in children.

11. The sustainable school travel duty should have a broad impact, including providing health benefits for children, and their families, through active journeys, such as walking and cycling. It can also bring significant environmental improvements, through reduced levels of congestion and improvements in air quality to which children are particularly vulnerable.

Publication of Sustainable Modes of Travel Strategy

12. The Education (School Information) (England) Regulations 2002, as amended require local authorities to publish their Sustainable Modes of Travel Strategy on their website by 31 August each year⁵.

1.2 Provision of travel arrangements

13. Sections 508B and 508C of the Act make provision for local authorities to ensure that suitable travel arrangements are made, where necessary, to facilitate a child's attendance at school.

⁵ S.I. 2002/2897, amended by [The Education \(School Information\) \(England\) \(Amendment\) Regulations 2007 \(S.I. 2007/1365\)](#).

14. These provisions apply to home⁶ to school travel arrangements, and vice versa⁷. They do not relate to travel between educational institutions during the school day⁸.

15. Parents are responsible for ensuring that their children attend school regularly. However, section 444(3B) of the Act provides that a parent will have a defence in law against a prosecution by a local authority for their child's non-attendance at school where the local authority has a duty to make travel arrangements in relation to the child under section 508B and has failed to discharge that duty.

1.3 Provision of travel arrangements: Eligible children

16. Section 508B of the Act deals with the duty on local authorities to make such travel arrangements as they consider necessary to facilitate attendance at school for eligible children. Schedule 35B of the Act defines eligible children – those categories of children of compulsory school age (5-16) in an authority's area for whom free travel arrangements will be required local authorities are required to:

Statutory walking distances eligibility

- provide free transport for all pupils of compulsory school age (5-16) if their nearest suitable school⁹ is:
 - beyond 2 miles (if below the age of 8); or
 - beyond 3 miles (if aged between 8 and 16)

Special educational needs, a disability or mobility problems eligibility

- make transport arrangements for all children who cannot reasonably be expected to walk to school because of their mobility problems or because of associated health and safety issues related to their special educational needs (SEN) or disability¹⁰. Eligibility, for such children should be assessed on an individual basis to identify their particular transport requirements. Usual

⁶ A child's 'home' is the place where he/she is habitually and normally resident.

⁷ Including to boarding provision, where applicable.

⁸ When a dual placement is outlined on an EHC Plan or statement, a local authority should use its discretion to decide on how best to cater for this child's individual circumstances.

⁹ Taken to mean the nearest [qualifying school](#) with places available that provides education appropriate to the age, ability and aptitude of the child, and any SEN that the child may have.

¹⁰ As per Schedule 35 of The Act, disability is as defined in S.6 of EA 2010: a person has a disability if they have (a) a physical or mental impairment, and (b) that impairment has a substantial a long-term effect on the ability to carry out normal day-to-day activities. Therefore a chronic health condition may lead to eligibility under this definition.

transport requirements (e.g. the statutory walking distances) should not be considered when assessing the transport needs of children eligible due to SEN and/or disability.

Unsafe route eligibility

- make transport arrangements for all children who cannot reasonably be expected to walk to nearest suitable school because the nature of the route is deemed unsafe to walk.¹¹.

Extended rights eligibility

- provide free transport where pupils are entitled to free school meals or their parents are in receipt of maximum Working Tax Credit ¹² if:
 - the nearest suitable school is beyond 2 miles (for children over the age of 8 and under 11);
 - the school is between 2 and 6 miles (if aged 11-16 and there are not three or more suitable nearer schools);
 - the school is between 2 and 15 miles and is the nearest school preferred on the grounds of religion or belief (aged 11-16).

Accompaniment

17. In determining whether a child cannot reasonably be expected to walk for the purposes of 'special educational needs, a disability or mobility problems eligibility' or 'unsafe route eligibility', the local authority will need to consider whether the child could reasonably be expected to walk if accompanied and, if so, whether the child's parent can reasonably be expected to accompany the child. When considering whether a child's parent can reasonably be expected to accompany the child on the journey to school a range of factors may need to be taken into account, such as the age of the child and whether one would ordinarily expect a child of that age to be accompanied.

18. The general expectation is that a child will be accompanied by a parent where necessary, unless there is a good reason why it is not reasonable to expect the parent to do so.

19. Local authorities should, however, promote and ensure equality of opportunity for disabled parents. For example, if a parent's disability prevents them from accompanying

¹¹ Paragraphs 4 and 5 of Schedule 35B.

¹² Paragraphs 9-14 of Schedule 35B.

their child along a walking route that would otherwise be considered unsafe without adult supervision, a reasonable adjustment might be to provide free home to school transport for the child in question.

Assessing route safety

20. Creating safe walking, cycling and travel routes and encouraging more pupils to walk and cycle to school is one of the best ways to reduce the need for transport and associated costs. In assessing safety, local authorities should consider a range of risks, such as: canals, rivers, ditches, speed of traffic and fields of vision for the pedestrian or motorist. An authority should also consider whether it is reasonable to expect the child's parent to accompany the child along a route which would otherwise be classified as [being unsafe](#).

21. Good practice shows that using local knowledge, coupled with modern IT tools, is essential when assessing existing walking routes and identifying potential new ones. Putting in place suitable new paths, pedestrian crossings and cycle lanes can improve safety, but minimal investment can also reap significant rewards. This might be something as simple as trimming overgrown hedges or preventing illegal parking. Making parents aware of safe walking routes and the time taken to assess them can help alleviate concerns and significantly increase the amount of pupils choosing to walk.

Measurement of routes

22. The measurement of the statutory walking distances is not necessarily the shortest distance by road. It is measured by the shortest route along which a child, accompanied as necessary, [may walk safely](#). As such, the route measured may include footpaths, bridleways, and other pathways, as well as recognised roads.

23. The 2 mile limit for extended rights should be measured in the same way as the statutory walking distances. However, the 6 mile upper limit to a choice of schools, and the 15 mile upper limit to a school preferred on grounds of religion or belief are not walking routes, and should therefore be measured along routes that are passable using a suitable motorised vehicle. In short, the upper limits should be measured along road routes.

Timing of assessment of eligibility

24. At the point when transport eligibility is considered, the prospect of being able to secure a place in an alternative (usually nearer) school must be a real one. For most cases this will be during the normal school admissions round when places are allocated. A smaller number of cases will need to be considered during the course of the school year e.g. as a result of families moving to a new area.

25. Where entitlement to extended travel rights has been established the department's opinion is that local authorities should consider the pupil to be eligible for the entirety of

the school year for which the assessment has been made. If a pupil ceases to be eligible any change to provision made by the local authority must be considered in the context of the potential impact on the child. Disruption to a child's education should be avoided.

26. Where a pupil is registered at a school, but is attending a place other than that school as a result of temporary exclusion, [eligibility for home to school travel](#) will apply to the other place for the temporary period.

Qualifying school

27. The relevant educational establishment in relation to an eligible child will be either a qualifying school or the place, other than a school, where they are receiving education by virtue of arrangements made under section 19(1) of the Act¹³.

28. Regulations¹⁴ clarify the entitlement for eligible children, a small number of whom may be registered at more than one educational establishment, e.g. children of no fixed abode might be registered at more than one school, and other children may be registered at a hospital school and another school, etc.

29. Qualifying schools are:

- community, foundation or voluntary schools;
- community or foundation special schools;
- non-maintained special schools;
- pupil referral units;
- maintained nursery schools; or
- city technology colleges (CTC), city colleges for the technology of the arts (CCTA) or academies, including free schools and University Technical Colleges (UTC)¹⁵.

30. For children with SEN, an independent school can also be a qualifying school where this is named on the child's Education, Health and Care Plan (EHC Plan) or statement, or it is the nearest of two or more schools named.

Travel arrangements made by the local authority or other bodies/persons

31. Examples of other bodies or persons making travel arrangements might include: a parent consenting to use their car in return for a mileage allowance; a school or group of

¹³ Section 508B(10) of the Act.

¹⁴ [The School Travel \(Pupils with Dual Registration\)\(England\) Regulations 2007](#) (S.I.2007/1367).

¹⁵ Paragraph 15 of Schedule 35B.

schools reaching an agreement with a local authority to provide transport in minibuses owned by the school; or a transport authority providing free passes for all children on public transport. For example, in London, Transport for London provides free bus passes for all children under the age of 16. In many circumstances, London Boroughs may therefore not need to make any additional travel arrangements for children living in their area, particularly when eligibility would be through statutory walking distances or extended rights.

32. Subsection (4) of 508B and 508C of the Act list some of the travel and transport arrangements that may be made. These might include: provision of a seat on a bus or minibus provided by the local authority; provision of a seat in a taxi where more individualised arrangements are necessary; and provision of a pass for a public service bus, or other means of public transport.

33. On condition that the relevant parental consent has been obtained (annually or, if a child moves school, at that point too) by the local authority, a number of alternative arrangements might be considered to meet the local authority duty relating to travel arrangements. Examples include:

- a mileage allowance paid to a parent driving their eligible child to school in lieu of the local authority making arrangements for a taxi to transport the child;
- a cycling allowance paid by the local authority where the parent agreed for their child to cycle to and from school instead of catching a bus for, say a three mile journey; and
- local authority provision of a suitable escort to enable an eligible child with a disability to walk a short distance to school in safety, instead of making arrangements for a taxi to take them to and from school.

Suitability of arrangements

34. As a general guide, transport arrangements should not require a child to make several changes on public transport resulting in an unreasonably long journey time. Best practice suggests that the maximum each way length of journey for a child of primary school age to be 45 minutes and for secondary school age 75 minutes, but these should be regarded as the maximum. For children with SEN and/or disabilities, journeys may be more complex and a shorter journey time, although desirable, may not always be possible.

35. Consideration should also be given to the walking distance required in order to access public transport. The maximum distances will depend on a range of circumstances, including the age of the child, their individual needs and the nature of the routes they are expected to walk to the pick up or set down points and should try to be combined with the transport time when considering the overall duration of a journey. With regards to pick up points, local authorities may at their discretion use appropriate pick up points when making travel arrangements. For arrangements to be suitable, they must

also be safe and reasonably stress free, to enable the child to arrive at school ready for a day of study.

Part 2 - Discretionary Arrangements

Travel arrangements for other children

36. Section 508C of the Act provides local authorities with discretionary powers to go beyond their statutory duties and provide transport for children who are not entitled to free transport. Charges can be made, or, as stated in Subsection (5) of 508C local authorities may also pay all or part of the reasonable travel expenses of children who have not had travel arrangements made either under the statutory duty placed on local authorities, or under their discretionary powers to make travel arrangements. Where charges are imposed, good practice suggests that children from low income groups (those not eligible for extended rights, either due to being just outside financial eligibility or live outside of the distance criteria and therefore not in receipt of free travel) should be exempt.

37. It is very much for the individual local authority to decide whether and how to apply this discretion as they are best placed to determine local needs and circumstances. It is recognised that local authorities will need to balance the demands for a broad range of discretionary travel against their budget priorities. While the department offers guidance, the final decision on any discretionary travel arrangements must rest with the individual local authority who should engage with parents and clearly communicate what support they can expect from the local authority.

Religion or belief

38. Many parents will choose to send their children to a school as near as possible to their home. However, some parents choose to send their children to a school with a particular ethos because they adhere to a particular faith, or belief. Local authorities need to respect parents' religious and philosophical convictions as to the education to be provided for their children¹⁶, give careful consideration to discrimination issues and seek legal opinion if they are unsure about the effect of their policies, before publishing them each year.

39. Under the European Convention on Human Rights (ECHR), parents do not enjoy a specific right to have their children educated at a school with a religious character or a secular school, or to have transport arrangements made by their local authority to and from any such school and the Equality Act 2010 (which places a duty on local authorities

¹⁶ Article 2 of the First Protocol.

not to discriminate against a person on the grounds of their religion or belief), does not apply to the exercise of an authority's functions in relation to transport¹⁷.

40. However, the Secretary of State continues to attach importance to the opportunity that many parents have to choose a school or college in accordance with their religious or philosophical beliefs, and believes that wherever possible, local authorities should ensure that transport arrangements support the religious or philosophical preference parents express. In many cases these schools may be more distant and therefore the provision of transport and/or training, and the avoidance of unreasonable expenditure on travel are encouraged. However, the department appreciates that this may be incompatible, for example, on grounds of excessive journey length, or where the journey may have a detrimental impact on the child's education.

41. The Act places a duty on local authorities to make arrangements for secondary pupils from [low income](#) backgrounds to attend the nearest school preferred on grounds of "religion or belief", where that school is between 2 and 15 miles from their home. Local authorities may wish to use their discretionary powers to extend transport arrangements beyond the extended rights duty and facilitate attendance at such schools. The Secretary of State expects local authorities to consider all possible options before they disturb well established arrangements, some of which have been associated with local agreements or understandings about the siting of such schools. Local authorities should pay particularly careful attention to the potential impact of any changes on low income families (those not eligible under extended rights) whose parents adhere to a particular faith or philosophy, and who have expressed a preference for a particular school because of their religious or philosophical beliefs.

42. Local authorities will need to be aware of their obligation not to discriminate under article 14 of ECHR. For example, where local authorities use their discretionary powers to make travel arrangements for children on the basis of their parents' religious beliefs to schools designated with a religious character, the equalities implications should be considered, to facilitate parents' who wish their children to be educated in accordance with their philosophical convictions.

¹⁷ s31 of, and paragraph 11 of Schedule 3 to, the Equality Act 2010.

Part 3 - Transport Considerations

Safeguarding requirements

43. It is the responsibility of the individual local authority to ensure the suitability of its employees and any contractors or their employees by undertaking the required safeguarding checks on those whose work or other involvement will bring them into contact with children, or more widely, vulnerable adults. This should include bus drivers, taxi drivers and escorts, as necessary. The Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) have merged to become the [Disclosure and Barring Service](#) (DBS). CRB checks are now called DBS checks. Please see [Further information](#).

Training and Equalities

44. All local authorities should ensure that all drivers and escorts taking pupils to and from school and related services have undertaken appropriate training, and that this is kept up to date. It is also considered good practice for those responsible for planning and managing school transport to have undertaken appropriate equality training. This training could consist of (but is not restricted to):

- an awareness of different types of disability including hidden disabilities;
- an awareness of what constitutes discrimination;
- training in the necessary skills to recognise, support and manage pupils with different types of disabilities, including hidden disabilities and certain behaviour that may be associated with such disabilities;
- training in the skills necessary to communicate appropriately with pupils with all types of different disabilities, including the hidden disabilities; and
- training in the implementation of health care protocols to cover emergency procedures.

Bus safety considerations

45. Buses and coaches used to take pupils to and from school are public service vehicles and, as such, are subject to specific legislation on safety standards. All coaches and minibuses carrying groups of children of 3 to 15 years of age on organised trips are required to be equipped with seat belts. The legal requirement to fit seat belts does not apply to other types of bus, including those on public service. These tend to travel relatively slowly, over short distances, with frequent stops. Schools or local authorities making arrangements for home to school transport are free to specify within their contracts that they will only accept vehicles fitted with seatbelts.

46. The [Public Service Vehicles \(Carrying Capacity\) Regulations 1984](#) allow the option of three children under the age of 14 to occupy a bench seat designed for two adults on a

service bus. Modern bus designs and seat belt requirements are reducing the circumstances in which this practice can be adopted and in the opinion of the Secretary of State, local authorities making arrangements for home to school travel should only make use of this concession on an exceptional basis.

Poor behaviour on school buses/other modes of transport

47. The department expects each school to promote appropriate standards of behaviour by pupils on their journey to and from school through rewarding positive behaviour and using sanctions to address poor behaviour. The EIA 2006 empowers headteachers to take action to address unacceptable behaviour even when this takes place outside the school premises and when pupils are not under the legal control of the school, but when it is reasonable to do so. In the department's view, this would include behaviour on school buses, or otherwise on the route to and from school, whether or not the pupils are in school uniform.

48. A number of local authorities have adopted a policy of withdrawing transport, either for a temporary period, or permanently for more serious or repeated cases of misbehaviour. Equally, the behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgment for the Headteacher¹⁸. Local authorities might also consider that escorts are necessary to ensure safety of pupils on buses and can stipulate the provision of suitable escorts in their tender documents.

Partnership

49. The department strongly supports local authorities in developing cross-cutting approaches to home to school travel and transport. Relevant considerations would include sustainability, delivering value money and finding school and parent friendly solutions. This could be through strong partnerships between local authorities and academies, the use of Department for Transport policies and practices, such as Local Transport Plans and Local Sustainable Transport fund (see [Further information](#)) and partnership with parents, for example to allow them to top up transport costs through the payment of fees in order to maintain the provision.

50. Partnerships are strongly encouraged, particularly in rural areas, where the generally more limited transport services could disadvantage children¹⁹.

¹⁸ <https://www.gov.uk/government/publications/school-exclusion>

¹⁹ See Staffordshire County Council's approach to rural travel provision in [case study at Annex 1](#).

Part 4 – Policy Changes

Publication of general arrangements and policies

51. Local authorities must publish general arrangements and policies in respect of home to school travel and transport for children of compulsory school age. This information should be clear, easy to understand and provide full information on the travel and transport arrangements. It should explain both statutory transport provision, and that provided on a discretionary basis. It should also set out clearly how parents can hold local authorities to account through their appeals processes. Local authorities should ideally integrate their Sustainable Modes of School Travel strategies into these policy statements, and publish them together.

Policy Changes

52. Local authorities should consult widely on any proposed changes to their local policies on school travel arrangements with all interested parties. Consultations should last for at least 28 working days during term time. This period should be extended to take account of any school holidays that may occur during the period of consultation.

53. Good practice suggests that the introduction of any such changes should be phased-in so that children who start under one set of transport arrangements continue to benefit from them until they either conclude their education at that school or choose to move to another school. Parents make school choices based on, amongst other things, the home to school transport arrangements for a particular school, and any changes might impact adversely on individual family budgets.

Part 5 - Appeals process

54. Local authorities should have in place both complaints and appeals procedures for parents to follow should they have cause for complaint about the service, or wish to appeal about the eligibility of their child for travel support. The procedure should be published alongside the local authority travel policy statement. If an appellant considers that there has been a failure to comply with the procedural rules or if there are any other irregularities in the way an appeal was handled they may have a right to refer the matter to the Local Government Ombudsman. If an appellant considers the decision of the independent appeals panel to be flawed on public law grounds, they may apply for a judicial review.

55. In the past we have left it to local authorities to determine how their appeals procedures should operate in practice. However, in the interests of consistency and to be both clearer and more transparent, for both parents and local authorities, we have now set out a recommended review/appeals process in [Annex 2](#).

Further information

Post-16 transport

Guidance relating to post-16 transport is available on the [department's website](#)

Sustainable transport

British Cycling is the national governing body for cycling and can provide advice on cycling to school and cycle training. More information is available at www.britishcycling.org.uk

Department for Transport funding is available to Local Highway Authorities and Schools Games Organiser Host Schools for the provision of Bikeability cycle training for school children in England. This will teach children to cycle safely, confidently and competently on the roads. More information is available here: www.dft.gov.uk/bikeability/schools

The Department for Transport Local Sustainable Transport Fund was established to support authorities in delivering local economic growth whilst cutting carbon emissions from transport. Further information can be found at:

<https://www.gov.uk/government/collections/local-sustainable-transport-fund>

Living Streets runs the national Walk to School campaign which reaches over 13 million people. The campaign successfully encourages and supports parents/carers and children to make walking to school part of their daily routine. More information is available on their website www.livingstreets.org.uk

Modeshift is the national sustainable travel organisation. Modeshift supports local authorities, schools, business and communities to increase levels of sustainable travel. More information is available on their website www.modeshift.org.uk

Moving More, Living More is a document produced by the Department of Health which builds on the work already under way to help realise the aim of having a more physically active nation as part of the legacy from the London 2012 Olympic and Paralympic Games:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279657/moving_living_more_inspired_2012.pdf

Sustrans is the leading sustainable transport charity that provides practical advice that can be passed onto parents to increase confidence in walking and cycling. More information is available on their website: www.sustrans.org.uk

DBS (formerly CRB) employee suitability checks

Further information about DBS checks (and who requires them or is eligible, for example bus drivers for designated home to school transport are eligible, whereas those driving

public services are not) can be obtained from: <https://www.gov.uk/disclosure-barring-service-check>

Definitions

- Section 444(5) of the Act defines the statutory walking distances.
- Schedule 35B of the Act defines:
 - ‘eligible children’ (paragraphs 2-7 and 9-13);
 - ‘qualifying school’ (paragraph 15);
 - ‘disabled child’ (paragraph 15(4));
 - ‘religion and belief’ (paragraph 15(6)) and 509AD of the Act;
 - ‘low income family’ (paragraphs 9-14).
- Section 579 of the Act defines ‘child’.
- Section 509AC of the Act defines ‘compulsory school age’.
- The Equality Act 2010 defines ‘religion or belief’ for the purposes of this Act.
- The Children’s and Families Act section 10 defines ‘SEN’

Key term Glossary

- Home: A child's 'home' is the place where he/she is habitually and normally resident.
- Nearest suitable school: Taken to mean the nearest qualifying school with places available that provides education appropriate to the age, ability and aptitude of the child, and any SEN that the child may have.
- Parent: Reference to parent in this document should be equated to mean parent/carer/legal guardian.
- Philosophical Belief: For a philosophical "belief" to be worthy of protection, it must attain a certain level of cogency, seriousness, cohesion and importance; be worthy of respect in a democratic society; and not be incompatible with human dignity or the fundamental rights of the child. Examples of beliefs are humanism and atheism.
- Road routes: Reference to road route should be taken to mean a route passable by a motor vehicle, and could include distance covered on additional transport, e.g. via ferry.

Annex 1: Case Studies

Sustainable travel

Effective sustainable travel plans have wider benefits for a local area than simply improving access to schools and education. Evidence shows that school travel plans can have benefits ranging from increased road safety, to healthier, more alert and engaged pupils, to increasing independent travel and associated life skills for pupils with SEN. Enabling the increased use of sustainable modes of travel such as walking, cycling and the use of public transport has environmental benefits in reducing levels of noise, congestion and poor air quality - the latter of which children are particularly at risk to.

Darlington Borough Council case study

Impact/benefits

The data from 2011-12 indicates that on average, 7% of secondary school pupils are choosing to cycle to school. Before the Local Motion initiative began, this figure stood at just 1%.

Details of the approach

Darlington Borough Council has encouraged a modal shift away from the car to more sustainable modes under the brand 'Local Motion'. The Local Sustainable Transport Fund has provided funding for the continuation of this project since 2011. It ensures that schools, young people and their families receive relevant information, to enable them to choose sustainable travel options to get to and from school.

How was the change made?

The whole schools package is underpinned by the Modeshift STARS online accreditation scheme which recognises and rewards each school's commitment to promoting sustainable travel. All Darlington schools must engage with Modeshift STARS in order to access other support and resources from the Local Motion project.

A new Year 6 Transition Programme has been introduced to help pupils and their parents make informed choices about sustainable travel options to the secondary school they will be attending.

All Darlington secondary schools have converted to academy status, but have continued to engage with the Local Motion programme and continue to support sustainable travel.

Advice for other LAs contemplating such an initiative

The Local Motion Transition encourages families to start thinking about how they are going to travel to secondary school long before they start at the school, to avoid relying on private cars.

For further information please email Louise Neale: louise.neale@darlington.gov.uk

Stoke-on-Trent case study

Impact/benefits

After just one year of Sustrans' engagement (2013/14) regular cycling amongst pupils (once or twice a week or more) increased from 8.5% to 12.7% and those regularly being driven (once or twice a week or more) decreased from 49.9% to 45.3%. This is helping to reduce the impact of congestion from education travel which is estimated to cost £2.6m per year.

Details of the approach

Stoke is one of eight partner local authorities in the Access to Education (A2E) programme, led by Devon County Council and coordinated by Sustrans. It is funded by the Local Sustainable Transport Fund.

Using locally-tailored packages Sustrans provide a real alternative to the car for trips to schools, colleges and universities, reducing congestion, improving journey reliability and boosting local economies.

How was the change made?

- Intensive engagement from two Sustrans officers working with 21 primary and seven secondary schools
- Provision of 'Access to Bikes School Hubs' – shipping containers that contain 15 bikes, helmets, hi-viz jackets, pumps, locks, lights and maintenance tools placed in nine schools
- Installation of cycle parking and scooter pods at schools
- A programme of highway safety improvements, including new crossings and off-road cycle access links from residential areas to schools

Advice for other LAs contemplating such an initiative

Schools need to have intensive support over an extended period of time which would include building the skills, knowledge and confidence of 'champions' to deliver the ongoing work. The Sustrans School Mark, an accreditation scheme which recognises and supports schools' excellence in active and sustainable travel, provides a framework to drive this forward.

For further information please email Allan Williams: allan.williams@sustrans.org.uk

Home to school travel assistance for pupils with SEN or disabilities

Research indicates that there can be significant short and long term benefits in the application of independent travel training for pupils with special educational needs or disabilities. The training given can result in savings to transport budgets in the short term, but can also provide longer term benefits to the individual in terms of a skill for life that might lead to greater social inclusion and employment prospects.

Coventry City Council case study

Impact/savings achieved

As a result of this initiative and tighter control and work to secure efficiencies in the operation of the home to school travel assistance programme the Council made £326k savings in 2011/12. The savings made in 2012/13 equated to £374k which includes the reductions in expenditure on home to school escorts. The total reduction over the 2 years is a 19% fall in expenditure.

Details of the new approach

Successful work has been undertaken to provide independent travel training for secondary aged pupils and the provision of personal transport budgets to the parents of pupils in special schools. This has enabled young people to become more independent and given them valuable skills for life, as well as securing a reduction in spending for the Council.

How was the change made?

Impower Consultancy was commissioned to identify potential efficiencies. Focus groups of parents of pupils with SEN or disabilities were formed to seek views and identify new ways of working. Two key work streams were then established to take forward the provision of Independent Travel Training and Personal Transport Budgets (PTBs).

Two travel trainers now focus their work on school aged pupils, to help them improve their independence skills. This also reduces the number of adults needing training in subsequent years.

The Council also developed a scheme to offer PTBs to parents. The funding was high enough to incentivise parents, while being low enough to deliver savings for the Council. This was piloted in one school initially and then rolled out across all the special schools.

Advice for other LAs implementing the change

Special school headteachers are fully involved in this initiative and they help identify suitable young people to undertake training.

Contacting parents by telephone was resource intensive, but very positive in terms of fully explaining the benefits and options. PTBs are voluntary, tailored and non-prescriptive. The attendance and punctuality of pupils with a PTB is monitored. Beyond this there is no prescription and parents are not asked to account for expenditure.

For further information please email Marian Simpson: marian.simpson@coventry.gov.uk

Capacity building with schools and transport operators

In a financial climate where spending is reduced and costs are increasing local authorities may well find that they have less funding available to support discretionary transport provision, but there may be alternative solutions.

Many academies, with support from their local communities, are taking full advantage of their academy freedoms and are collaborating with other stakeholders and providers to offer discretionary transport to their schools. Local authorities can greatly assist with these initiatives by sharing their experience, expertise and influence in the procurement of transport.

Hertfordshire County Council case study

Impact/savings achieved

£5-6 million will be saved each year as a result of schools and commercial operators providing discretionary travel on routes previously funded and delivered by the Council.

Details of the new approach

From September 2012 Hertfordshire County Council introduced a statutory only home-school transport policy. The Council was keen to attract third party providers to arrange transport on routes which it had previously organised and subsidised and that catered mainly for children without a statutory entitlement to home to school transport.

The Council has worked to build capacity locally to encourage and enable schools, community groups and commercial operators to provide school transport. From September 2013 a total of 130 routes to schools of preference operate without a financial subsidy from the Council. Thirty of these routes have been operating since April 2012.

How was the change made?

The Council supported schools and parents to help develop transport plans. The Council also secured the involvement of the commercial sector and promoted awareness of business opportunities to it.

Advice for other LAs implementing the change

Commercial operators require routes to be financially secure, and therefore are only likely to consider taking on routes where there is a predicted, fare paying commitment from parents. School transport only accounts for 192 days a year.

Local authorities should act as facilitators with the commercial sector, to help schools with contracts and to ensure competition law is followed. Models should rely on parents being able to fund their family's school transport, without any subsidy from the LA. In the

current financial climate, there has been more opportunity for commercial coach companies to participate in this market, rather than commercial bus companies.

For further information please email Sarah Vize: sarah.vize@hertfordshire.gov.uk

Demand responsive service in rural areas

Counties with a large number of small rural communities face the challenge of ensuring that children in these communities are transported to their local schools whilst also providing a cost efficient transport network to the wider community to avoid rural isolation. Rural transport is essential in sustaining local rural communities and connecting people with essential services.

Staffordshire County Council case study

Impacts/Benefits

As a result of replacing infrequent existing local service buses and incorporating home to school transport on to a demand responsive service, a sustainable service has been developed which transports children to school and enables the rural population to be connected with essential services and the wider community. Children that have been transported to school frequently go on to use the service when they move up to middle or high school, increasing their independence despite their rural location.

Details of the approach

Moorlands Connect, a Demand Responsive Service was launched in 2010. The service incorporates the home to school transport to two village schools within the operating area which covers approximately 125 square miles. Outside school transport times the vehicles can be booked as a door to door service to transport people to work, appointments or other essential journeys. Using smaller vehicles and a demand responsive approach that is not tied to a scheduled route has meant that remote areas now have access to a service.

How was the change made?

A rural transport review was commissioned in 2008 and recommended the implementation of a demand responsive service. Residents in the area were consulted and current services, including home to school transport, were reviewed to establish which services could be incorporated on to a new service to increase its sustainability. Funding was sourced from various external agencies for the purchase of two fully accessible vehicles that carry bicycles and the service was launched in September 2010. It continues to be well used by the local communities and also by visitors to the area who can get out and about in the Peak District using the service.

Advice for other LA's implementing the change

The process in setting up the service should include service demand evaluation, assessment of service options, the associated costs and, importantly, comprehensive consultation. Such service complements existing local bus services and provides

alternative choice for passengers. The latter ensures new and continuing public and political support for the scheme. Ticketing options need to be considered, including onward ticketing and potential integration with the local bus service(s). All funding options should be explored at a local and national level; this connect service received initial funding from Districts, Staffordshire Police and Fire services. Once the service is operational there is the need to monitor and evolve the service to meet ongoing needs and changing travel patterns.

For further information please email: kathryn.grattage@staffordshire.gov.uk

Annex 2: Recommended Review/Appeals Process

Previous guidance made clear that local authorities should have in place and publish their appeals procedures, but left it to the individual authority to determine how this should operate in practice. We are now recommending that local authorities adopt the appeals process set out below, appreciating that specifics, such as the identification of an appeal compared to a complaint, will need to be decided by local authorities. The intention is to ensure a consistent approach across all local authorities, and to provide a completely impartial second stage, for those cases that are not resolved at the first stage.

Local authorities should publish annually their appeals process on their website. This should set out a clear and transparent two stage process (with paper copies available on request) for parents who wish to challenge a decision about:

- the transport arrangements offered;
- their child's eligibility;
- the distance measurement in relation to statutory walking distances; and
- the safety of the route.

Stage one: Review by a senior officer

- A parent has 20 working days²⁰ from receipt of the local authority's home to school transport decision to make a written request asking for a review of the decision.
- The written request should detail why the parent believes the decision should be reviewed and give details of any personal and/or family circumstances the parent believes should be considered when the decision is reviewed.
- Within 20 working days of receipt of the parent's written request a senior officer reviews the original decision and sends the parent a detailed written notification of the outcome of their review, setting out:
 - the nature of the decision reached;
 - how the review was conducted (including the standard followed e.g. Road Safety GB²¹);
 - information about other departments and/or agencies that were consulted as part of the process;
 - what factors were considered;
 - the rationale for the decision reached; and

²⁰ As with the whole appeals process the timings are recommended and not compulsory. We envisage many appeals will be dealt with much sooner than these timings, particularly those which have a time pressure, whilst complex cases may take longer.

²¹ Road Safety GB is the sole published standards known to the department, hence referenced.

- information about how the parent can escalate their case to stage two (if appropriate).

Stage two: Review by an independent appeal panel

A parent has 20 working days from receipt of the local authority's stage one written decision notification to make a written request to escalate the matter to stage two.

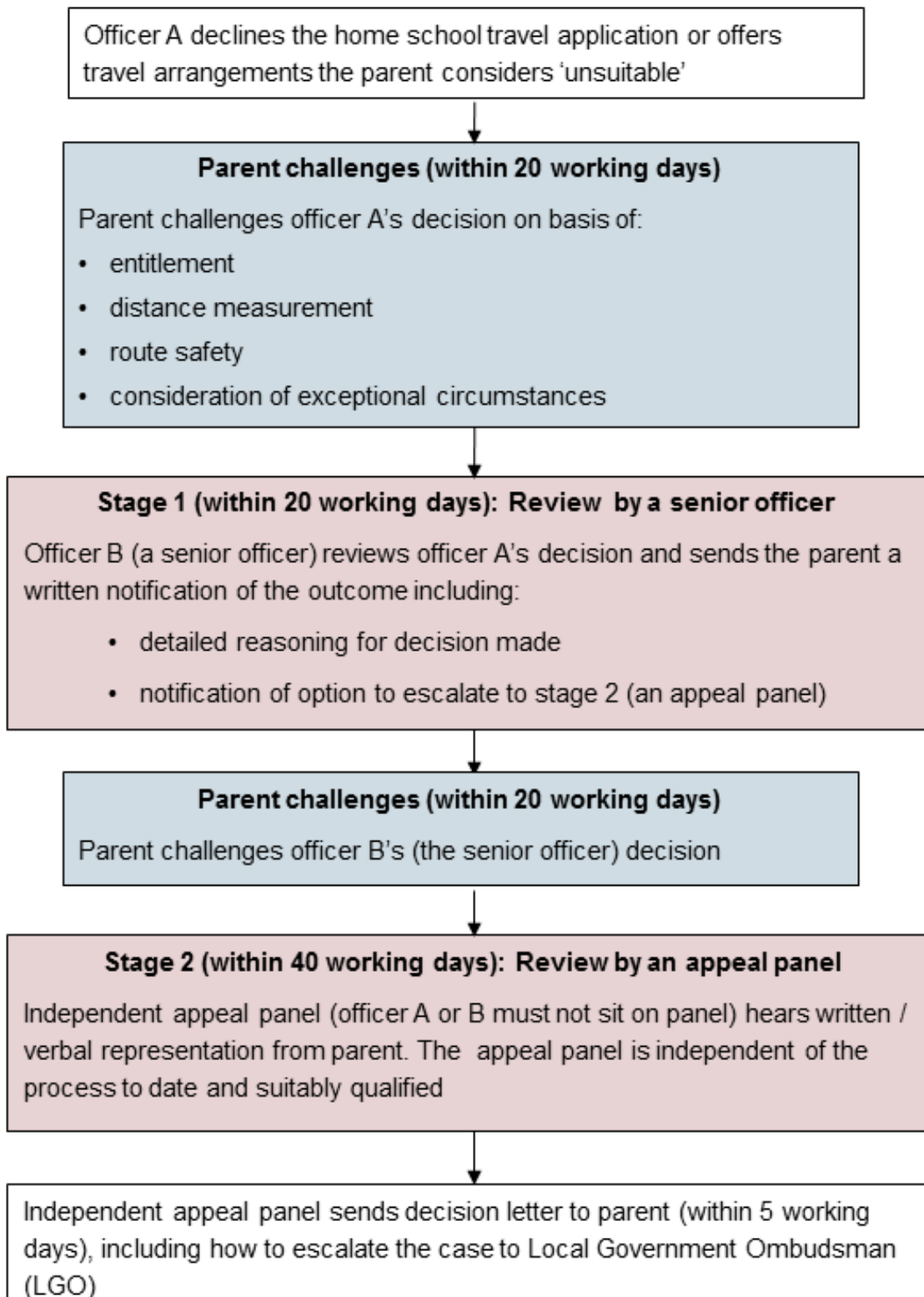
Within 40 working days of receipt of the parents request an independent appeal panel considers written and verbal representations from both the parent and officers involved in the case and gives a detailed written notification of the outcome (within 5 working days), setting out:

- the nature of the decision reached;
- how the review was conducted (including the standard followed e.g. Road Safety GB);
- information about other departments and/or agencies that were consulted as part of the process;
- what factors were considered;
- the rationale for the decision reached; and
- information about the parent's right to put the matter to the Local Government Ombudsman (see below).

The independent appeal panel members should be independent of the original decision making process (but are not required to be independent of the local authority) and suitably experienced (at the discretion of the local authority), to ensure a balance is achieved between meeting the needs of the parents and the local authority, and that road safety requirements are complied with and no child is placed at unnecessary risk.

Local Government Ombudsman – it is recommended that as part of this process, local authorities make it clear that there is a right of complaint to the Local Government Ombudsman, but only if complainants consider that there was a failure to comply with the procedural rules or if there are any other irregularities in the way the appeal has been handled. If the complainant considers the decision of the independent panel to be flawed on public law grounds, the complainant may also apply for judicial review.

Home to school travel and transport: flowchart of the review/appeals process





Department
for Education

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F. Appendix 6

Trafford All Age Travel Assistance Policy

Introduction

This policy describes the availability of transport and travel assistance for children, young people and vulnerable adults who live in Trafford. It takes into account legislation and government guidance which is described in Annex 1.

The policy will come into effect on 1 June 2021 and will apply to travel assistance provided from 1 September 2021 to 31 August 2022. We review this policy every year.

Our policy aims to:

- support those most in need
- help people achieve independence
- provide the most cost effective travel assistance so we make best use of our resources
- promote and encourage the use of sustainable travel

Our Sustainable modes of travel strategy describes how we will develop and promote sustainable travel options to get to school, college or other place of education or training. These options have health benefits for children and young people and bring about environmental improvements.

The policy is split into sections depending on the age of the person who requires transport.

Children – home to school transport for pre-school and school age children 2 to 16 years.

Young people – travel assistance to education or training for young people 16 to 19 years (or up to 25 with an education, health and care plan) who started their course before their 19th birthday.

Adults – travel assistance for vulnerable adults 18 years and over including adults attending daycare and adult learners who started a course after their 19th birthday.

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[Annex 3 – Transport service standards](#)

SECTION A – Children

1. Introduction

This section applies to preschool and school age children age 2 to 16 years.

It is the responsibility of the parent/carer to make sure their child attends school. This duty applies to children of compulsory school age attending either mainstream or special school. Compulsory school age starts on the 1 September, 1 January or 1 April after a child's 5th birthday and ends on the last Friday in June in the school year in which they are 16.

Travel arrangements are an important consideration when making school preferences as parent/carers have responsibility to make sure their child gets to and from school at the appropriate time each day.

In certain circumstances, we provide travel assistance for eligible children to attend their nearest qualifying school but parent/carers still have responsibility to apply for this.

In addition to providing travel assistance to children who meet the eligibility criteria, we also provide discretionary travel assistance for certain other categories of children, including preschool children.

2. Eligible children

There are four categories of children of compulsory school age living in Trafford and attending their nearest qualifying school who are eligible for free travel assistance:

a) Children who live outside the statutory walking distance

Children registered at a school outside walking distance where no suitable arrangements have been made for them to attend a nearer school or for boarding at or near the school. Statutory walking distance is:

- 2 miles for children under the age of 8
- 3 miles for children and young people aged 8 to 16

b) Children with special educational needs and disabilities (SEND) or a mobility difficulty

Children registered at a school within statutory walking distance of their home but who cannot reasonably be expected to walk to school because of their special education needs and disabilities (SEND) or mobility difficulty and no suitable arrangements have been made for them to attend a nearer school.

c) Children whose route to school is unsafe

Children registered at a school within statutory walking distance of their home but having regard to the nature of the route cannot reasonably be expected to

walk, and no suitable arrangements have been made for them to attend a nearer school.

d) Children from low income families (extended rights apply)

Children who receive free school meals or their parent/carers are in receipt of the maximum amount of working tax credit if:

- they are registered at a qualifying school more than 2 miles from home (for children aged 8-11)
- they are registered at a qualifying school between 2 and 6 miles from home and there are not three or more suitable qualifying schools nearer to their home (for children aged 11-16)
- they are registered at a school between 2 and 15 miles from home which is the nearest qualifying school preferred on the grounds of religion or belief (for children aged 11-16)

If there are suitable travel arrangements in either direction between their home and school provided free of charge by any other person, a child will not be eligible for travel assistance.

We also provide [discretionary travel assistance](#) to other children in certain circumstances.

3. Qualifying schools

The nearest qualifying school is the school nearest the child's home that has places available that provides education appropriate to the age and ability of the child, and any SEN that the child may have. If parent/carers choose a more distant school, travel assistance will not be provided unless the extended rights apply.

A qualifying school can be a:

- Community, voluntary aided or foundation school
- Community, foundation or non-maintained special school
- Pupil referral unit
- Maintained nursery school
- A city technology college, a city college for the technology of arts, an academy school or an alternative provision academy

For children with an education, health and care (EHC) plan, an independent school can also be a qualifying school where this is the only school named in the EHC plan or it is the nearest of two or more schools named.

If parent/carers choose a denominational school based on religious beliefs or a single sex school, you will not be eligible for travel assistance unless the school is the child's nearest qualifying school.

Where a child is registered at a school, but is attending a place other than that school

as a result of temporary exclusion, eligibility for home to school transport will be established based on the other place for the temporary period.

4. Calculating walking distance and assessment of route

Statutory walking distance is:

- 2 miles for children under the age of 8
- 3 miles for children aged 8 to 16

For consistency and fairness a geographic information system is used to calculate the walking distance from the child's home address to the nearest qualifying school and this is strictly applied. It references the shortest walking route that a child, accompanied as necessary, may walk safely. The route may include footpaths, bridleways and other pathways as well as recognised roads.

We will assess the route at the times the child would be using it to determine if it is suitable. This will take into account factors such as:

- the age of the child
- whether risks might be less if the child were accompanied by an adult and whether you can reasonably be expected to accompany them
- the width of the road and existence of pavements
- the volume and speed of traffic

5. Discretionary assistance for other children

In addition to the categories of eligible children described, we may provide discretionary travel assistance to the following categories.

- **Primary age children attending a denominational school**

There is no statutory duty to provide travel assistance to support primary school aged children to attend a denominational school. However, we will provide travel assistance to children from low incomes families who are registered at a denominational school which is between 2 and 15 miles from their home if parent/carer preference for that school is based on religion or beliefs and having regard to those beliefs there is no suitable qualifying school which is nearer home.

- **Children starting reception class**

Compulsory school age starts on the 1 September, 1 January or 1 April after a child's 5th birthday. However, most children start school in reception class in the September after their 4th birthday. Travel assistance applications will be accepted for these children if they meet the eligibility criteria for a child of compulsory school age.

- **Pre-school children aged 2 to 4 years**

Pre-school children may be eligible for travel assistance if:

- they have an education, health and care (EHC) plan
or
- they are undergoing an EHC needs assessment and are placed at a primary special school

To be considered eligible, there must be medical or social reasons why the child cannot attend the place without travel assistance. Professional evidence to support this will need to be provided to support the application, for example from a social worker or medical professional. If travel assistance is awarded for a pre-school aged child, you will be charged for this assistance.

The charge will be £170 per term, reduced to £85 per term for low income families who meet the criteria for free school meals.

6. Low income families

This refers to families who meet the criteria for free school meals because they are in receipt of a qualifying benefit. See the full criteria for [free school meals](#). We use the national eligibility checking system to find out if you are eligible.

All children in reception, year 1 and year 2 receive a free school meal under the universal infant free school meal scheme but this does not automatically mean you are a low income family.

7. Complex physical and medical needs

Children with complex physical or medical needs are those with diagnosed conditions requiring transport to school when the journey is longer than they can safely spend without receiving medical assistance. We will obtain individual, professional and medical advice about these children when considering applications for travel assistance.

Please see Annex 2 Care pathways for complex physical medical needs for further information about travel arrangements for these children, including details of the emergency care pathway and the epilepsy care pathway.

8. Social care needs

Looked after children

Travel assistance for children will be provided following authorisation from the relevant social care panel. There is an expectation that placement providers and/or carers will provide travel assistance where possible. A range of travel solutions will be considered to best support the child's attendance at school.

Respite and short breaks

Some children have been assessed as having a social care need and may attend respite or short breaks provision. For more information on the assessment process for this, see the [social care section](#) of our SEND local offer.

The child in need assessment is what will determine if a child requires travel assistance to attend respite or short breaks provision. This is a discretionary offer and each case will be considered on an individual basis. If travel assistance is awarded, it will be provided free of charge by either the respite provider or us.

Review

Care plans will be reviewed annually or sooner if there is a material change in a disabled child's needs in which case a re-assessment will take place. The child's entitlement to travel assistance for respite or short breaks will be considered as part of this.

9. Transport solutions

A variety of travel assistance solutions are available. These are some of the types of assistance that may be offered:

- Bus passes for public transport issued by us.
- Car mileage allowance of 45p per mile if the child is eligible but parent/carers want to make their own transport arrangements. If the equivalent cost of us arranging transport is less, then parent/carers will be paid the lower amount. Costs will be reimbursed termly, based on the child's attendance at school.
- A personal transport budget may be offered for children with SEND. This means parent/carers can organise their own travel arrangements to school, giving them more flexibility and control. The amount paid will be calculated based on the distance between home and school. Payments are usually made directly into the parent/carer bank account each term.
- Independent travel training so that children are able to travel independently to and from school and other social activities.
- Provision of transport commissioned by us for outward and return journeys between home and school.
- Passenger assistants (PA) may be provided on transport we commission where this is necessary for the safe operation of vehicles and/or care of children.
- There may be a requirement to incorporate pick up/drop off points as part of the travel solution. If this is required, all relevant parties will first be consulted.

10. General information

Home address

The child requiring travel assistance must be resident in Trafford and we will make checks to verify the address. We may request further proof of address if records do not match.

Travel assistance for children with SEND will be to and from their home address. Home is defined as where the child is normally and habitually resident. Where there is shared residency between two parent/carers, either or both addresses may be considered to be the home.

For children with SEND, parent/carers may request to use an alternative address but it will not automatically be accepted. We can only consider a maximum of one alternative address and it must not be further away from school than the home address.

Times of day

Travel assistance will be provided at the start and end of the school day. It is not available during the course of the school day.

Between schools

Children registered at one school may visit another school for integration purposes or to access an additional educational support package or placement provided by the school at which they are registered. Where this happens, the school is responsible for making the necessary transport arrangements.

Childcare providers and after school clubs

Travel assistance will not usually be provided to day nurseries, preschool playgroups, childminders, after school clubs or activity providers, unless there are exceptional circumstances. For example, a 3 year old child in receipt of 30 hours free childcare who is undergoing an EHC needs assessment at a primary special school and gets their extended hours at a childcare provider. Each request will be considered individually on its own merits.

Residential placements

If the child is in a residential placement, transport will be provided as follows:

- Weekly residential placement – travel arrangements will be made to school on Monday and from school on Friday each week.
- Termly residential placement – travel arrangements will be provided at the beginning and end of each term and mid-term holiday.
- Children requiring a 52 week placement – travel arrangements will be provided up to a maximum of 3 return journeys per year.

Other benefits and allowances

Travel assistance will be provided free of charge regardless of any benefits or allowances parent/carers or children receive. This includes:

- Disability living allowance (DLA)
- Personal independence payment (PIP)
- Foster carer allowance

Change of circumstances

If a child moves home, changes school or there is another significant change in circumstances, this may affect their eligibility for travel assistance or the suitability of

the travel assistance provided. All changes in circumstances should be reported immediately and it is the parent/carer responsibility to make a new application for travel assistance.

Withdrawal of travel assistance awarded in error

If travel assistance is awarded in error, we have the right to withdraw this. We will consider the individual circumstances of each case to decide if there are exceptional reasons for the travel assistance to continue. If we decide to withdraw travel assistance, we will give 6 weeks' notice.

Journey times

Every effort will be made to keep journey times to a minimum whilst making sure we make the best use of our resources. Government guidelines for a normal journey are:

- Primary school age – no more than 45 minutes each way.
- Secondary school age – no more than 75 minutes each way.

There may be times when it is not possible to meet these journey times. For example if a child attends an out of area school or due to circumstances outside our control such as traffic congestion, accidents or adverse weather conditions.

Charging for pre-school age children

The charge will be £170 per term, reduced to £85 per term for low income families who meet the criteria for free school meals.

We cannot provide transport until we have received a signed payment agreement form. Charges will be made termly and parent/carers will be invoiced in monthly instalments for the term, at the beginning of each term. For example, in the summer term the invoice will be sent in April requesting payment of 4 monthly instalments for April, May, June and July.

Safety on transport and withdrawal of travel assistance

We aim to maintain the highest standards of safety, security and comfort for all children travelling to their destination. Parent/carers also have a responsibility to help maintain these standards and inappropriate behaviour will not be tolerated. Children being transported will be expected to follow the same behaviour code as they do when in school. Head teachers can take action under the school's behaviour policy to address unacceptable behaviour on transport. We will also monitor unacceptable behaviour and it may result in exclusion from transport.

The withdrawal of transport will be considered on a case by case basis and can be:

- Temporary – this may be for a specified number of days or weeks
- Permanent – this may be for the remainder of the school year or longer depending on the circumstances. This could be for serious misbehaviour or persistent cases of misbehaviour.

Parent/carers will become responsible for transporting your own child during any period of exclusion from transport.

For more details about expected standards of behaviour, see [Annex 3 transport service standards](#).

11. Applying for travel assistance

a) Without special educational needs, disabilities or mobility issues

Parent/carers of children aged 5 to 16 should contact the School Admissions Team for information about the travel assistance they may be entitled to. Email school.admissions@trafford.gov.uk or telephone 0161 912 5080.

If eligible, the School Admissions Team will advise of the application process. Applications should be received by 22 July so bus passes and other travel assistance can be arranged for the start of the academic year.

b) With special educational needs, disabilities or mobility issues

Parent/carers should apply to Trafford Travel Co-ordination Unit (TTCU) for travel assistance if their child is:

- Compulsory school age 5 to 16 years with an education, health and care (EHC) plan
- Pre-school age 2 to 4 years old with an education, health and care (EHC) plan or undergoing an EHC needs assessment at a special school.

Please complete the [online application](#) or contact us by email ttcu@trafford.gov.uk or telephone 0161 912 5055.

Applications should be received by 30 June for travel assistance to start at the beginning of the school year in September. For applications received after this date, there is no guarantee travel assistance will be in place for the start of the school year.

For applications received during the school year, travel assistance will usually be in place within 20 working days assuming the application is approved. However there may be occasions this is not possible, for example if there is a need to recruit or provide specialist training for passenger assistants, procure additional vehicles or arrange independent travel training.

It is the parent/carer's responsibility to apply for travel assistance by the due date and to make suitable arrangements during the application process. A new application form is needed at each of the following events:

- When a child is due to start school in reception class
- When a child turns 8 years old
- When a child turns 11 years old and moves to secondary school
- When there is a change in circumstances. This can include change in school, social care provision, home address, assessed eligible need or days when travel assistance is required.

Only one application for travel assistance will be accepted per school year unless there has been a significant and material change in circumstances.

After an application is assessed as being eligible, TTCU will contact the parent/carer to gather more detailed information about the child's individual needs. This informs the risk assessment and the travel assistance solution offered.

12. Appeals

Appeals for children of compulsory school age (5 to 16 years) can be on the grounds of:

- child eligibility
- distance measurement in relation to statutory walking distance
- safety of the route
- transport arrangements offered

Appeals for pre-school age children (2 to 4 years) can be on the grounds of:

- child eligibility
- travel arrangements offered

For all appeals there is a two stage appeal process.

Stage one

Parent/carers can request a review of our decision. Requests must be submitted in writing within 20 working days from receipt of our decision. The request should explain why the decision should be reviewed and provide any additional information about personal or family circumstances which parent/carers feel we should consider. A senior officer will review the decision and inform the parent/carer of the outcome in writing within 20 working days of receipt of the written request for review.

Stage two

If the parent/carer is not satisfied with the outcome at stage one, they can make a written request to escalate the matter to stage two. Requests must be submitted in writing within 20 working days from receipt of the stage one outcome letter. Within 40 working days of receiving the request, an independent appeal panel will consider written and verbal representations. The independent appeal panel will be independent of the original decision making process but not necessarily independent of the council. Parent/carers will receive a detailed written notification of the outcome within 5 working days of the panel meeting.

For more information about the appeals process, see the [statutory guidance](#).

Any appeals received just before or during the school summer holidays may be delayed if there is any information to be considered which cannot be obtained from the school due to closure.

Once the parent/carer has gone through both stages of the appeals process they cannot re-apply for travel assistance within the same academic year unless there has

been a significant and material change in circumstances.

13. Complaints

General

We are committed to providing the best possible standard of service. If parent/carers have any concerns or problems, in the first instance they should contact Trafford Travel Coordination Unit (TTCU). If they are still unhappy, a formal complaint can be made by following our [complaints process](#).

Respite or short breaks

For complaints regarding decisions to provide travel assistance to disabled children to attend respite or short breaks, parent/carers should follow our [children's social care complaints process](#).

Maladministration

There is a right of complaint to the Local Government and Social Care Ombudsman (LGSCO), but only if the parent/carer considers that there was a failure to comply with the procedural rules or if there are any other irregularities in the way the appeal has been handled. The LGSCO will not investigate the merits of the appeal, they will simply consider if there was maladministration. See [LGSCO](#) for more information.

Safeguarding concern

If there is a concern about a child, and they are not at immediate risk of harm, contact Trafford Children's First Response on 0161 912 5125 to discuss this.

SECTION B – Young People

1. Introduction

This section describes the arrangements and support available to help young people of sixth form age attend education or training. It applies to:

- Young people age 16 to 19 years old who start a course before their 19th birthday.
- Young people up to age 25 if they have an education, health and care (EHC) plan and are continuing on a course started before their 19th birthday.

The arrangements can apply to education or training at:

- School
- Further education institution
- Local authority maintained or assisted institution providing higher or further education
- 16 – 19 academy
- Any other establishment at which the local authority secures the provision of education or training

Young people are required to stay in education or training until their 18th birthday.

2. Concessionary tickets for public transport

There is a range of concessionary travel schemes which are competitively priced or free so these options should be explored before applying to us for support.

Our pass

Our pass is for 16 to 18 year olds who live in Greater Manchester. It gives young people free travel on local buses across Greater Manchester and half-price off peak 1 day and weekend travelcards on trams. The journey can be for any reason, not just getting to school or college.

The pass can be used from 1 September after a young person's 16th birthday until 31 August after their 18th birthday (or until their 18th birthday if this is 31 August).

There is a one-off administration fee of £10 to obtain a pass. Young people will need a passport style photo, proof of their date of birth and proof that they live in Greater Manchester.

For further information and to apply online, see [our pass](#).

Scholar's permit

Scholar's permit is for 16 to 19 year olds who live in Greater Manchester. Card holders can pay for child fares on buses, trams and trains in Greater Manchester for travel to and from school or college.

Young people can only use the scholar's permit in term-time, and only from Monday to

Friday up to 9pm. It cannot be used at weekends or bank holiday, or for any other journeys except those which are to and from a school or college.

The pass can be used from 1 September after a young person's 16th birthday until 31 August after their 19th birthday (or until their 19th birthday if this is 31 August).

There is a one-off administration fee of £5 to obtain a pass. Young people will need a passport style photo, proof of their date of birth and proof that they live in Greater Manchester.

For further information and to apply online, see [scholar's permit](#).

System one travelcards

The system one travelcard scheme includes all the major local bus companies and can also be combined with tram and train travel. Concessionary tickets are available for 7 day and 28 day passes for young people up to age 21 or extended up to age 26 if they have a student ID card.

For further information, see [system one travelcards](#).

Train travel

The 16-25 railcard offers considerable discounts over standard fares but other cheaper options may be available so always check with the operator.

For further information on railcards, see [16-25 railcards](#).

For further information on rail services, see [national rail](#).

English national concessionary travel scheme

Disabled young people could be eligible for a pass that gives free and low-cost travel in Greater Manchester and the rest of England. Depending on the disability, they could qualify for either a travel pass for disabled people or a travel plus pass for disabled people. The pass is free, and lasts between one and five years depending on the disability.

Within Greater Manchester travel pass holders can:

- travel for free on all buses and trams between 9.30am and midnight, Monday to Friday, and all day at weekends and on public holidays.
- travel for free on trains on journeys scheduled to run at or after 9.30am, Monday to Friday, and all day at weekends and on public holidays.

If pass holders travel outside of these times they must pay for a concessionary fare where available or otherwise the full adult fare.

If young people are registered blind or profoundly deaf without speech that can be readily understood they may qualify for the travel plus pass which permits free travel within Greater Manchester on buses, trams and trains at any time.

For more information, see [travel passes for disabled people](#).

3. Travel support from schools and colleges

School buses

If young people attend a sixth form at a secondary school, they may want to check if there are any school bus options suitable for sixth form age pupils. See [school bus services](#) for timetables for each local authority area in Greater Manchester.

The 16 to 19 bursary fund

Young people could get a bursary to help with education-related costs if they are aged 16 to 19 and:

- studying at a publicly funded school or college in England - not a university
- on a training course, including unpaid work experience

A publicly funded school is one that does not charge for attending it.

There are 2 types of bursaries.

Bursary for students in vulnerable groups

Young people could get up to £1,200 if at least one of the following applies:

- they are in or have recently left local authority care
- they get Income Support or Universal Credit because they are financially supporting themselves
- they get Disability Living Allowance (DLA) in their name and either Employment and Support Allowance (ESA) or Universal Credit
- they get Personal Independence Payment (PIP) in their name and either ESA or Universal Credit

Discretionary bursary

Schools and colleges will have their own criteria for discretionary bursaries. They'll look at individual circumstances - this usually includes the young person's family income. Ask student services about their criteria and any evidence they will need.

Young people can apply for a discretionary bursary if they are age 16 to 18. They can also apply if they are 19 or over if they are either:

- continuing on a course they started aged 16 to 18
- have an education, health and care (EHC) plan

Apply to the school, college or training provider. Ask student services or a tutor to explain what to do.

For further information see [16-19 bursary fund](#).

Care to learn – for young parents

For young parents under 20 studying on a publicly funded course, Care to learn can help pay for childcare and related travel costs while the young parent is learning. They could receive up to £160 per child per week to help with the cost of:

- childcare, including deposit and registration fees

- a childcare ‘taster’ session (up to 5 days)
- keeping their childcare place over the summer holidays
- taking their child to the childcare provider

The childcare provider must be Ofsted registered and they will be paid directly for childcare costs. Payments for travel costs go to the young parent’s school or college - they’ll either pay the young parent or arrange travel for them.

For further information and to apply online, see [care to learn](#).

4. Travel assistance provided by us

There is no automatic entitlement to free transport to school, college or a training provider once a young person is over 16. However, we consider what travel assistance and provision is necessary to help young people to access education and training. We consider the following:

- The needs of young people who would not be reasonably able to attend a particular school or college to receive education or training if no arrangements were made.
- The need to ensure that young people have reasonable opportunities to choose between different education and training providers.
- The distance from the young person’s home and the journey time to education and training providers.
- The cost of travel assistance to the education and training provider.
- How much the young person would benefit from encouragement to travel as independently as possible.
- Any alternative ways of helping young people attend the education or training provider.

To be eligible to apply to us for support, young people must live in Trafford and be attending a full-time course or training.

If young people do not qualify for our travel assistance, they will need to make their own arrangements for travel to and from their education or training provider.

Eligible young people

a) Young people without an education, health and care (EHC) plan

In the first instance, young people must apply to their school, college or training provider for bursary funding to assist with travel costs. For many young people, this is discretionary and schools, colleges and training providers may assist in different ways.

If a school, college or training provider refuses assistance and the young person can provide evidence of this, we will consider applications for assistance on the basis of financial hardship. To meet the requirements for this, the young person’s family must be in receipt of one of the qualifying benefits within the [free school meals criteria](#). We use the national eligibility checking system to check if the family is eligible.

If we provide assistance on the basis of financial hardship, it will be free of charge.

b) Young people with an education, health and care (EHC) plan

Travel assistance requirements will be considered during the transition planning process undertaken in school years 10 and 11. In year 11, education, health and care (EHC) plans will be reviewed before the young person transfers from school to college or training. This will be carried out by 31 March in the year of transfer.

We consider applications for travel assistance from young people age 16 to 19 with an education, health and care (EHC) plan – or up to age 25 if they are continuing on a course they started before their 19th birthday. It doesn't matter if they attend mainstream or specialist provision.

To be considered eligible, there needs to be medical or social reasons supported by professional evidence stating why the young person needs travel assistance to access education or training. This could include physical or mental conditions affecting their capacity for independent travel.

If young people fall within this category, they will need to make an application to us for travel assistance.

If they are assessed as eligible for travel assistance, it will be free of charge.

Transport solutions

A variety of travel assistance solutions are available. These are some of the types of assistance that may be offered to eligible young people:

- A personal transport budget may be offered if a young person has SEND. This means they can organise their own travel arrangements to college or training, giving them more flexibility and control. The amount paid will be calculated based on the distance between home and college. Payments are usually made directly into the young person or parent/carer bank account each term.
- Independent travel training so that young people are able to travel independently to and from college or training and other social activities.
- Provision of transport commissioned by us for outward and return journeys between home and college or training.
- Passenger assistants (PA) may be provided on transport we commission where this is necessary for the safe operation of vehicles and/or care of young people.
- There may be a requirement to incorporate pick up/drop off points as part of the travel solution. If this is required, all relevant parties will first be consulted.

Home address

Travel assistance provided by us will be to and from the young person's home address. Home is defined as where they are normally and habitually resident. Where there is shared residency between two parent/carers, either or both addresses may be considered to be the home.

Young people or their parent/carer may request an alternative address but this will not automatically be accepted. A maximum of one other address will be considered and

the alternative address must not be further away from the education or training provider than the home address.

Times of day

Travel assistance will be provided at the start and end of the school or college day. It is not available during the course of the day.

Between education and training providers

Young people registered at one education or training provider may visit another for integration purposes or to access an additional support package. Where this happens, the education or training provider is responsible for making the necessary transport arrangements.

Residential placements

For young people in a residential placement, transport will be provided as follows:

- Weekly residential placement – outward travel arrangements will be made on Monday and back home on Friday each week.
- Termly residential placement – travel arrangements will be provided at the beginning and end of each term and mid-term holiday.
- Young people requiring a 52 week placement – travel arrangements will be provided up to a maximum of 3 return journeys per year.

Other benefits and allowances

Travel assistance will be free of charge regardless of any benefits or allowances the young person or their family receive. This includes:

- Disability living allowance (DLA)
- Personal independence payment (PIP)
- Foster carer allowance

Change of circumstances

If the young person moves home, changes education or training provider or there is another significant change in circumstances, this may affect eligibility for travel assistance or the suitability of the travel assistance provided. All changes in circumstances should be reported immediately and it is the responsibility of the young person or their parent/carer to make a new application for travel assistance.

Withdrawal of travel assistance awarded in error

If travel assistance is awarded in error, we have the right to withdraw this. We will consider the individual circumstances of each case to decide if there are exceptional reasons for the travel assistance to continue. If we decide to withdraw travel assistance, we will give 6 weeks' notice.

Journey times

Every effort will be made to keep journey times to a minimum whilst making sure we make the best use of our resources. Government guidelines for a normal journey are:

- Age 16 and over – no more than 75 minutes each way.

There may be times when it is not possible to meet these journey times. For example, if the young person attends an out of area education provider or due to circumstances outside our control such as traffic congestion, accidents or adverse weather conditions.

Safety on transport and withdrawal of travel assistance

We aim to maintain the highest standards of safety, security and comfort for all passengers travelling to their destination. Young people and their parent/carers also have a responsibility to help maintain these standards and inappropriate behaviour will not be tolerated. Young people will be expected to follow the same behaviour code as they do when in college or training. Head teachers and principals can take action under the school or college's behaviour policy to address unacceptable behaviour on transport. We will also monitor unacceptable behaviour and it may result in exclusion from transport.

The withdrawal of transport will be considered on a case by case basis and can be:

- Temporary – this may be for a specified number of days or weeks
- Permanent – this may be for the remainder of the school year or longer depending on the circumstances. This could be for serious misbehaviour or persistent cases of misbehaviour.

Young people or their parent/carers will become responsible for making their own transport arrangements during any period of exclusion from our transport.

For more details about expected standards of behaviour, see [Annex 3 Transport service standards](#).

5. Complex physical and medical needs

Young people with complex physical or medical needs are those with diagnosed conditions requiring transport when the journey is longer than they can safely spend without receiving medical assistance. We will obtain individual, professional and medical advice about these young people when considering applications for travel assistance.

Please see Annex 2 Care pathways for complex physical medical needs for further information about travel arrangements for these young people, including details of the emergency care pathway and the epilepsy care pathway.

6. Applying for travel assistance

If a young person meets the criteria to be considered for travel assistance provided by us, they should apply to Trafford Travel Co-ordination Unit (TTCU).

Please complete the [online application](#) or contact us by email ttcu@trafford.gov.uk or telephone 0161 912 5055.

Applications should be received by 30 June for travel assistance to start at the beginning of the school or college year in September. For applications received after this date, there is no guarantee travel assistance will be in place for the start of the school or college year.

For applications received during the school or college year, travel assistance will usually be in place within 20 working days assuming the application is approved. However there may be occasions this is not possible, for example if there is a need to recruit or provide specialist training for passenger assistants or procure additional vehicles.

It is the responsibility of the young person or their parent/carer to apply for travel assistance by the due date and to make suitable arrangements during the application process. A new application form is needed:

- For each school or college year.
- When there is a change in circumstances. This can include change in school or college, social care provision, home address, assessed eligible need or days when travel assistance is required.

Only one application for travel assistance will be accepted per school or college year unless there has been a significant and material change in circumstances.

After an application is assessed as being eligible, TTCU will contact the young person or their parent/carer to gather more detailed information about individual needs. This informs the risk assessment and the travel assistance solution offered.

7. Appeals

Appeals can be on the grounds of:

- the young person's eligibility
- travel arrangements offered

For all appeals there is a two stage appeal process.

Stage one

Young people or their parent/carer can request a review of our decision. Requests must be submitted in writing within 20 working days from receipt of our decision. The request should explain why the decision should be reviewed and provide any additional information about personal or family circumstances which young people or their parent/carer feel we should consider. A senior officer will review the decision and inform you of the outcome in writing within 20 working days of receipt of the written request for review.

Stage two

If a young person or their parent/carer is not satisfied with the outcome at stage one, they can make a written request to escalate the matter to stage two. Requests must be submitted in writing within 20 working days from receipt of the stage one outcome letter. Within 40 working days of receiving the request, an independent appeal panel will consider written and verbal representations. The independent appeal panel will be independent of the original decision making process but not necessarily independent of the council. The young person or their parent/carer will receive a detailed written notification of the outcome within 5 working days of the panel meeting.

For more information about the appeals process, see the [statutory guidance](#).

Any appeals received just before or during the school or college summer holidays may be delayed if there is any information to be considered which cannot be obtained from the school or college due to closure.

Once a young person or their parent/carer has gone through both stages of the appeals process they cannot re-apply for travel assistance within the same academic year unless there has been a significant and material change in circumstances.

8. Complaints

General

We are committed to providing the best possible standard of service. If there are any concerns or problems, in the first instance the young person or their parent/carer should contact Trafford Travel Coordination Unit (TTCU). If they are still unhappy, a formal complaint can be made by following our [complaints process](#).

Maladministration

There is a right of complaint to the Local Government and Social Care Ombudsman (LGSCO), but only if the young person or their parent/carer considers that there was a failure to comply with the procedural rules or if there are any other irregularities in the way the appeal has been handled. The LGSCO will not investigate the merits of the appeal, they will simply consider if there was maladministration. See [LGSCO](#) for more information.

Safeguarding concern

If there is a concern about a young person under 18, and they are not at immediate risk of harm, contact Trafford Children's First Response on 0161 912 5125 to discuss this.

SECTION C – Adults

1. Introduction

This section describes the arrangements and support available to help vulnerable adults. This applies to:

- Adult learners who are attending a course which they started after their 19th birthday, including those with education, health and care (EHC) plans.
- Adults aged 18 or over with care and support needs who have been assessed as eligible for services and/or support from adult social care.

2. Adult learners

There is no automatic entitlement to free transport to an education or training provider once an adult is over 19. However, we consider what travel assistance and provision is necessary to help adult learners access education and training to help them move towards more independent living. This only applies if they are attending a course which started after their 19th birthday, in the following circumstances:

- An adult learner aged 19 or over attending a local authority maintained or assisted further or higher education institution.
- An adult learner up to the age of 25 with an education, health and care (EHC) plan attending education or training outside the further and higher education sectors, where we have secured the education or training and the provision of boarding accommodation in connection with it.

Eligibility for travel assistance is considered having regard to the adult learner's assessed needs. This could be through an education, health and care needs assessment or a social care assessment.

Where there is an identified eligible need for the provision of travel assistance, as a result of the needs assessment carried out by education or social services, this will be organised by Trafford Travel Co-ordination Unit (TTCU). Provision of travel assistance will be individually reviewed, along with other elements of the EHC plan or care plan, at least annually.

Travel assistance for adult learners will be free of charge.

3. Adults with care and support needs

The Care Act 2014 and the National Eligibility Framework for social care has replaced various pieces of legislation and policies.

Adult social care has a legal duty to provide access to services which may in some circumstances include transporting people to locations to access services. This applies where adults are eligible for social care support.

The Care Act 2014 sets out that duty as follows:

‘The national eligibility criteria set a minimum threshold for adult care and support needs and carer support needs which local authorities must meet. All local authorities must comply with this national threshold’.

The act details that:

‘Local authorities should consider the adult’s ability to get around in the community safely and consider their ability to use such facilities as public transport, shops or recreational facilities when considering the impact on their wellbeing’.

The provision of adult social care is aimed at promoting the maximum possible independence for adults with care and support needs.

In extending this principle to the provision of transport, this policy sets the criteria that will be used to assess whether the adult’s needs to access services and community amenities and if these needs can be best met through independent travel arrangements, privately funded transport, or whether council arranged travel assistance is necessary.

This policy rests upon a general assumption and expectation that wherever possible, adults with care and support needs will meet their own needs for travelling to access and take advantage of services, or support to facilitate them.

Transport is a means of accessing other services or support. The overriding principle is that the decision to provide transport is based on a person’s individual circumstances including: needs, risks, outcomes and on promoting independence.

Travel assistance will only be provided if, in the opinion of the assessor, accessibility to transport is required to be provided by the council, in order that the adult with care and support needs is able to achieve one or more of the outcomes that the adult requires support to achieve.

This is to be determined by the assessment of the adults needs under the Care Act 2014 which forms the basis on which adult social care responds to requests for assistance and is concerned with exploring a person’s presenting needs and determining their eligibility for services.

The provision of transport will only be considered in relation to meeting the needs of adults aged 18 years and over who have been assessed as eligible for services and/or support from adult social care.

As part of the assessment and care planning process carried out by the council, the need to pursue other activities away from the adult’s home may be identified. The need for transport to any community service or activity service must be part of the assessment of a person’s needs and outcomes. For more information on social care assessments for adults, see [your assessment](#).

Assessment of eligibility for the provision of transport assistance, will be undertaken in

consideration of:

- the Care Act 2014
- the availability of existing transport
- the availability of existing sources of funding that are currently provided to the adult to meet a mobility need (e.g. mobility allowance)
- the ability of a person to travel independently with regard to their physical mobility and other factors that may introduce risk including conditions that will lead to the deterioration of a person's ability to travel without assistance.

The assessor will use this information to determine whether the adult with care and support needs:

- is capable of travelling independently on the proposed method of transport without an unreasonable level of risk;
- requires some training, support or assistance that will enable them to be capable of travelling independently in the near future;
- is not capable of travelling independently on the proposed method of transport and will therefore recommend a method of council funded transport as set out in this policy that is appropriate to their assessed needs.

Where there is an identified eligible need for the provision of travel assistance, as a result of the needs assessment carried out by social services, this will be agreed as part of the social care budget allocation and commissioned via the provider of the wider care package, or may be organised by Trafford Travel Co-ordination Unit (TTCU).

Where an individual is provided with a personal budget or requests a direct payment to meet their assessed needs for care, the same principles will apply as to those people opting to receive support directly from adult social care. The cost of transport will only be included in the personal budget or direct payment where no other suitable alternative is available and it is considered that the adult is eligible for this support to meet assessed needs and outcomes as set out above.

4. Travel assistance factors for adults

The following factors will be considered by the council when assessing the need for support services and travel assistance:

- The extent to which the applicant can travel independently including own privately funded transport; any vehicle purchased under the Motability scheme (which the individual drives themselves, or does not drive themselves); public transport; walking with or without support; or via any other independent or naturally supported means.
- Ability to travel independently and reablement options such as independent travel training.
- Whether the applicant is able to access transport provided by others (family, friends, paid carer, support worker).

- Whether they are accessing the nearest service to meet their needs.
- The applicant's disability, frailty or physical health.
- Risk to self and others.
- The individual's mental capacity.
- Communication difficulties.
- Psychological factors e.g. mental health, dementia, agoraphobia.
- Consideration of degenerative conditions.
- Benefits that the adult receives such as disability living allowance (DLA) and personal independence payment (PIP) and that use of the mobility element of these is utilised.
- Any other factors that may affect personal safety.

The council will also take into account the following factors relating to the individual's mobility:

- Ability to walk outside
- Requirement for wheelchair / other walking aid
- Ability to enter and leave a property
- Ability to get in and out of a vehicle
- History of falls
- Ability to use stairs
- Degenerative conditions

These lists are not exhaustive as the needs assessment will take into consideration all relevant factors and each case will be determined on its own merits, associated risk factors and assessed needs and outcomes that the adult is unable to achieve without council funded support.

People will be expected to access services that reasonably meet their needs close to where they live. Where it is assessed that a local service can meet a person's needs, support to travel will only be provided up to this distance and will only be provided if independent travel and public transport have been tested and agreed not to be appropriate.

If people can travel independently then they will be expected to do so. For example by walking, using public transport with help from other people, using assisted mobility which is where a person is supported to travel with an aide, adaptation, mobility allowance or mobility vehicle.

Where enablement/travel training is offered as part of the assessment this process must be completed before a final decision is made on whether the person requires support to travel to be provided by the local authority.

Refusal by the adult with care and support needs to undertake the enablement / travel training element of the assessment may bring about the end of the overall assessment process and travel assistance may not be provided.

Provision of travel assistance will be individually reviewed, along with other elements of

the care plan, at least annually.

5. Suitability of travel assistance

This section describes the different types of travel assistance the Council will consider for individuals deemed eligible to travel assistance and how eligibility is determined.

Council funded transport may not be provided under normal circumstances to an adult with care and support needs. However when reaching its decision the council will take into consideration all relevant factors and each case will be determined on its own merits, associated risk factors and assessed needs and outcomes that the adult is unable to achieve without council funded support.

- The person is in receipt of the higher rate of mobility allowance, unless there are factors limiting their ability to fully utilise the benefits of the allowance e.g. geographical location, the nature of the disability, wheelchair type or carer support requirements. The support plan will determine the level of support offered in these circumstances as part of the assessment process.
- They have their own Motability vehicle which they drive themselves. In this instance there will be consideration of whether it is reasonable to expect that the adult will use that vehicle in order to travel to the required location. If it is unreasonable, the appropriateness of the provision of a Motability vehicle should be questioned and alternative available transport provision should be sought.
- The person has a Motability vehicle of which they are not normally the driver themselves. Similarly, there will be consideration of whether it is reasonable to expect that the adult will use that vehicle in order to travel to the required location. If it is unreasonable, the appropriateness of the use of a Motability vehicle should be questioned and alternative available transport provision should be sought.
- The person has carers e.g. neighbours/family/friends who are able to transport them. Where it is identified that a carer will provide transport it is important that the assessor is able to demonstrate that the impact of this has been appropriately assessed under the Care Act 2014 in an assessment of the carer's needs and outcomes. Where carers or friends have been assessed as being able to provide transport, alternative arrangements should be detailed in a contingency plan to cover periods where they are unable to do so.
- Where the individual is reliant on a relative or other carer to drive a Motability car, consideration will be given to supporting carers respite needs, including enabling them to work. If an individual or carer makes the decision that the Motability vehicle will not be used for the intended purpose the onus will be on the individual and/or carer to make alternative appropriate arrangements.
- The adult has a bus pass which they are able to use to attend the required location. In cases where the adult's ability to use the bus pass may present an unreasonable level of risk please refer to travel assistance factors for adults.
- The person lives in a registered residential care home as these are subject to the terms and conditions of the contract between the council and the care home.

However, if the individual is assessed as having the ability to travel independently, or with minimal intervention, the care home will make provision to support independent travel if they are responsible for transport arrangements. If the individual is a tenant in extra care housing, supported accommodation or an adult placement scheme, they will be subject to the same assessment and care planning arrangements as people living in their own homes or with relatives.

6. Travel assistance solutions

The council will consider all travel assistance options reasonably available to the adult when deciding what support it may offer in order that the adult's assessed needs and outcomes can be met.

As part of the assessment process the assessor will determine what needs and outcomes the person is able to meet independently, what needs and outcomes they are able to meet from their own income sources, and what needs and outcomes they are able to meet through the support provided by a family member or informal carer.

Where the assessment has determined that council funded travel assistance is required in part, or in whole to meet an adult's assessed needs and outcomes it will be provided in a safe and cost effective manner taking account of the adult's specific needs and outcomes. Directly provided transport services will be provided only after other suitable alternatives have been considered.

If a person is in receipt of mobility allowance but chooses to use council commissioned travel assistance, there will be a charge for this service of £2.50 per journey and the person's ability to pay this charge will be considered when undertaking a financial assessment. This is payable by invoice which will be sent every 4 weeks after travelling.

When undertaking a financial assessment we recognise that an adult who receives care and support outside a care home will need to pay their daily living costs such as rent, food and utilities. The charging rules we use will ensure the adult has enough money to meet these costs. After charging has been taken into account, a person must be left with the minimum income guarantee (MIG), equivalent to income support plus a buffer of 25%.

When undertaking a financial assessment we will also fully disregard any income from the following sources:

- Direct payments.
- Guaranteed income payments made to veterans under the armed forces compensation scheme.
- The mobility component of disability living allowance (DLA) or personal independence payment (PIP).

Other travel options that we will take into consideration when a person applies for travel assistance are access to the following:

English national concessionary travel scheme

If you are disabled, you could be eligible for a pass that gives you free and low-cost travel in Greater Manchester and the rest of England. Depending on your disability, you could qualify for either a travel pass for disabled people or a travel plus pass for disabled people. The pass is free, and lasts between one and five years depending on your disability.

Within Greater Manchester travel pass holders can:

1. travel for free on all buses and trams between 9.30am and midnight, Monday to Friday, and all day at weekends and on public holidays.
2. travel for free on trains on journeys scheduled to run at or after 9.30am, Monday to Friday, and all day at weekends and on public holidays.
3. if you travel outside of these times you must pay for a concessionary fare where available or otherwise the full adult fare.

If you are registered blind or profoundly deaf without speech that can be readily understood you may qualify for the travel plus pass which permits free travel within Greater Manchester on buses, trams and trains at any time.

For more information, see [travel passes for disabled people](#).

Mobility component of disability living allowance (DLA) or personal independence payment (PIP)

This is a financial allowance paid by the Department for Work and Pensions (DWP). People can qualify for this benefit depending on the degree of their mobility impairment. People qualifying for the DLA mobility component can qualify for a leased vehicle under the mobility scheme in exchange for their allowance.

Availability of community transport

These are schemes that we support to transport people who are without private transport or who are unable to access public transport to make their journey. There is usually a small charge for each journey which is payable by the individual who travels. For example the Ring and Ride and Local Link schemes.

For further information on local transport services see the [getting around section](#) of the Trafford Directory.

Request for social care funding to meet an individual's transport needs will be progressed in accordance with the local process for agreeing funded support for adults with care and support needs. This process includes information about how individuals or their representatives can appeal against a decision made by the all age social care funding panel.

7. Charging

If a person is in receipt of mobility allowance but chooses to use council commissioned

travel assistance, there will be a charge for this service of £2.50 per journey and the person's ability to pay this charge will be considered when undertaking a financial assessment. This is payable by invoice which will be sent every 4 weeks after travelling.

Charges will not be made for transport to access services to and from the following:

- Intermediate care and reablement services.
- An adult suffering from Creutzfeld Jakob disease for the cost of meeting their needs.
- After care services / support provided under s117 of the Mental Health Act 1983.
- Any service or part of service which the NHS is under a duty to provide.
- Assessment of needs and care planning.

8. Applying for travel assistance

For adults over 18 years of age approval of transport costs must be included in the overall budget allocated for care. A financial assessment is completed for all adults in receipt of care to assess their contribution to their care. These decisions will be made as part of the transitional arrangements to adult care.

9. Complaints

For complaints regarding decisions to provide travel assistance to adults receiving care and support, you should follow the council's [adult social care complaints process](#).

If you have concerns about an adult in Trafford, aged 18 or over, and you are worried that they are being harmed or are at risk of harm, please ring 0161 912 5135 to discuss your concerns. If you prefer you can complete the [safeguarding adults public concern form](#).

Annex 1 – Legislation

Education Act 1996

Section 508A of the Education Act 1996 (“the Act”) places a duty on local authorities in England to assess the school travel needs of all children and persons of sixth form age in their area and to assess and promote the use of sustainable modes of travel.

Section 508B of the Act sets out the general duties placed on local authorities to make such school travel arrangements as they consider necessary for ‘eligible children’ within their area, to facilitate their attendance at the relevant educational establishment. Such arrangements must be provided free of charge.

Section 508C of the Act provides local authorities with discretionary powers to make school travel arrangements for other children not covered by Section 508B but the transport does not have to be free.

Section 509 AD of the Act places a duty on the LA, when exercising its travel functions, to have regard, amongst other things, any wish of a parent for their child to be educated at a particular school on the grounds of the parents’ religion or belief. Religion or belief in this instance means any religious or philosophical belief.

This duty is in addition to the duty on the LA to make travel arrangements for children from low income families who attend the nearest school preferred on grounds of religion or belief, where they live between 2 and 15 miles from home.

Section 9 of the Education Act 1996 provides that in exercising all duties and powers under the Education Acts, the Secretary of State and local authority shall have regard to the general principle that pupils are to be educated in accordance with their parents’ wishes, so far as that is compatible with the provision of efficient instruction and training and the avoidance of unreasonable expenditure. However, there is no general statutory duty requiring the local authority to provide free transport to a faith school.

S509AA and s509AB Education Act 1996 requires the Local Authority to specify what transport and financial support are necessary to facilitate the attendance of persons of sixth form age receiving education or training. S508AB requires the policy to set out the arrangements for facilitating the attendance at educational establishment of disabled persons and persons with learning disabilities.

Section 508F of the Act places a duty on local authorities to make any transport or other arrangements that they consider necessary, or that the Secretary of State directs, for the purpose of facilitating the attendance of learners who are aged 19 or over at certain educational establishments. The transport must be provided free of charge.

Children Act 1989

Section 17 (1) Children Act 1989 creates a general duty on Children's Services to safeguard and promote the welfare of children within their area who are in need

Chronically Sick and Disabled Persons Act 1970

Where a local authority has functions under Part 3 of the Children Act 1989 in relation to a disabled child and the child is ordinarily resident in their area, they must, in exercise of those functions, make any arrangements within subsection (6) that they are satisfied it is necessary for them to make in order to meet the needs of the child.

The Care Act 2014

This Act together with a number of regulations and statutory guidance is the base on which social care will develop over the next few decades. It enshrines the new statutory principle of wellbeing.

The Children and Families Act 2014

This Act describes how children and young people with special educational needs or who are disabled (SEND) get the support they need. It came into force on 1 September 2014.

Statutory guidance

The following statutory guidance documents apply in relation to travel provision and assistance:

- [Home to school travel and transport](#)
- [Post 16 transport to education and training](#)
- [Working together to safeguard children](#)

Annex 2 – Care pathways for complex physical and medical needs

Children and young people with complex physical or medical needs are those with diagnosed conditions requiring transport to school when the journey is longer than they can safely spend without receiving medical assistance. It includes the following categories but this list is not exhaustive:

- Children and young people with continuous oxygen requirements;
- Children and young people with a tracheostomy;
- Children and young people with complex, unstable epilepsy requiring rescue medication;
- Children and young people with asthma who may require emergency treatment;
- Children and young people with stable epilepsy where rescue medication may possibly be required for unpredictable, prolonged seizures.

Where specialist travel arrangements are necessary and the young person is eligible for NHS Continuing Care, NHS funding may be applied for to provide a medically trained member of staff to accompany the young person on the home to school transport.

Passenger assistants and/or drivers are not trained to provide healthcare interventions during the journey between home and school.

Due to the individual nature of any complex physical or medical needs, the parent/carers of the child may be best placed to provide transport and will be encouraged to take the child to school themselves. In such cases, they will be eligible to receive mileage expenses.

If the parent/carers are unable to provide transport themselves, the council will offer suitable transport which enables the parent/carer (or their representative) to accompany the child in order to provide any medical assistance required. Parent/carers can nominate a representative who is a carer age 18 or over.

Care pathways

In the event of a medical emergency one of the following care pathways will be followed.

a) Emergency care pathway

The emergency care pathway will be followed if there is a medical emergency. In accordance with NHS guidelines medical emergencies can include:

- loss of consciousness
- an acute confused state
- fits that aren't stopping
- chest pain
- breathing difficulties

- severe bleeding that can't be stopped
- severe allergic reactions
- severe burns or scalds
- trauma due to a road traffic accident

View the [emergency care pathway](#).

b) Epilepsy care pathway

For children and young people known to have epilepsy, the individual emergency epilepsy plan should be followed. Please note that all epilepsy care plans (agreed by Epilepsy Nurse Specialist, parents and school) will need to be made available as part of the travel assistance application process.

View the [epilepsy care pathway](#).

Annex 3 - Transport service standards

These standards define the specific responsibilities of the council, transport providers and of parent/carers in relation to travel arrangements offered to children and young people with special educational needs and disabilities.

Underlying these standards is the principle that if the council agrees to provide travel assistance, it will be provided in a safe and cost effective manner, taking account of the specific needs of the child or young person and with regard to the best use of resources.

1. Transport staff

The quality of travel assistance to and from school can often affect the emotional welfare and behaviour of children and young people. All drivers and passenger assistants (PA) will:

- show understanding and empathy for children, young people, parent/carers and school staff.
- treat children and young people with respect and dignity.
- greet children, young people and parent/carers politely and ensure that all passengers travel in comfort and safety.
- have undergone a training programme and will be in receipt of disclosure and barring service (DBS) checks.

Passenger assistants will only be provided as part of travel arrangements where a need has been assessed in order to support the safe travel and care of the children and young people on a particular route.

It is the responsibility of the parent/carer to lift their child into and out of their seat if assistance is required. It is the responsibility of the PA to ensure that the passenger is fastened into their seat.

To ensure the safety of passengers, the consumption of food or drinks is not permitted on board a vehicle.

We recognise that change can be unsettling. As a result we will make every effort to ensure continuity, however this may not always be possible due to illness, holidays, retirements and changes to suppliers. Changes may also be necessary from time to time to ensure the efficient use of council resources.

2. Vehicles

Transport will be provided in accordance with contractual standards and legislation.

All vehicles will be properly licensed and roadworthy, and will offer the standards of comfort and safety as prescribed in relevant legislation. Regular monitoring of quality and service standards will take place in respect of the service provider's vehicles.

Vehicles will have specialist wheelchair access and wheelchair tie down and occupant restraint systems where necessary.

3. Travelling times

We will endeavour to ensure that pupils arrive at school ready to learn and recognise that the length of the journey to school, if too long, can affect this. We expect the maximum length of journey for a pupil will be no more than the statutory guidelines. On occasions there are factors outside our control which may affect this, for example unforeseen traffic congestion or bad weather.

In certain circumstances it may be necessary to vary planned routes and this may affect pick up and drop off times. Where this is the case we will always aim to provide five working days' notice to parent/carers.

These journey times do not apply where pupils are travelling to schools and colleges outside of Trafford.

4. Vehicle waiting times

It is the responsibility of the parent/carer to bring their child or young person to the vehicle in the morning and collect from the vehicle in the afternoon. When a vehicle arrives at a pick up or drop off point, the horn will not be sounded.

To make sure journey times are kept to a minimum and that all passengers arrive at school or college on time, drivers have waiting time limits as follows:

- a. If your child is not ready, or not at the agreed pick up point, the vehicle will wait for a maximum of 2 minutes after the agreed pick up time and then set off.
- b. If the vehicle arrives early the driver will wait until the set time and then a further 2 minutes before setting off.
- c. If the vehicle arrives late it will move off as soon as all the passengers have boarded.

If the child misses the transport under these circumstances, the parent/carer is responsible for ensuring their child or young person gets to school or college on time.

If more than two occurrences of delay are caused by parent/carers, children or young people not being available at the official time, travel assistance will be reviewed and may be suspended or permanently withdrawn. In such circumstances

parent/carers will be responsible for ensuring their child or young person's regular attendance at school or college.

5. Absences

Where a child or young person cannot attend school or college on any particular day due to illness it is the parents/carers responsibility to;

- Contact Trafford travel coordination unit (TTCU) the night before travel is required, if it is known that the child will be off school the next day or;
- Contact TTCU as early as possible in the morning of the day the child or young person is due to travel, if they have only just begun to show signs of illness. The office is open from 7am on 0161 912 5055 and you can also contact us by sending a text message to 07860 052684 or emailing ttcu@trafford.gov.uk.

When travel assistance is cancelled due to illness, it will only be reinstated when the parent/carer notifies TTCU. This notification should be given on the day before the child or young person is due to return to school.

Where there are more than two occasions of parent/carers failing to cancel travel assistance for their child or young person before it arrives, the transport provision may be suspended for a period of time or permanently withdrawn. Parents/carers will be responsible for ensuring their child or young person's regular attendance at school or college in these circumstances.

6. Making alternative arrangements

In the event that a parent/carer is unable to meet their child or young person at the specified time and location, transport providers are required to take the child to the nearest place of safety and notify the Children's Social Services.

Parent/carers must provide an emergency address, located within one mile of their home address or the pick-up point, where their child can be dropped off in an emergency.

At times, parent/carers may need to make emergency alternative arrangements for the handover of their child or young person to a nominated responsible adult. In these cases parent/carers must notify TTCU in writing either by email or text message and make suitable arrangements to ensure their child or young person's safety.

Where emergency arrangements are put in place on more than two occasions, travel assistance will be reviewed and may be suspended or permanently withdrawn. In such circumstances parent/carers will be responsible for ensuring their child or young person's regular attendance at school or college.

In circumstances where vehicles are delayed or late arriving the parent/carer should contact TTCU. If there are more than 3 instances of a vehicle being late in any 4 week period please contact TTCU and we will take steps to directly address the situation with the service provider.

7. Extra journeys

The provision of travel assistance only applies to journeys to and from school or college at the beginning and the end of the school day. Travel assistance is not provided on any other occasions, for example, travel between schools, sports facilities, for work experience, other curriculum activities and medical appointments.

Where a child attends more than one school, they may require additional transport. The school, which is the child's main school, will be responsible for arranging and meeting the cost of such transport.

Where a child is based full time at a school, but visits other schools or a Pupil Referral Unit, the school where the pupil is 'on roll' will be responsible for arranging transport and for the cost of such transport. Parents/carers should, in these circumstances, address any issues directly to the child's school.

8. Travel assistance for parent/carers to attend meetings or events

Where a parent/carer is required to attend school or college for a meeting or event, it is their responsibility to make their own travel arrangements. Parent/carers may be allowed to travel on their child or young person's vehicle where all the following conditions are met:

- Permission is granted by TTCU prior to the journey as this is essential for insurance purposes.
- There is a spare seat available on the vehicle.
- The vehicle is not diverting from its regular route.

9. Medical assistance

Passenger assistants are trained in basic first aid and epilepsy awareness. However, in the event of an emergency passenger assistants will contact 999 to request paramedic support.

For more information, see [Annex 2 care pathways for complex physical and medical needs](#).

10. Safeguarding children and young people

The council's nominated Child Protection Officer will be advised of any safety issues that may be encountered during the provision of travel assistance. The nominated officer will take appropriate action to safeguard the child or young person as deemed

appropriate and in line with council procedures. The school, social workers and other agencies may be contacted depending on the individual circumstances as necessary.

11. Expected standards of behaviour

A child or young person with special educational needs or disabilities may experience behavioural difficulties as a direct result of their particular needs. In these cases we will make every effort to work with the school, parent/carers and transport providers to manage instances where the child or young person exhibits these extreme behavioural characteristics. Wherever possible these considerations will be taken into account when determining an appropriate and safe form of travel assistance. Specialist advice will always be sought from the child or young person's school or college regarding whether the behaviour is directly linked to the special educational needs and appropriate action accordingly taken.

It is, however, recognised that general poor behaviour not directly attributable to a child's particular special educational needs and circumstances cannot be taken into account when determining an appropriate safe travel plan. It is paramount to have and to enforce clear standards of acceptable behaviour in the interests of ensuring a safe journey for all children, young people and staff as well as other road users.

In consultation with schools, we may be required to instigate permanent or fixed periods of exclusion from travel assistance. In the event we are unable to provide safe transport, either on a temporary or permanent basis, parent/carers will be responsible for transporting their child or young person and ensuring their regular attendance at school or college.

When considering whether to exclude any child or young person from travel assistance, we will require written statements from drivers and PAs in relation to the alleged incidents. Consultation will also take place with the head teacher and other relevant specialists.

The application of any sanctions as detailed below does not prejudice the rights of any individual to instigate criminal proceedings against a person resulting from unacceptable behaviour.

a) Verbal abuse

- The first instance of offensive verbal abuse to staff, other passengers or the general public will result in a formal warning.
- The second instance of verbal abuse will result in a written warning.
- The third instance will result in a five-day exclusion from travel assistance.

b) Vandalism

The first instance of vandalism to a vehicle will result in five-day exclusion. The costs of making good the damage will be charged to the parent/carer.

The second instance of vandalism will result in permanent exclusion from travel assistance. The costs of making good the damage will be charged to the parent/carer.

c) Physical abuse

The first instance of physical abuse will result in a two-week exclusion from travel assistance pending full investigation. Travel assistance may be reintroduced when the head teacher and TTCU manager are both satisfied (and in line with school's specific behaviour policies) that the child's behaviour has improved satisfactorily. Any further occurrence of physical abuse will result in permanent exclusion from travel assistance.

13. Feedback and questions

We are always looking for ways to improve the quality of services and feedback from parent/carers is very important and positively encouraged. If you have any comment or a question about the provision of travel assistance or these service standards, please email ttcu@trafford.gov.uk or telephone 0161 912 5055.

G. Appendix 7



National Audit Office

REPORT BY THE
COMPTROLLER AND
AUDITOR GENERAL

HC 1042
SESSION 2012-13

15 MARCH 2013

Department for Education

Capital funding for new school places

Our vision is to help the nation spend wisely.

We apply the unique perspective of public audit to help Parliament and government drive lasting improvement in public services.

The National Audit Office scrutinises public spending for Parliament and is independent of government. The Comptroller and Auditor General (C&AG), Amyas Morse, is an Officer of the House of Commons and leads the NAO, which employs some 860 staff. The C&AG certifies the accounts of all government departments and many other public sector bodies. He has statutory authority to examine and report to Parliament on whether departments and the bodies they fund have used their resources efficiently, effectively, and with economy. Our studies evaluate the value for money of public spending, nationally and locally. Our recommendations and reports on good practice help government improve public services, and our work led to audited savings of more than £1 billion in 2011.



National Audit Office

Department for Education

Capital funding for new school places

Report by the Comptroller and Auditor General

Ordered by the House of Commons
to be printed on 14 March 2013

This report has been prepared under Section 6 of the
National Audit Act 1983 for presentation to the House of
Commons in accordance with Section 9 of the Act

Amyas Morse
Comptroller and Auditor General
National Audit Office

13 March 2013

The need for school places has increased in recent years. The Department for Education has increased its capital funding to 2014-15 to over £4.3 billion for new school places.

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The National Audit Office study team consisted of:
Sarah Drysdale, Daniel Greenwood, Chris Groom, Martin Malinowski, Howard Revill and Hannah Robinson, under the direction of Julian Wood.

This report can be found on the National Audit Office website at www.nao.org.uk/school-places-2013

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Key facts

256,000

estimate of new primary and secondary school places needed in England by 2014

£4.3bn

in capital funding being allocated by the Department to local authorities for new school places in England from 2010 to 2014, excluding March 2013's Targeted Basic Need Programme

12,000

National Audit Office's estimate of additional pupils in reception classes in England each year to 2014

- 5 per cent** fewer primary school places available in 2010 than 2004, in response to falling school rolls
- 16 per cent** increase in the number of four-year-olds starting reception classes between 2006/07 and 2011/12
- 20.4 per cent** of primary schools were full or over capacity, at May 2012
- 29 per cent** of local authorities were funded less than the Department had assessed they needed for new school places in 2012-13 using authorities' own forecasts for pupil numbers

In this report:

2011-12 refers to the financial year (April to March)

2011/12 refers to the academic or school year (September to August)

Summary

Introduction

1 In 2011/12, 6.8 million 4- to 16-year-olds attended state-funded schools in England, 3.9 million were in primary schools, 2.8 million in secondary schools, and 78,000 in special schools. Around 600,000 children start reception classes in primary school each year.

2 The number of children starting school fluctuates annually, increasing if the birth rate and inward migration grow. New school places may be needed to meet increases in demand, initially in reception classes and later in other primary and secondary classes. A lack of sufficient places can create local 'hotspots' where demand outstrips places available within a local area, even though the local authority may not have an overall shortage of places.

3 **Figure 1** overleaf shows roles and responsibilities for providing school places. The **Department for Education** (the Department) is responsible for the policy and statutory framework. It aims to give parents "the choice of a good local school" for their children, and "to use available capital funding to best effect to provide sufficient places in schools parents want to send their children to". The Department makes a substantial financial contribution to local authorities' costs in delivering places, and is accountable for overall value for money delivered from its funding.

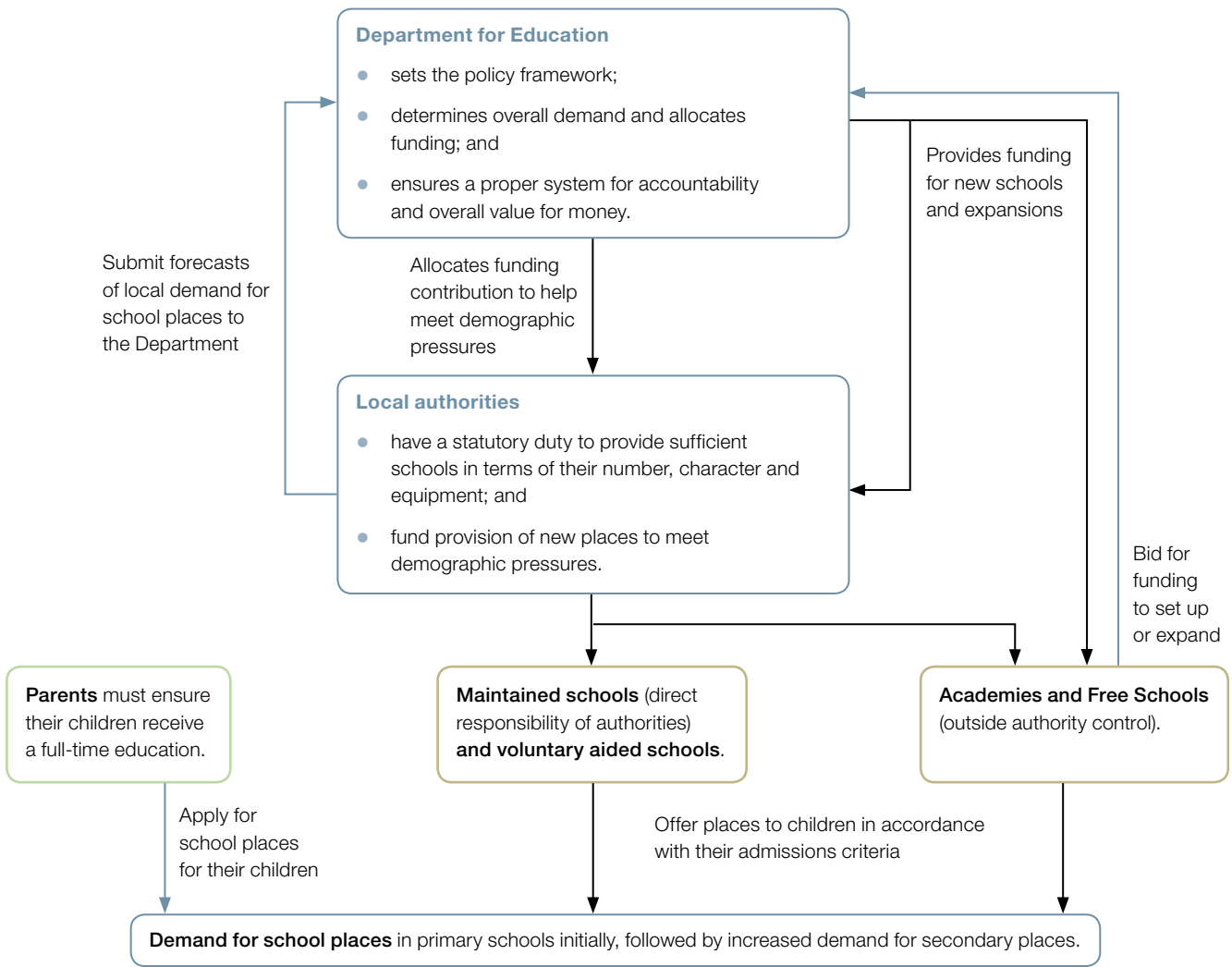
4 **Local authorities** are statutorily responsible for ensuring that there are sufficient schools, and therefore school places. Authorities assess demographic changes, plan and finance new school places, including using funding provided by the Department. There is a range of possible solutions to provide new places, mainly:

- building new schools;
- permanent or temporary extensions; or
- converting existing spaces for use as classrooms.

5 Local authorities rely on cooperation from individual **schools** to expand existing provision. An authority can direct the expansion of community and voluntary controlled schools, but not others. There are legal limits on the size of certain primary classes, and space on existing school sites may be constrained. For children required to travel more than either two or three miles, depending on their age, to school, authorities must arrange transport at no charge to parents.

Figure 1
Roles and responsibilities in providing school places

The Department is responsible for the policy framework and overall value for money. Local authorities are responsible for delivering sufficient schools



- Funding body → Information flow
- Funded school → Funding flow
- Parents

Source: National Audit Office analysis of Department for Education documents and legislation

Scope of the report

6 This report assesses whether the Department is securing overall value for money, including:

- how far the Department's objectives are being achieved (Part One);
- how well it determines its financial contribution to local authorities (Part Two); and
- how well it allocates funding to areas that have the greatest need (Part Three).

7 The report covers school places for 4- to 16-year-olds. It does not assess the educational impact of different types of building programmes, or judge how well local authorities deliver new places.

Key findings

Achievement of the Department's objectives

8 **The rise in children born in England between 2001 and 2011 was the largest ten-year increase since the 1950s and increased demand for primary school places.** Between 2001 and 2011, live births rose by 22 per cent to 688,000. Between 2006/07 and 2011/12, the number of children starting in reception classes in primary school increased by 16 per cent to 606,000. Previously, many local authorities faced falling school rolls and had reduced primary places by 5 per cent nationally between 2003/04 and 2009/10 (paragraphs 1.8 and 1.9).

9 **At May 2012,¹ there was an estimated national surplus of primary places of 10 per cent.** However, 13 per cent of local authorities (19) had less than the minimum 5 per cent surplus the Department assumed in its planning as necessary to support operational flexibility and some parental choice, with 16 of these in London. The Department adopted this planning assumption in the context of a challenging Spending Review when preparing its funding bid. It recognises that it needs to undertake work to identify levels of surplus which realistically enable parental choice (paragraphs 1.16 to 1.18).

10 **Despite a net increase of almost 81,500 primary places from 2010 to May 2012, 256,000 new school places are still needed from May 2012 by 2014/15. Forecasts of future need are inevitably uncertain but the demand for school places is projected to increase beyond 2014/15.** 240,000 of the places required by 2014/15 are primary places, of which 37 per cent are in London. In 2010, the Department had estimated that 324,000 additional places would be needed by 2014/15. In 2012, the Department expected demand to continue to rise, and 400,000 further places could be required by 2018/19. The Department is undertaking work to consider the uncertainty in these long-term estimates (paragraphs 1.14, 1.20 and 1.23).

¹ The Department published May 2012 data in March 2013.

11 The Department considers that all local authorities have so far met their statutory duty to provide sufficient schools. There are, though, indications of stress on school places. In May 2012, 20.4 per cent of primary schools were full or had more pupils than their capacity. Numbers of children in infant classes (up to age seven) of 31 or more pupils have more than doubled in five years, from 23,200 in 2007 to 47,300 in 2012. Thirty-four per cent of authorities responding to our survey in August 2012 reported that rising demand for places has had a significant impact on children's average journey times to school. Appeals as a percentage of primary school admissions to infant classes increased from 1.7 per cent in 2004/05 to 4.8 per cent in 2010/11 (paragraphs 1.19, 1.21 and 1.22, and Figures 6 and 7).

The Department's funding for new school places

12 The Department's assessments of funding required to meet expected demand are based on incomplete information. Local authorities' costs in providing places vary depending on the mix of solutions they use, and local prices. In 2010, the Department initially estimated the cost of delivering 324,000 places at £5 billion, covered by the Department's funding and financial contributions from authorities. This figure was based on 2007 data, inflated to 2010 prices, and did not include, for example, the cost of land acquisition for new schools. The Department assumed that the majority of new places would be delivered as extensions to existing schools. The Department is revising its estimates to create more up-to-date costings, including considering the impact of standardised designs for schools announced in October 2012. These indicate potential for reducing building costs for new schools by 30 per cent. Developing a more robust estimate of funding needs is vital for the Department to respond efficiently to the forecast increase in need (paragraphs 2.14 to 2.16 and 2.19).

13 The Department has supplemented its 2010 spending settlement to increase its contribution to local authorities for new school places to around the level it originally estimated. The 2010 Spending Review settlement reduced the Department's overall capital spending in real-terms by 60 per cent. Within this, the Department increased its specific funding for new places to £3.2 billion up to 2014-15. Subsequent injections of funding from savings on other programmes and from HM Treasury increased this to £4.3 billion by November 2011. The Department's effective funding contribution per place had thus increased from £9,875 to £13,780. As the Department has yet to update its estimate of the total cost of places required, it is not yet clear whether this level of funding represents an accurate assessment of the resources required to meet forecast need. In addition, a further £982 million capital funding for schools was announced in December 2012. The Department has invited bids from local authorities which will determine how much of this is for delivery of new places in 2014-15 and how much for 2015-16. It is therefore not yet clear how much funding in total the Department will be providing for the delivery of places by 2014/15 (paragraphs 2.4, 2.7 and 2.8, and Figure 9).

14 Local authorities report that they made a higher funding contribution in 2012-13 than the Department's original assumptions implied, although the Department has subsequently increased its funding. The Department assumes that authorities meet any difference between actual costs and the funding it provides. Local authorities' required contribution therefore varies depending on the level of the Department's funding and the actual costs of providing places. The Department initially assumed that local authorities would contribute 20 per cent towards the cost of new places. This planning assumption was not evidence-based and was not communicated to authorities. In our survey, authorities reported making an average contribution in 2012-13 of 34 per cent. Most authorities drew on other sources of funding to finance new places, including maintenance funding provided separately by the Department (64 per cent), potentially storing up future costs by deferring repair work (paragraphs 2.17 and 2.18, and Figure 12).

15 The Department's capital priorities have changed since 2010 and new capital programmes will deliver some additional places by 2014/15. The Department has changed its capital priorities since 2010, including cancelling many Building Schools for the Future projects and the Primary Capital Programme. These programmes were primarily aimed at enhancing the quality of school buildings and the Department has not estimated how the total number of school places available may have been affected. The Free Schools Programme has been allocated capital funding of £1.7 billion to 2014-15. It is expected to increase the number of available places, although this is not the primary purpose of the programme. We estimate that Free Schools opened in September 2012 could provide up to 24,500 places, 58 per cent in local authorities with a shortage of places. However, only 8,800 of the 24,500 places are in primary schools and most Free Schools will not be operating at their full capacity by 2014/15 (paragraphs 2.5 and 2.6).

The Department's allocation of funding

16 The Department's funding framework for new school places could be better aligned with its objectives. The Department adopted a planning assumption about the scale of surplus places required to support some degree of operational flexibility and parental choice. However, local authorities' statutory duty for providing sufficient schools does not oblige them to maintain a surplus of places for parental choice, nor does the Department set expectations about the assumed level of surplus required (paragraph 1.17).

17 The Department has used four different methods to allocate funding for school places since 2007, although its current approach provides a clearer focus on the areas of greatest need. It has moved gradually to a method which most closely reflects local authorities' need for new places, and, until 2012-13, its data was insufficiently detailed to enable it to identify 'hotspots' of demand within individual authorities. The Department has yet to decide how its future allocations will reflect the places authorities expect to deliver using the funding they have already received in prior years. Uncertainty over future levels of funding from the limited duration of allocations and changes in the Department's allocation methods has increased planning uncertainty for authorities (paragraphs 3.4, 3.5, 3.9, and 3.18, and Figure 14).

18 For 2012-13 only, the Department sought to provide local authorities with some funding stability, and consequently allocated some £56 million (7 per cent of core funding) away from authorities with most need. The Department introduced a transitional mechanism to afford authorities some protection as it changed the method of allocating core funding. As a result, 57 per cent of authorities received more funding than the Department assessed them to need according to authorities' own forecasts of pupil numbers, while 29 per cent received less. These forecasts were not at a detailed enough level to identify demand 'hotspots' (paragraphs 3.14 and 3.15, and Figure 16).

19 The Department lacks sufficient information about the local impact of its funding, and has limited feedback to assure itself that overall the system for new school places is achieving value for money. In 2012, the Department collected more detailed data by planning area within local authorities and data on forecast capacity to identify local need and potential 'hotspots'. It also intends to collect more information on the use made of its funding. However, it currently lacks a full understanding of the impact its spending is having on the number of places created, and how funding is being used (paragraphs 2.19, 3.17, and 3.19).

Conclusion on value for money

20 Delivering value for money in providing new school places requires effective partnership working, while the scale of future need is inherently uncertain. The Department has ambitious objectives to provide sufficient places and an effective choice for parents. There was a net increase of almost 81,500 primary places by May 2012 and the Department has increased funding to 2014-15 to over £4.3 billion. However, a further 256,000 new school places are still required by 2014/15 and, despite a national surplus, there are indications of real strain on school places.

21 To improve value for money, the Department needs to build on the incremental improvements to the information it uses to make its funding allocations. It needs a better understanding of costs, clarity about how it will allocate funding to areas of need, and a better understanding of the impact its funding contribution is having on the ground.

Recommendations

- 22** The Department should:
- a** **Clarify the costs of new places and the scope of its funding contribution to local authorities to better inform its future decisions on the total amount of funding it should contribute.** The Department needs an updated understanding of costs. It does not make clear to local authorities the scale of its financial contribution or the extent to which it is intended to enable parents to choose schools.
 - b** **Consider how its funding allocations reflect the places which local authorities already expect to deliver.** The Department needs to ensure that its chosen method is underpinned by robust data to support accurate funding allocations.
 - c** **Monitor the impact of reforms to the school system on the delivery of new places.** Local authorities increasingly have less direct control over the provision of new places, given the growth of Academies and Free Schools.
 - d** **Develop its assurance framework to better understand whether it is achieving value for money in its distribution of funding.** There is a lack of coverage of capital spending in the Department's Accountability Statement and the Department lacks information to support benchmarking of authorities' cost per place.

Part One

Achievement of the Department's objectives

1.1 Parents have a legal duty to ensure their children receive a full-time education. In January 2012, there were 6.8 million 4- to 16-year-olds in state-funded schools in England, with 3.9 million in primary schools, 2.8 million in secondary schools and 78,000 in special schools.

1.2 This part focuses on how far the Department for Education (the Department) is achieving its objectives for the provision of school places, including whether the overall system is delivering the places required. It describes the responsibilities for providing places and examines:

- the demand for new school places;
- the likelihood of the Department's objectives being met in the period to 2014-15; and
- future demand and challenges.

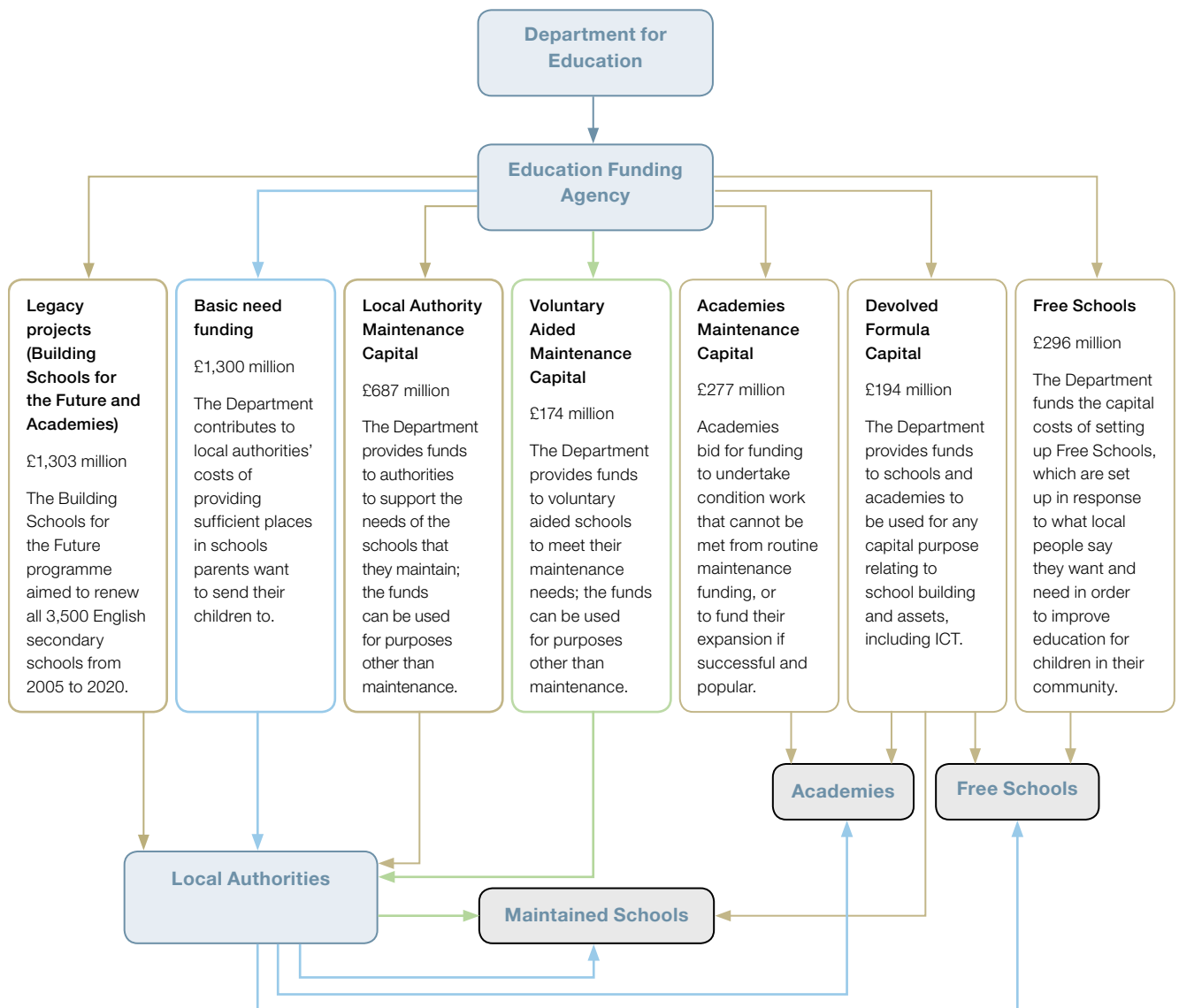
Responsibilities for providing school places

1.3 Responsibility for delivering value for money in new school places is shared between the Department, local authorities and schools. The Department is responsible for:

- setting the policy direction for school places, including the statutory framework;
- assessing overall demand and determining its overall funding to support creation of new places (Part Two of our report);
- allocating funding to authorities (£1.3 billion in 2012-13 (**Figure 2**)) to help meet the costs of providing new places (Part Three); and
- having assurance that, overall, the system is delivering value for money, through a robust accountability framework covering the resources it distributes (Part Three).

Figure 2
The Department's capital funding 2012-13

The Department's capital funding of schools totalled £4,231 million¹, of which £1,300 million was specifically for new places



□ Funding body -□-▶ Funding stream

□ Funded School

NOTES

- 1 In October 2010, the Secretary of State announced that capital funding should focus on "ensuring that there are enough school places to meet demographic pressures and to address urgent maintenance needs".
- 2 The Department allocates Basic Need funding in the form of a capital grant to local authorities specifically for the creation of new school places. The grant is not ring-fenced and authorities are free to use it for any capital purpose.

Source: National Audit Office analysis of Department for Education Capital Allocations

1.4 Local authorities have a statutory responsibility for ensuring there are sufficient schools, and therefore school places, for children.² To meet this responsibility, they need to:

- understand demographic patterns so that they can plan and fund new school places where the capacity of existing schools is projected to be insufficient to meet increased numbers of pupils; and
- determine and implement solutions to provide the places required, largely through their capital programmes.

1.5 Local authorities may meet increased demand for places in several ways: using surplus places at existing schools and transporting children to these if necessary; expanding existing schools through converting existing spare accommodation or constructing a new extension; or facilitate the opening of new schools.

1.6 Local authorities need to consider the following in seeking to meet their statutory duty:

- **Cooperation with the school community.** If individual schools are unwilling to take more pupils, an authority can direct their community and voluntary controlled schools to expand, but has no such powers to direct other types of school, such as voluntary aided schools, academies or free schools. Expansion of academies and free schools is a matter for the Secretary of State.
- **New schools.** Authorities cannot open new community schools.
- **Space to expand** on existing school sites may be limited, while alternative sites may not be available at an affordable price.
- There are **legal limits on class size** of no more than 30 children per teacher in infant classes in primary schools.³ Regulations only allow a child to be admitted above these limits in certain, very limited circumstances.
- **Travelling distances for children.** Authorities must arrange transport at no charge to parents for children required to travel longer distances to their nearest suitable school than two miles for pupils aged up to eight, and three miles for those aged eight and over.⁴

² The Education Act 1996.

³ The School Standards and Framework Act 1998 limits class sizes for Reception and Years 1 and 2 classes, for children reaching ages five to seven during the school year.

⁴ The Education Act 1996.

The demand for new school places

1.7 Neither the Department nor local authorities have control over the number of children starting school each year. To meet their responsibilities, the Department and authorities need accurate forecasts of expected pupil numbers. The Department needs to understand demographic trends in order to determine what funding it requires over a spending period to support the provision of new places, and where to direct its funding. Authorities similarly need to identify the likely number of places required and how to fund them.

1.8 The need for school places has increased in recent years, reversing previous trends. The number of children starting primary school is closely linked to the number of children born five years previously. Throughout the 1990s the birth rate declined, with fewer children starting school each year. However, between 2001 and 2011, the population of England and Wales showed the largest ten-year growth since the census began in 1801. In that period the number of live births in England rose by 22 per cent from 564,000 to 688,000, the largest ten-year increase since 1954 to 1964 (31 per cent). Reasons for this include a 6 per cent increase in the number of childbearing women since 2003 and women who postponed having children in their twenties in the 1990s having children in the 2000s. The effect of the increased births has been a 16 per cent increase in the number of children starting reception classes in primary school since 2006, with almost 606,000 starting in 2011/12, up from 523,000 (**Figure 3** overleaf). The number of births is projected to carry on increasing to levels last seen in the 1970s.

1.9 Prior to the increased birth rates, the challenge facing the Department and local authorities was to remove excess capacity. Consequently, the number of primary places fell by almost 207,000 (5 per cent) between 2003/04 and 2009/10. The challenge now is making sure there are sufficient places.

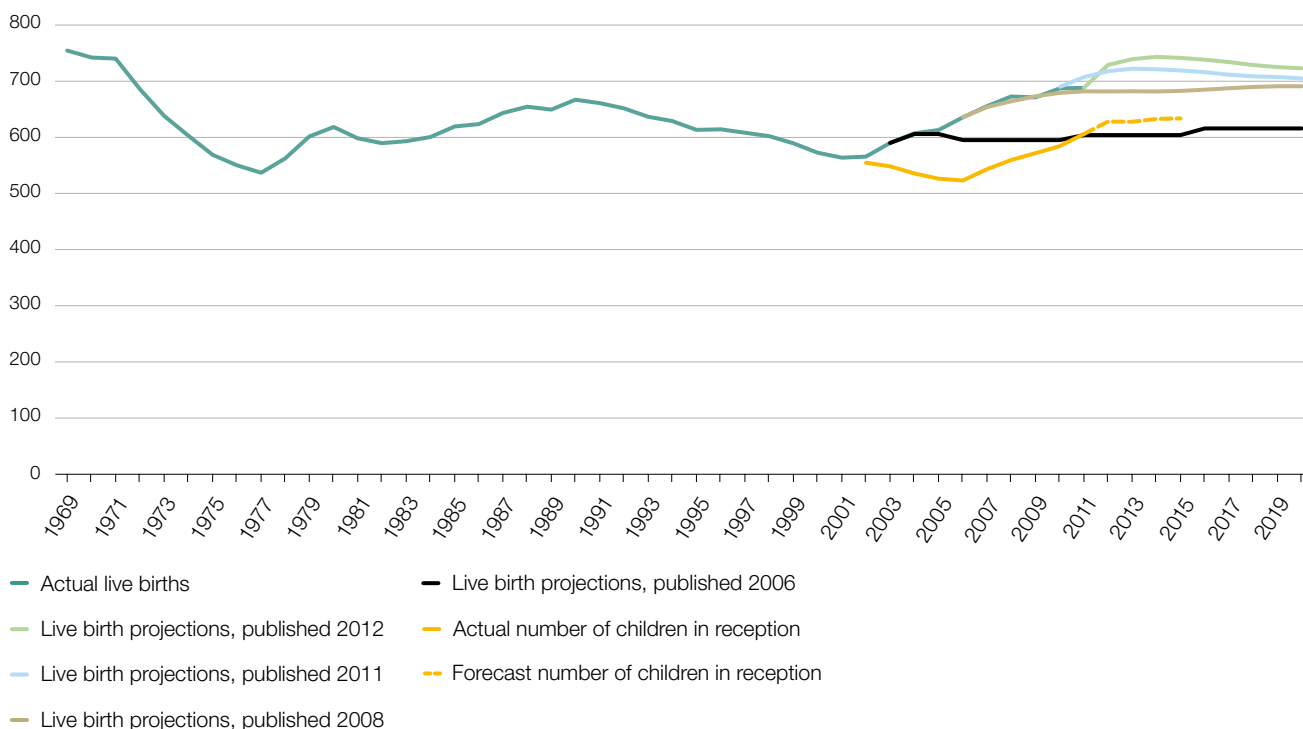
1.10 Accurately forecasting demand has proved difficult. Both the Department and local authorities use Office for National Statistics (ONS) population projections, among other sources of evidence, to help forecast the school population. All forecasts are uncertain, and ONS projections have been subject to major revisions upwards to reflect the demographic changes.

1.11 One component of population change that ONS projects is live births (**Figure 3**). Although the turnaround in the birth rate started from 2001, ONS did not factor this into its projections until those it published in March 2008 using mid-2006 data, as it wanted to be sure that this change represented a sustained trend. The changes it made then were its first revisions upwards to estimated fertility levels since the 1960s. Once ONS factored this effect into its calculations, its projections of the number of births to 2020 increased significantly from previous levels. Subsequent ONS projections have projected further increases in the number of live births, although ONS has cautioned that its 2012 projections may over-project future births.

Figure 3
Live births and reception class children in England

Births have increased markedly in the past ten years

Annual live births (000)



Annual live births

Selected years	1970	1975	1980	1985	1990	1995	2000	2005	2010	2015	2020
Actual live births	742,000	569,000	618,000	619,000	667,000	613,000	573,000	613,000	687,000	-	-
Live birth projections:											
Published 2006	-	-	-	-	-	-	-	-	595,000	604,000	616,000
Published 2008	-	-	-	-	-	-	-	-	679,000	683,000	691,000
Published 2011	-	-	-	-	-	-	-	-	690,000	719,000	705,000
Published 2012	-	-	-	-	-	-	-	-	-	741,000	723,000
Reception children	-	-	-	-	-	-	-	526,000	584,000	634,000	-

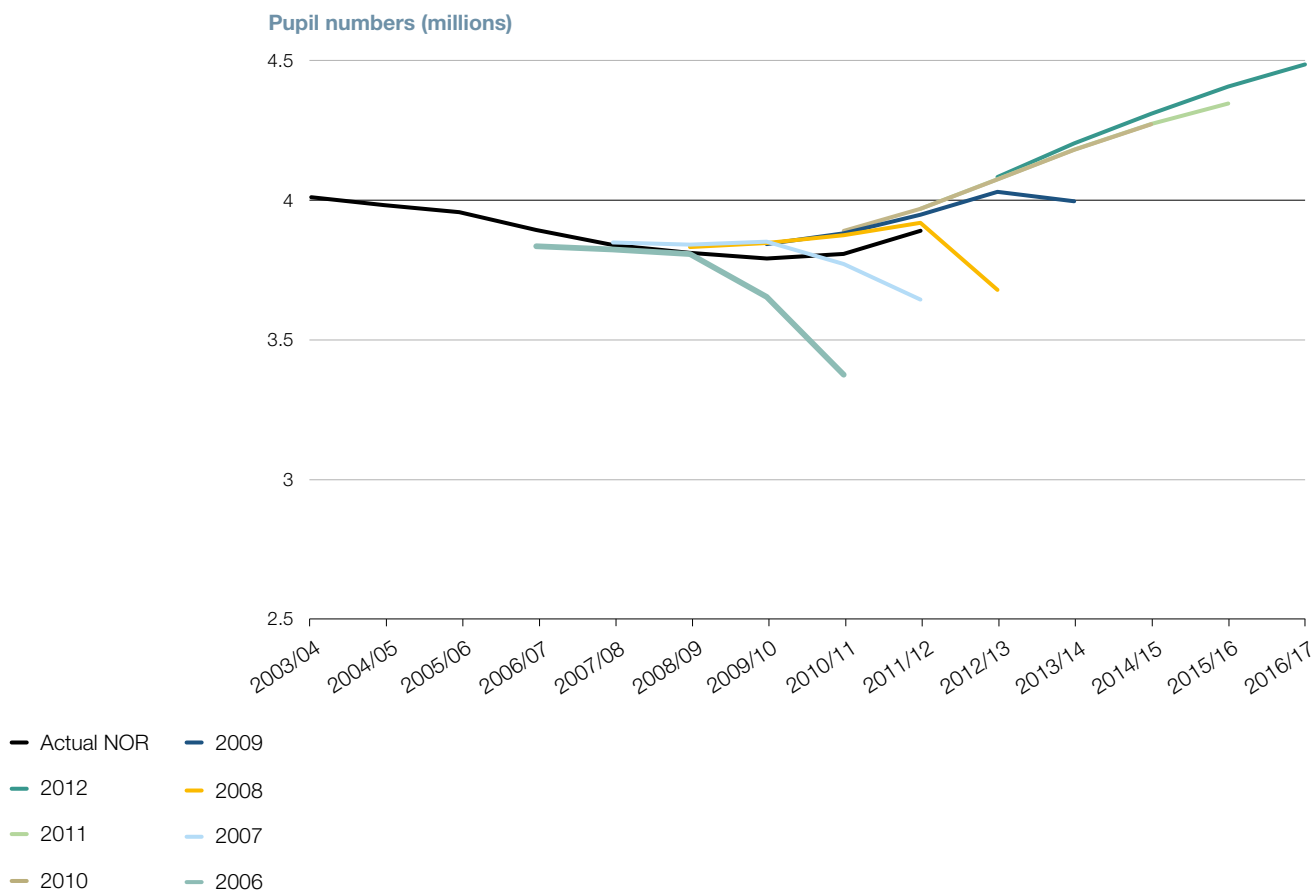
Source: National Audit Office analyses of Office for National Statistics Vital Statistics: Population and Health reference tables 2012 and National Population Projections, 2006, 2008, 2012 for Live Births, and of Department for Education School Census returns, 2003 to 2012 and School Capacity forecasts, 2011

1.12 As increased ONS projections were first published in March 2008, it was not until their 2008 forecasts that local authorities began to forecast rises in pupil numbers (Figure 4). This change was significant as it is the authorities' projections that the Department uses to estimate future need for places. In June 2009, the Department confirmed a national increase of 3 per cent in reception class pupils for the year to January 2009, with 126 authorities experiencing an increase.

Figure 4

Aggregated local authority forecasts of primary pupil numbers

It was not until 2008 that local authorities started to predict increased pupil numbers and their projections failed to predict the longer-term rise until 2010



Pupil numbers (millions)

Selected years	2003/04	2005/06	2007/08	2009/10	2011/12	2013/14	2015/16
2006 estimate	-	-	3.82	3.65	-	-	-
2007 estimate	-	-	3.85	3.85	3.64	-	-
2008 estimate	-	-	-	3.85	3.92	-	-
2009 estimate	-	-	-	3.84	3.95	4.00	-
2010 estimate	-	-	-	-	3.97	4.18	-
2011 estimate	-	-	-	-	3.97	4.18	4.35
2012 estimate	-	-	-	-	-	4.20	4.41
Actual NOR	4.01	3.96	3.84	3.79	3.89	-	-

NOTE

1 NOR - Number on roll.

Source: National Audit Office analysis of local authority aggregated forecasts, 2004–2012

Meeting the Department's objectives

1.13 The Department's objective in providing funding is to support local authorities in their statutory duty, in order to "ensure there are enough school places to meet demographic pressures" (Figure 2). It also aims "to use available capital funding to best effect to provide sufficient places in schools parents want to send their children to".⁵ This aim is reflected in the Permanent Secretary's objectives, with a performance measure of the number of new places to be created by the end of the spending review period (2014/15).

Meeting the overall need for school places

1.14 In September 2010, the Department forecast a 330,000 rise in the number of children attending primary school between 2010/11 and 2014/15 to 4.2 million, and an increase in the number starting school from 584,000 to 633,000. It estimated that 260,000 new places would be needed in primary and 64,000 in secondary schools by September 2014 (a total of 324,000 new places).

1.15 The places required were not evenly spread across England. Although all regions predicted need for more primary places, the greatest pressure was in London, which accounted for a third of places required.

1.16 The Department compiled its estimate of places required by examining local authorities' forecast data for pupil numbers in 2014/15 and existing capacity in May 2010 in each authority, and, for county councils, for each district within that authority. It then calculated the number of extra places needed to achieve a surplus of places of at least 5 per cent in each authority or district. The Department adopted this planning assumption in the context of a challenging spending review when preparing its funding bid to HM Treasury. It considered that on average 5 per cent was the bare minimum needed for authorities to meet their statutory duty with operational flexibility, while enabling parents to have some choice of schools. As at September 2010, 37 of 152 authorities were forecasting a surplus of primary places of below 5 per cent by 2014/15 without any spending on new places, while another 62 would be in deficit, with fewer primary places than children.

1.17 The Department's overall framework for supporting the delivery of new school places is not fully aligned with its twin objectives of ensuring that there is a place for each child and some spare capacity to facilitate parental choice. Local authorities' statutory duty to provide sufficient schools does not require them to maintain surplus capacity for parental choice. Although the Department issued guidance in June 2009 that it was reasonable for authorities to aim for between 5 and 10 per cent primary surplus to allow them some opportunity to respond to parental choice, it did not subsequently communicate to authorities its September 2010 figure of a minimum of 5 per cent surplus. This is because this was a planning assumption, rather than a target it expected authorities to meet. The Department recognises that it needs to undertake work to identify whether its assumption realistically enables parental choice.

⁵ Department for Education, *Vision, Aims and Objectives* (September 2011).

1.18 Nationally, in May 2012, there was a surplus of 10 per cent of primary places. However, 13 per cent of local authorities (19) had primary school surplus places of less than the Department's planning assumption of a minimum of 5 per cent. Of these 16 were in London and three in the North West. According to our survey, once their capital programmes to provide new places are complete, 41 per cent of authorities expected to have an operational surplus of less than 5 per cent in their primary schools. This percentage is likely to fall once authorities fully factor into their work programmes the funding announcements the Department made after our survey.

1.19 According to the Department, by September 2012, no local authority had failed to meet its statutory duty to provide each child with a place. However, the Department has not established clear metrics to enable it to monitor authority compliance. Its ability to spot early warning signs of system failure, or identify authorities who could support others by sharing good practice, is therefore limited. It has also not set out the action it would take should an authority fail to provide sufficient places.

1.20 It is not possible to identify how many new places local authorities have delivered. The Department does not currently collect these data in line with the government's policy of limiting the information it collects on authorities' use of non-ringfenced grants. Instead, it collects data on the number of places available each year. It is therefore only possible currently to calculate the net change in the number of places from one year to the next as additional places delivered in areas of need are netted off against place reductions in areas of unneeded spare capacity. Since the Department's September 2010 estimate, there has been a net increase of almost 81,500 in the number of primary places to May 2012. The Department estimated in February 2013 that 256,000 places, 240,000 primary and 16,000 secondary, are still required from May 2012 to 2014/15, reflecting the fact that local authorities have continued to forecast increasing numbers of pupils (Figure 4). In this latest estimate 37 per cent of the primary places are required in London (Figure 5 overleaf).

Indications of pressure within the school system

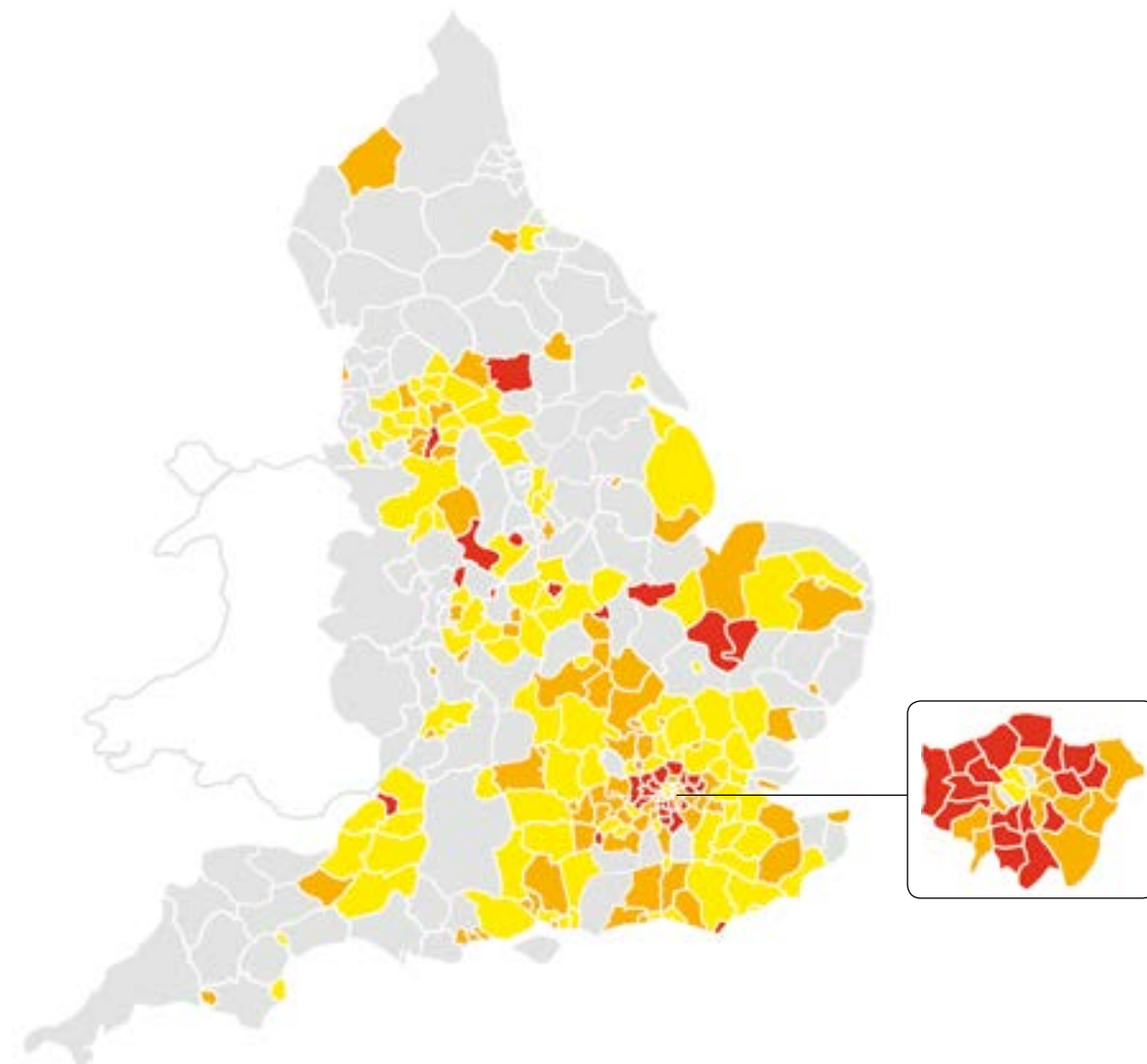
1.21 In addition to the increased demand, there are other indications of pressure on the school system:

- Class sizes at Key Stage 1 in primary schools have been increasing and the number of infant classes of over 30 children has more than doubled since 2007 from 1.2 per cent of all such classes to 2.7 per cent (Figure 6 on page 21). Our analysis found that local authorities with greatest need were also those most likely to have larger average class sizes.
- As at May 2012, 20.4 per cent of primary schools were full or had pupils in excess of capacity, slightly higher than 20.3 per cent in May 2010.
- By September 2012, according to our survey of authorities, at least 81,900 children in 98 authorities were being taught in temporary accommodation, up from 74,000 in 69 authorities in 2010.
- According to our survey, 34 per cent of authorities said that rising demand for places has had a significant impact on average journey times to school.

Figure 5

Primary places required across England by 2014/15

Increasing pressure for primary school places will become severe in some parts of the country, in particular, in London



- None: district with a projected surplus of greater than 5 per cent
- Moderate: district with a projected surplus of less than 5 per cent
- High: district with a projected shortfall of less than 5 per cent
- Severe: district with a projected shortfall of greater than 5 per cent

NOTE

1 Need is defined as the number of additional pupils as a proportion of capacity. It is assumed each district needs a minimum of 5 per cent surplus to ensure some parental choice and to allow for operational flexibility.

Source: National Audit Office analysis of 2012 School Capacity data

Figure 6

Primary class sizes

Key Stage 1 class sizes and the number of oversize classes have risen since 2008

	2007	2008	2009	2010	2011	2012
Average class size						
Key Stage 1 (Years 1 and 2)	25.6	25.7	26.2	26.6	26.9	27.2
Key Stage 2 (Years 3 to 6)	27.2	27.0	26.8	26.8	27.0	27.0
Number of infant classes of 31 or more pupils ¹	660	720	830	1,000	1,370	1,510
As a percentage of all infant classes	1.2	1.4	1.6	1.8	2.5	2.7
Number of children in infant classes of 31 or more pupils	23,200	24,800	28,900	31,300	43,100	47,300
As a percentage of all children in infant classes	1.7	1.8	2.1	2.2	2.9	3.1

NOTE

¹ Class sizes for Reception and Years 1 and 2 classes are legally limited to 30 pupils per teacher. Schools are only permitted to breach these limits in certain circumstances – see paragraph 1.6.

Source: *Schools, Pupils & their characteristics 2011/12*, Department for Education, January 2012

1.22 Rising pupil numbers appear to be having some impact on parental choice. Fifty-six per cent of local authorities in our survey reported that rising demand had had a significant impact on the percentage of children not offered a place at their first-choice school. We found no relationship between authorities with the highest pressure on places and the numbers of appeals by parents against the infant class place offered to their children in primary school in 2010/11. However, the Department's data show that, overall, increasing numbers of parents are unhappy with the place offered and have appealed (**Figure 7** overleaf). The proportion of successful appeals has also reduced.

Figure 7

Appeals by parents against primary schools not admitting their children into infant classes

Admissions appeals have risen and the percentage decided in favour of parents has fallen

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Number of admissions	594,700	590,200	592,000	610,400	621,900	633,000	644,000
Appeals made by parents							
Number	10,100	10,000	13,000	18,500	23,800	27,900	31,200
As a percentage of admissions	1.7	1.7	2.2	3.0	3.8	4.4	4.8
Appeals decided in parents' favour							
Number	1,300	1,300	1,600	2,100	2,600	3,100	3,000
As a percentage of appeals	12.9	13.4	12.3	11.1	10.9	11.1	9.6

NOTES

- 1 Infant classes include Reception class.
- 2 Numbers have been rounded to the nearest 100.

Source: Admissions Appeals for Local Authority Maintained Primary and Secondary Schools in England 2010/11, Department for Education, October 2012

Future demand and challenges

1.23 In July 2012, the Department forecast that the numbers of pupils in state-maintained primary and nursery schools will continue to increase beyond the current Parliament. By 2020, they are estimated to be 18 per cent (736,000) higher than in 2012, reaching levels last seen in the 1970s (**Figure 8**). The number of secondary pupils is also forecast to increase from 2016 as the higher number of primary pupils starts to feed through. The Department's tentative estimates suggested that, in addition to the places required by 2014/15, a further 400,000 places could be needed between 2014/15 and 2018/19, 300,000 primary and 100,000 secondary. The Department is undertaking work to consider the uncertainty in these long-term estimates.

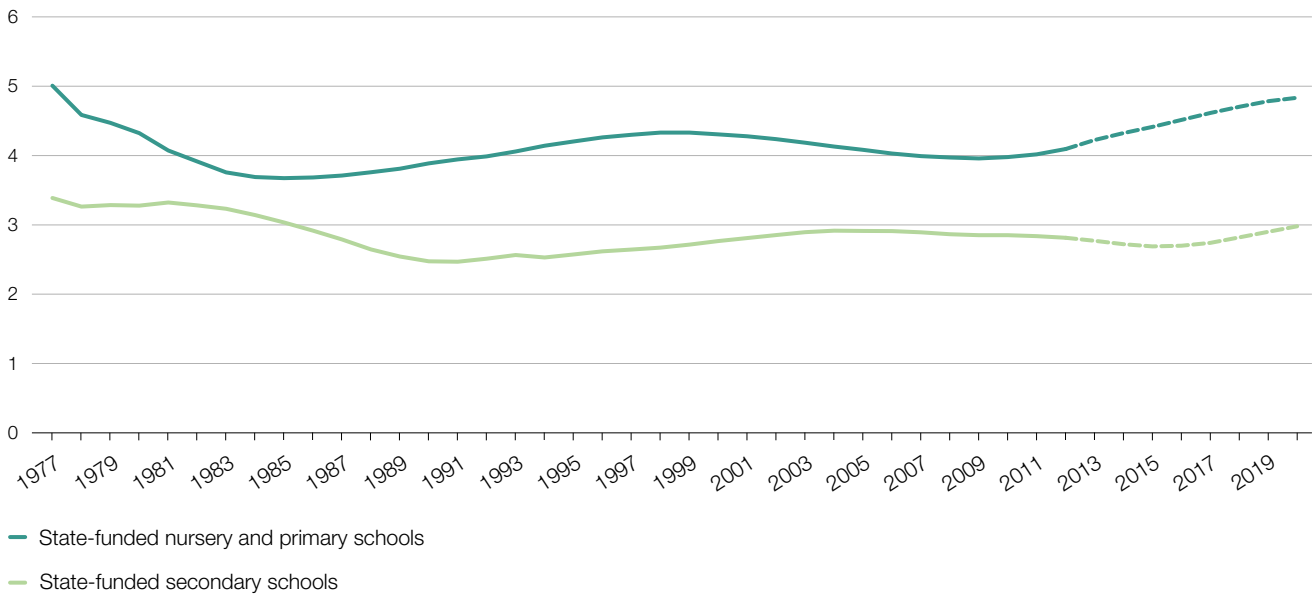
1.24 Many local authorities also told us that increasing numbers of Academies and Free Schools may make providing new places more difficult as authorities have no powers to direct them to expand to take more pupils. Reviews by the Department in 2012 found examples of Academies which were keen to expand, but also examples of Academies not wishing to expand. The Department argues that schools have a range of very valid individual reasons for these decisions.

Figure 8

The pupil population in England

Primary pupil numbers are predicted to rise to levels last seen in 1970s

Total pupil numbers (millions)



Total pupil numbers (millions)

Selected years	1977	1980	1985	1990	1995	2000	2005	2010	2015 (forecast)	2020 (forecast)
State-funded nursery and primary schools	5.01	4.32	3.67	3.89	4.20	4.31	4.08	3.98	4.43	4.85
State-funded secondary schools	3.39	3.28	3.04	2.47	2.57	2.77	2.91	2.85	2.69	2.98

NOTE

1 Full time equivalent (FTE) numbers count part-time pupils as 0.5.

Source: National Pupil Projections: Future trends in pupil numbers, July 2012 Update, Department for Education, July 2012.

Part Two

Funding new school places

2.1 This part assesses how the Department determines the funding required to support the provision of school places by local authorities. It focuses on the information the Department used to determine the funding and how its information is being improved. Although the Department intends its funding to make a significant contribution to the cost of providing new places, it has always expected authorities to make a contribution from their own resources.

The Department's specific funding for new school places

2.2 In the 2000s, the Department recognised that, although the overall need was for the removal of surplus places, local pockets of growth in school-age population could occur, particularly in larger local authorities. It therefore provided core capital funding to authorities totalling £400 million a year from 2007-08 to 2010-11, to help cover local growth in need for places.⁶

2.3 The Department also operated an annual 'safety valve' whereby local authorities could apply for extra funding to address exceptional growth. Until 2009, very few authorities applied for this additional grant funding. In autumn 2009, in response to the first forecasts that substantial numbers of new places would be required, the Department ran a larger safety valve exercise, allocating an extra £266 million for 2010-11 to 36 authorities to provide primary places for September 2010 and September 2011.

2.4 Under its 2010 Spending Review settlement in October 2010, the Department doubled its specific core funding for new places to £800 million a year from 2011-12 to 2014-15. In total £3.2 billion was expected to be paid over the period to local authorities through non-ringfenced capital grants (**Figure 9**). In parallel, it reduced planned spending on its other capital programmes to reflect the 60 per cent real-terms reduction in its overall capital budget under the settlement.

⁶ The Department provided revenue support, via the Formula Grant administered by the Department for Communities and Local Government. This allowed authorities to take out additional capital borrowing totalling £400 million a year for providing new places. This was not ringfenced.

2.5 The Department reduced Devolved Formula Capital funding for schools' maintenance, and cancelled the Primary Capital Programme and many Building Schools for the Future projects (**Figure 10** overleaf). The primary purpose of these two programmes was the refurbishment of existing schools, but some local authorities had started to consider how they could be used to expand schools to provide extra places in areas of need. The Department did not assess the impact of reducing these programmes on the provision of new places as it lacked the necessary data. Consequently, there is no complete evaluation of how total funding which may have contributed to new places changed across all the Department's capital funding streams.

Figure 9

The Department's funding of new school places over the 2010 Spending Review period

The Department has increased its funding of new school places after the 2010 Spending Review

		Places to be delivered by 2014/15	Department's estimate of total cost of places (£m)	Departmental funds for extra places (£m)	Implied local authority contribution ¹ (£m)	Implied local authority share of total costs ¹ (%)	Departmental funding per place ¹ (£)
Funding bid	September 2010	324,000 (2010 baseline)	5,000	4,000	1,000	20	12,345
Funding settlement	October 2010	324,000	5,000	3,200	1,800	36	9,875
Departmental revision to cost assumptions	May 2011	324,000	4,700	3,200	1,500	32	9,875
Departmental savings	July 2011	324,000	4,700	3,700	1,000	21	11,420
Extra Treasury funding	November 2011	324,000	4,700	4,300	400	9	13,270
Revised places forecast	February 2013	312,000 (2011 baseline)		4,300			13,780

NOTE

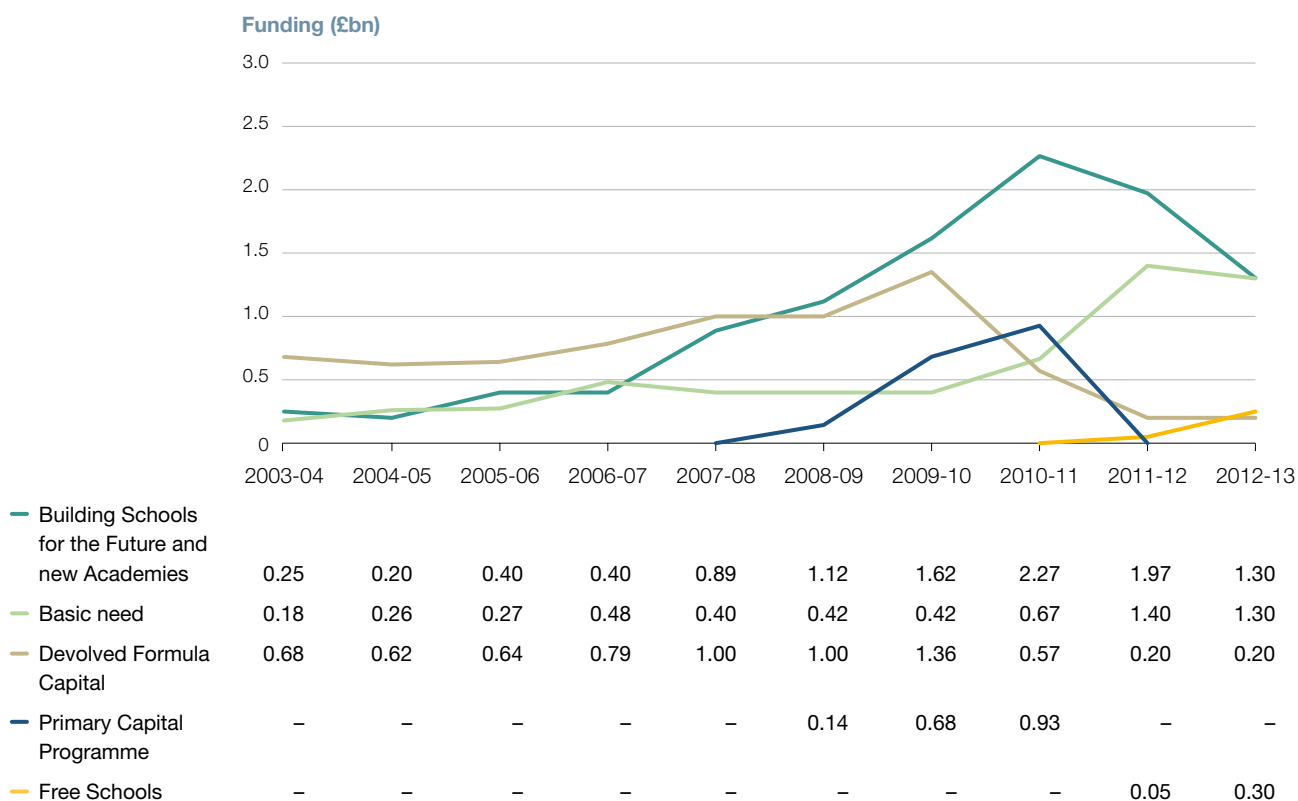
¹ The above figures take no account of the time lag between the allocation of funding and delivery of places or of the extra capital funding for schools of £982 million provided by the Treasury in December 2012. The Department has invited bids from local authorities which will determine how much of this funding is for the delivery of new places in 2014-15 and how much for 2015-16.

Sources: National Audit Office analysis of Department for Education Spending Review 2010 Capital Bids, subsequent Department for Education announcements and 2012 Autumn Statement, July 2010 – March 2013

Figure 10

The Department's capital expenditure on schools

Capital funding specifically for new places has increased threefold since 2009-10



Source: Department for Education Capital Allocations

2.6 The Department's other new capital programmes will deliver some extra places. For example, the Department's Free Schools Programme will increase the number of places available, although it is not primarily intended by the Department to deliver places in areas of shortage. Geographical distribution is one factor that the Department considers in assessing applications to open Free Schools, along with others such as parental demand. Some Free Schools may therefore open in areas which already have a surplus of places. The Department has allocated capital funding of £1.7 billion to 2014-15 for Free Schools. Our analysis of the capacity of 45 Free Schools that opened in September 2012 suggests that they could provide up to 24,500 new places, around 10 per cent of the 256,000 places that need to be delivered between May 2012⁷ and 2014/15 (paragraph 1.20). We estimate that 58 per cent of the places that could be offered by these schools are in local authorities with a shortage of places. However, only 8,800 of the 24,500 places are in primary schools and most Free Schools will not be operating at their full capacity by 2014/15. The establishment of Free Schools will be the subject of a separate National Audit Office review.

7 The Department's revised estimate of the number of places required by 2014/15 takes account of the capacity of Free Schools opened in September 2011.

2.7 The Department has increased its specific funding for school places since the October 2010 Spending Review settlement to meet revised assessments of the funding required (Figure 9). Extra funding of £500 million in July 2011 came from further savings on its other capital programmes, and HM Treasury provided additional capital funds for new places in November 2011 of £600 million. The extra funding has effectively increased the average amount of the Department's funding per place from £9,875 in October 2010 to £13,780. The figure is higher than the £12,345 implied in its September 2010 funding bid. As the Department has not produced an updated estimate of the total cost of delivery, it is not clear whether this represents an accurate assessment of the resources required to meet forecast need.

2.8 In December 2012, the Treasury announced additional capital funding of £982 million for schools. Subsequently in March 2013, the Department launched its Targeted Basic Need Programme. It invited local authorities to submit, by the end of April, bids for funding to deliver extra places in areas of need by September 2014 and September 2015. It is therefore not yet clear how much funding in total the Department will be providing for the delivery of places by 2014/15.

The Department's information base for determining funding

2.9 To support its funding bid in the 2010 Spending Review, the Department needed to have robust, up-to-date information on:

- the likely number of new places required, based on forecast population pressures within individual local authorities and data on how far local capacity could meet these pressures;
- the total cost of providing these places, given the mix of solutions authorities were likely to use; and
- the proportion of the costs authorities would meet from their own resources.

2.10 Producing accurate estimates at a national level of the costs of local delivery is difficult. However, gaps in the Department's evidence for each of these areas meant that it could not present a fully robust bid for funding. The Department's decision was to allocate £3.2 billion for new places following the funding settlement, given competing priorities for its reduced total capital budget. This figure did not, however, reflect a robust revision of its original cost estimates.

The number of places required

2.11 The Department based its initial bids on high-level analyses of need, using national ONS projections to produce an estimate of 170,000 places required. These analyses underestimated the true extent of places required as they were insufficiently detailed to reflect localised demand. Once it received detailed local authority data, the Department carried out a more detailed analysis in September 2010, late in the Spending Review process, using local authorities' forecast pupil numbers in 2014/15 and existing capacity in May 2010 (paragraph 1.16) to identify the need for 260,000 new primary and 64,000 secondary places by September 2014.

2.12 In compiling the estimate of 324,000, the Department used existing capacity in May 2010 as its baseline as it lacked data on the likely capacity in each local authority in April 2011, the start of the 2010 Spending Review period. Once it had the necessary May 2011 capacity data, it used this as its baseline to produce a more accurate estimate of 293,000 as the number of places required over the actual Spending Review period. In March 2013, it used May 2011 capacity data and local authorities' 2012 increased forecasts of expected pupil numbers in 2014/15 to increase its estimate of the number of places required to 312,000 (288,000 primary and 24,000 secondary).

2.13 These estimates take no account of the time lag between the Department's allocation of funding and the delivery of places by local authorities. They therefore do not reflect that funding allocated in 2010-11 would help deliver some places in 2011/12 nor that 2014-15 funding would deliver some places in 2015/16.

The total cost of providing the places required

2.14 The Department estimated the cost of providing the 324,000 places required at £5 billion (approximately £15,430 per place), using cost data from Partnerships for Schools. These data dated from 2007 and the Department had to adjust for inflation to 2010 in its costings. The costings also included a 25 per cent uplift (from £4 billion to £5 billion) to reflect the cost of items, such as ICT and other equipment and furniture and fittings, which it expected local authorities to fund. While the Department's inflation of the cost data to 2010 values was reasonable in the absence of up-to-date data, more up-to-date cost information would have produced a more accurate cost estimate. The Department had no evidence to support the 25 per cent uplift.

2.15 The Department based its costings on an assumption that all new places would be in permanent accommodation, with no use of temporary classes and no contribution from its other capital programmes. It assumed that building extensions would provide 75 per cent of places in existing schools and new schools would provide the remainder. It subsequently examined, both during and after the 2010 Spending Review, the impact of varying its assumptions about the solutions used by local authorities to deliver places. For example, in early 2011, it altered these assumptions to 85 per cent extensions and 15 per cent new schools, reducing the estimated cost to £4.7 billion (approximately £14,510 per place) (Figure 9). Our survey revealed that authorities have taken more varied approaches to providing places than the Department assumed, with some using non-accommodation solutions not involving capital expenditure (Figure 11).

2.16 There are significant omissions from the Department's costings. They made no allowance for the costs of providing new places in voluntary aided schools, where some works can be subject to VAT, as the Department did not know the extent to which local authorities would fund extra places at such schools. The costings also omitted the cost of land acquisition. This cost is likely to become increasingly significant as local authorities reach the limits of existing school sites. Two-thirds of authorities in our survey said lack of space on existing sites was a major constraint on providing new primary places.

Figure 11
Local authority solutions for providing primary places

Local authorities use a broad range of solutions

Solution used

School organisation

Increased numbers of Forms of Entry

Bulge classes

More pupils in existing classes

More mixed-age classes

Opening of a new school

Support for a new Free School proposal

Accommodation solutions

Construction of a new permanent extension

Installation of temporary accommodation

Conversion of non-classroom space

Reduction in playground space

Construction of a new school

Reopening 'mothballed' space

Reduction in space standards

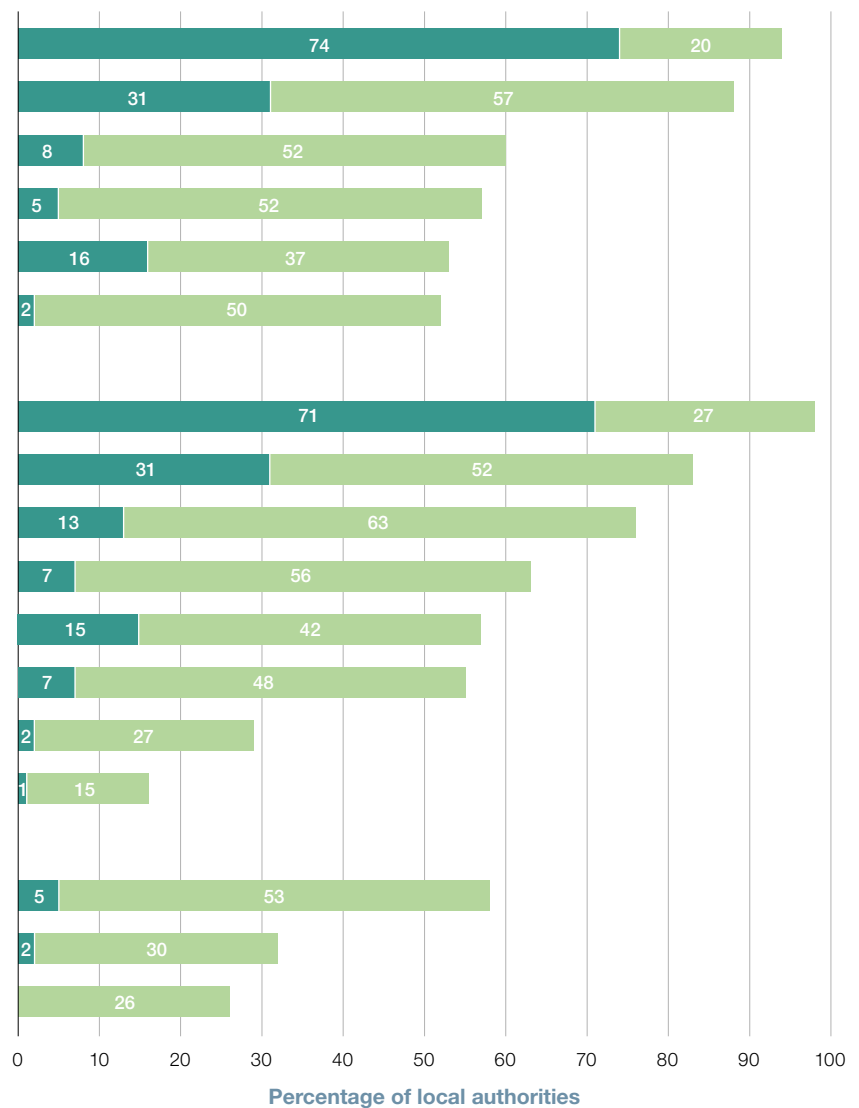
Use of non-school properties

Non-accommodation solutions

Acceptance of increased pupil travel times

Increased local authority funded bussing of children

Other local authority funded transport solutions (eg taxis)



- Great extent
- Some extent

NOTES

- 1 Base: 122–125 local authorities.
- 2 A 'bulge class' is an additional class within a particular year group, not involving a permanent expansion of the total number of forms of entry for a school as a whole.

Source: National Audit Office survey of local authorities

The proportion of costs to be met by local authorities

2.17 The contribution from local authorities implied by departmental funding has varied from 36 per cent to 9 per cent (Figure 9). In its September 2010 funding bid the Department assumed authorities would contribute 20 per cent of the total cost of providing new places (£1 billion – paragraph 2.14). It had no evidence to support this assumption or its impact on authorities as it does not collect data on the extent to which authorities finance new places from their own resources and the sources of their funding. Nor did it communicate to authorities its planning assumptions on the scale of their contributions. According to our survey the average contribution authorities were making in 2012-13 to the cost of delivering new places was 34 per cent.

2.18 Our survey also found, in addition to the Department's specific funding for new places, local authorities are using a variety of funding sources to finance their programmes (Figure 12). Sixty-four per cent are spending some of the capital funds they receive from the Department for maintenance on places. This potentially stores up future costs by deferring repair work.

Improvements to the Department's information

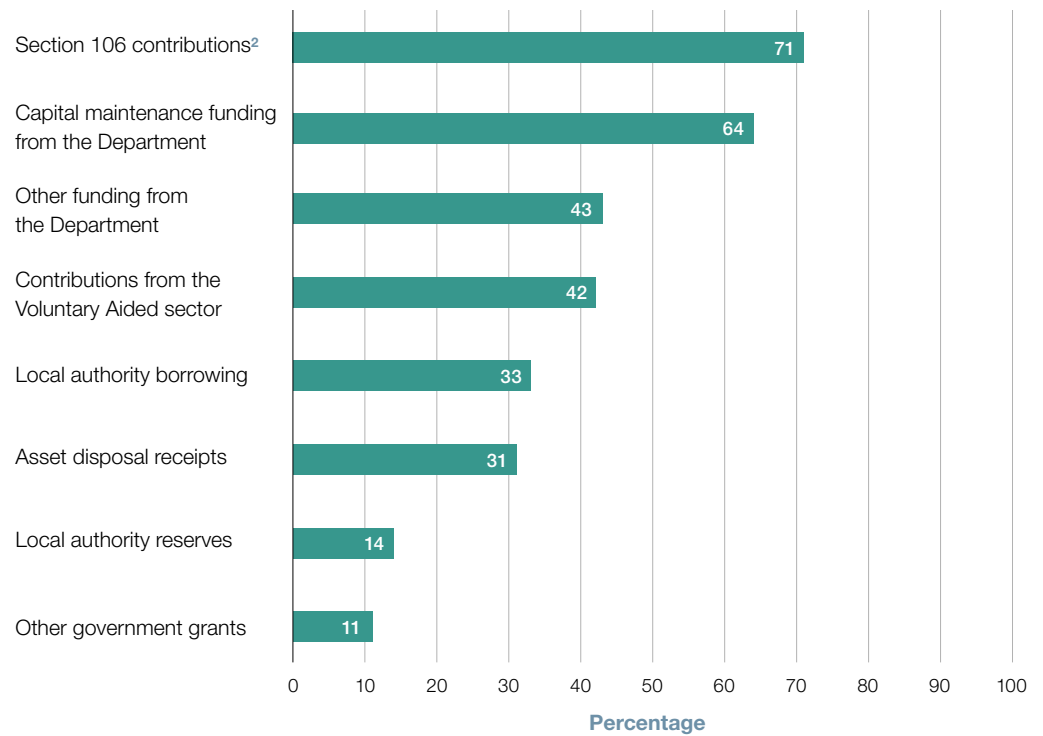
2.19 The Department has taken steps to address the weaknesses in its information for the next Spending Review. However, the impact of these actions has yet to be fully felt:

- The Department recognised that, to produce a more accurate estimate of places, it required a more detailed understanding of local need than it had in September 2010, and data on future capacity. In 2012, it collected for the first time information on the forecast number of pupils and available school capacity at a more detailed level, by local planning area⁸ within each local authority, and data on local authorities' forecast capacity in 12 months' time.
- The Department is currently revising its unit costs to ensure they are up-to-date. In doing this, it is considering the impact of its new standardised designs for schools announced in October 2012, which indicate the potential for reducing building costs for new schools by up to 30 per cent.
- In summer 2012, the Department examined how authorities were providing the places required and the mix of delivery solutions used. In March 2013, it announced that it would require authorities to provide data annually on the number of new places delivered and the schools providing them.
- The Department requires more evidence to support its judgement on the size and impact of the financial contribution from authorities. As part of its March 2013 announcement, it stated that it would also require authorities to provide annual data on the costs and sources of funding.

⁸ Local authorities group their primary and secondary schools into 'planning areas' for the purposes of place planning. Authorities are free to determine the size and composition of these groupings.

Figure 12

Local authority sources of financing their share of costs for new places

New places funding often comes from section 106 funds and maintenance funding**NOTES**

1 Base: 104 – 118 local authorities.

2 Section 106 contributions are contributions from developers under the planning system towards improving local infrastructure.

Source: National Audit Office survey of local authorities

Part Three

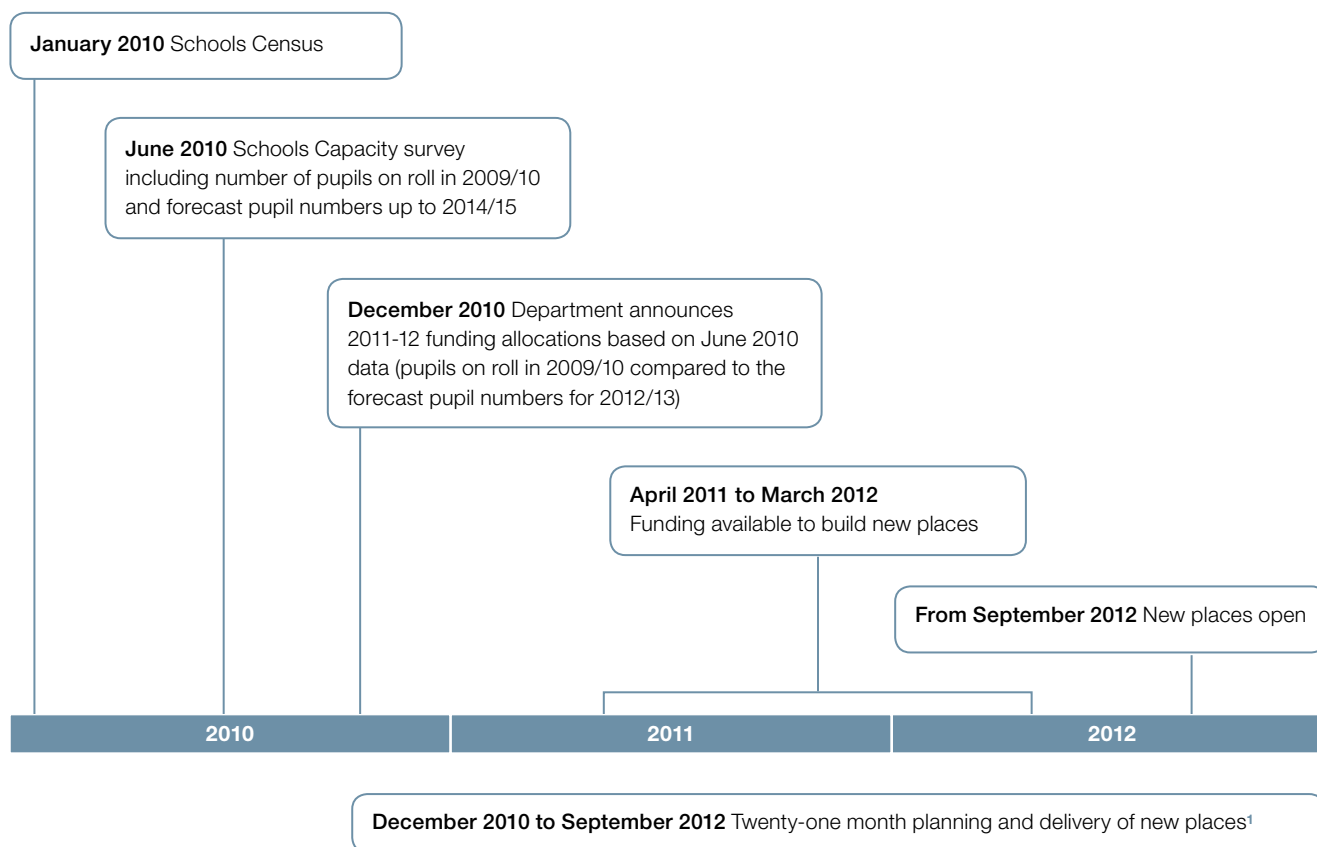
The Department's funding allocation

3.1 This part of our report examines how the Department, once it has determined the scale of funding required (Part Two), allocates its funding contribution to help local authorities provide school places. **Figure 13** sets out the process for 2011-12.

Figure 13

The funding allocation process for 2011-12

It takes around two years from identifying need to providing new places



NOTE

¹ Some places may be provided sooner, depending on the solutions local authorities use.

Source: National Audit Office review of Department for Education documents

3.2 We assessed the Department's allocation process for its funding by drawing on our review of local public service funding.⁹ It set out criteria for effective formula funding, which are:

- set clear, precise objectives and design formulae which address these directly and are based on reliable data from appropriate data sources;
- distinguish between factors requiring political judgement and those which should be grounded in empirical evidence; and
- be transparent in operating the funding formulae.

The Department's objectives and indicators for allocating places funding

3.3 Clear objectives mean that allocations can better reflect priorities, and that the basis of funding, monitoring and value for money is also clear. The Department's objective in providing funding for places is to ensure that there are enough school places to meet demographic pressures (paragraph 1.13).

The Department's indicators for allocating funding







3.4 The Department defines local authorities in demographic need as those with surplus places of less than 5 per cent in any district. An indicator most closely reflecting this definition would compare the forecast number of pupils against an estimate of the number of places anticipated to be available at that time. The resulting capacity surplus or shortfall would reflect the relative funding needs in each area. The Department used a 'capacity' indicator to allocate the supplementary funding of £500 million in 2011-12, and £600 million in 2012-13. In contrast, when allocating core annual funding, the Department has used four different methods since 2007 (**Figure 14** overleaf).

3.5 The Department has moved gradually to using 'capacity' in allocating its core funding. It moved gradually to ensure that all local authorities received some funding to deliver extra places. Up to and including the core allocation for 2012-13, every authority received some funding for extra places. In contrast, use of the 'capacity' indicator for supplementary funding resulted in 41 authorities not receiving any funding. The Department knew that its data was insufficiently detailed to enable it to identify 'hotspots' of demand within individual authorities and that, consequently, there was a risk that, if it moved completely to allocation using 'capacity', an authority with a 'hotspot' might receive no funding in a year. Allocations for 2013-14 and 2014-15 are based fully on 'capacity', using the detailed planning area level data the Department collected from authorities for the first time in 2012 (paragraph 2.19). Seven authorities will receive none of the £1.6 billion funding allocated for these years.

⁹ Comptroller and Auditor General, Cross-government landscape review: *Formula funding of local public services*, Session 2010-2012, HC 1090, National Audit Office, July 2011.

Figure 14
Changes to the Department's allocation methodology

The Department has changed how it allocates funding four times since 2007

Financial year	Core annual funding				Supplementary funding			
	Funding available	Funding allocations announced	Allocation indicator ¹	Indicator fit with need definition ²	Funding available	Funding allocations announced	Allocation indicator ¹	Indicator fit with need definition ²
Previous Spending Review period, CSR07								
2008-09 to 2010-11	£400 million per year	October 2007	Pupil numbers and growth (40:60)		Safety valve exercises: Funds allocated to successful bids			
Current Spending Review period, SR10								
2011-12	£800 million	December 2010	Growth		£500 million	November 2011	Capacity shortfall	
2012-13	£800 million	December 2011	Growth and capacity shortfall (50:50) with stability mechanism		£600 million	April 2012	Capacity shortfall	
2013-14 and 2014-15	£800 million per year	March 2013	Capacity shortfall		Targeted Basic Need Programme: Funds allocated to successful funding bids			

NOTES

- 1 Funding allocation indicators: Pupil numbers = actual number of pupils attending school in local authority; Growth = forecast increase in pupil numbers within authority; Shortfall = level of capacity surplus or shortfall forecast by authorities
- 2 National Audit Office assessment of indicator fit: Red = Indicator used to allocate does not reflect basic need; Amber = Indicator used partly reflects basic need; Green = Indicator used closely reflects basic need

Source: National Audit Office review of Department for Education Capital Allocations, 2006 to 2013

The impact of forecasting accuracy on allocations

3.6 The Department relies on the accuracy of local authorities' forecasts of pupil numbers to allocate its funding accurately. Authorities make annual returns¹⁰ to the Department which include forecasts of expected pupil numbers in primary schools for the next five years and the next seven years in secondary schools. The Department based its single-year funding allocations in 2011-12 and 2012-13 on the three-year forecasts, for example, allocating 2011-12 funding using authorities' forecasts for 2013, submitted in 2010 (Figure 13).

10 Schools Capacity survey.

3.7 We compared local authorities' forecasts of pupil numbers with actual pupil numbers over several years and found that, overall, longer-term forecasts were less accurate than shorter-term forecasts (**Figure 15**). The use of longer-term forecasts when allocating funding therefore increases the risk of funding not being allocated to where it is most needed.

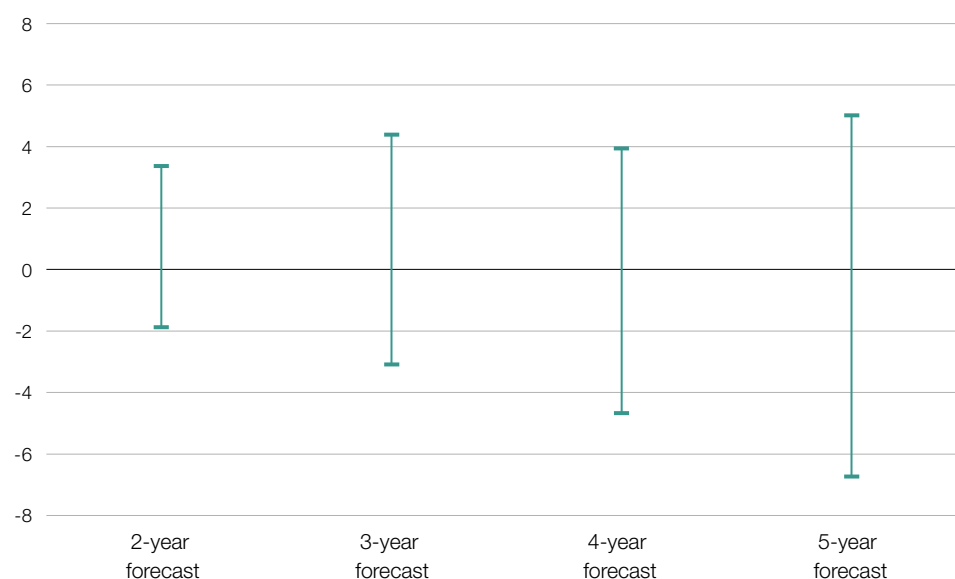
3.8 To illustrate the impact of forecasting uncertainty on funding allocations, we analysed the accuracy of local authorities' 2007 forecasts of expected pupil numbers in 2012 compared to the actual numbers in 2012, as it was these forecasts that the Department used to allocate the annual funding of £400 million for 2008-09 to 2010-11 (Figure 14). We found that a quarter of authorities forecast within 1.3 per cent of actual primary numbers and 1.7 per cent for secondary, and that, if all authorities had achieved this level of accuracy, 29 per cent of the funding for this period, £350 million, would have been allocated differently.

Figure 15

Accuracy of local authorities' forecasts of expected pupil numbers

The risk of inaccuracies increases as authorities forecast further into the future

Difference between forecast and outturn (%)



NOTE

1 Eighty per cent of forecasts fell within these bars.

Source: National Audit Office analysis of Department for Education data and local authority forecasts, 2006 to 2008

The impact of two-year funding allocations

3.9 The Department's 2013-14 and 2014-15 allocations were the first for more than one year since the 2007 Comprehensive Spending Review period. This two-year allocation of funding should improve planning certainty for local authorities. The effect of single-year allocations, changing allocation methods, and announcements of extra funding was to increase planning uncertainty for local authorities, as their income from allocations fluctuated unpredictably from year to year. In our survey, 94 per cent of authorities reported uncertainty over funding levels as a major constraint on their ability to deliver new primary places, and 62 per cent for secondary places.

3.10 Local authorities' planning decisions are affected by the certainty they have over future funding levels, as some solutions require longer for planning and construction. For example, constructing a new one-form entry school can take up to 36 months, a one-form entry extension to an existing school up to 24 months and the purchase and installation of one-form entry temporary accommodation up to nine months. If the Department's funding mechanism is not to distort local choices in responding to need, it must consider the timescales of all significant options for creating new places.

3.11 Although the switch to a two-year allocation for 2013-14 and 2014-15 should improve certainty for local authorities, there is a trade-off to be made between greater certainty and the accuracy of the Department's allocation. For this two-year allocation, the Department used forecasts of pupil numbers in four years' time, which are less accurate than forecasts for fewer years' ahead (Figure 15).

3.12 If the Department continues to make funding allocations for more than a single year, improving local authority forecasting accuracy will be crucial if it is to allocate funding to the areas of greatest need. The Department's quality assurance of authorities' forecasts identifies authorities that have submitted incomplete information or forecasts that have changed by more than 5 per cent since the previous year's submission, and it contacts authorities which do not pass these checks. However, it does not routinely compare authorities' forecasts to actual outturn in pupil numbers in order to identify authorities that have repeatedly over- or under-forecast and thus received allocations not reflecting their true need. The Department intends to consult with authorities on how the accuracy of their forecasts can be taken into account in future allocations.

The Department's use of stability funding

3.13 Our review of formula funding found that departments have to balance allocations according to need with decisions about funding stability. They may build in stability measures to support financial planning and providing stable services, but these judgements should be based on objective analysis of the changes in income that organisations can absorb.

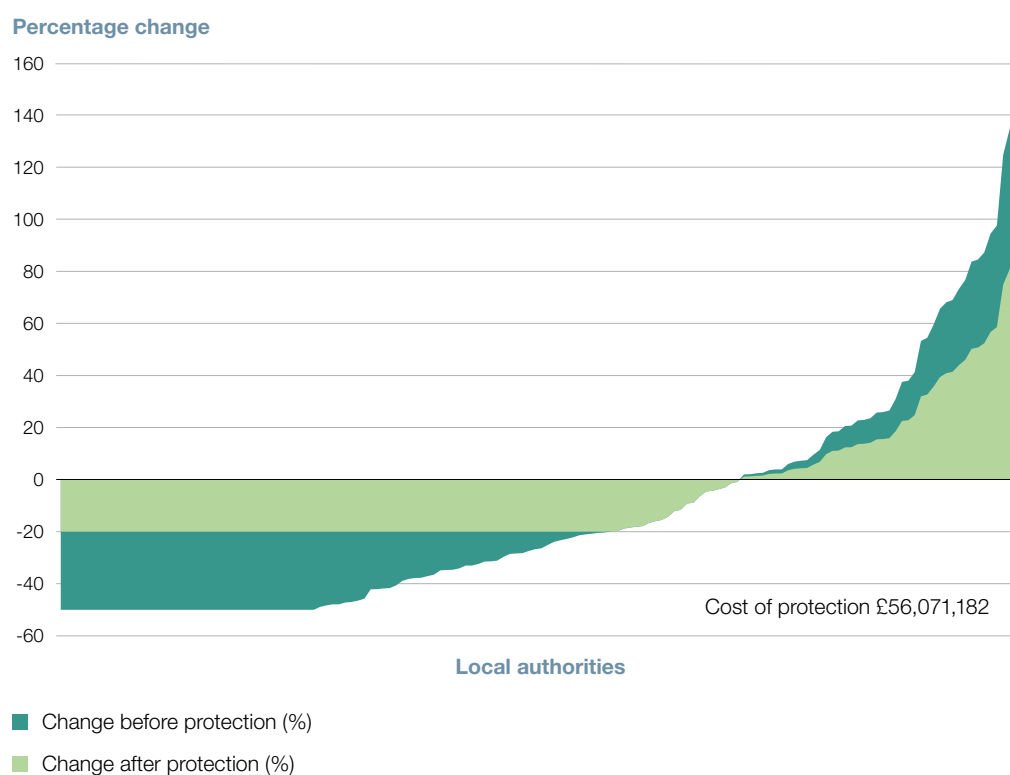
3.14 For its school places funding, the Department decided to make a ‘protection’ adjustment to funding allocations for 2012-13. It aimed to provide stability by maintaining authorities’ 2012-13 core funding at a roughly similar level to 2011-12 despite a change in the allocation method (Figure 14). Consequently, in 2012-13, each local authority received at least 80 per cent of the funding it would have received had the methodology not changed. To achieve this, the Department reduced the funding allocated to those authorities who were most in need of places by £56 million (7 per cent of core funding) (**Figure 16**).

3.15 The use of this stability mechanism resulted in 57 per cent of local authorities being funded more than the Department had assessed they needed using authorities’ own forecasts of pupil numbers, while 29 per cent were funded less. The authorities’ forecasts were not at a detailed enough level to identify ‘hotspots’ of demand (paragraph 3.5). The Department’s intention was that the use of a stability mechanism would be a transitional approach. For 2013-14 and 2014-15, funding allocations are fully based on ‘capacity’, which more closely reflects authorities’ needs, without any further stability mechanism.

Figure 16

Impact of protection on allocations to local authorities for 2012-13

Protection reduced allocations to those authorities with the biggest need



Source: National Audit Office analysis of Department for Education allocations data

The Department's transparency in operating its funding formula, and its tracking of impacts

3.16 Our review considered that departments' operation of funding formulae should be transparent, to enable those receiving funding to check and, if necessary, challenge allocations. For capital funding for new school places, the Department's decision-making for allocations lacks transparency. According to our survey, 79 per cent of local authorities did not understand the link between their allocations from the Department and the data they submitted to the Department. The Department intends to improve the transparency of its funding by providing each authority with an explanation of how the data the authority provided resulted in its allocations for 2013-14 and 2014-15.

3.17 The Department collected more detailed local information by planning area and on forecast capacity for the first time in 2012 (paragraph 2.19). These new data should enable the Department to develop a better understanding of hotspots of demand, changes in the number of current and future places within local authorities, and authorities' place planning and use of the Department's funding.

3.18 There is also scope for the new data to inform funding allocations. When using the 'capacity' indicator to allocate funding, the Department has used as its baseline data on the number of places available at the time of the allocation. This baseline means that the allocation does not fully reflect the places local authorities expect to deliver using funding they have already received in the previous year owing to the time lag in delivery (paragraph 2.13 and Figure 13). To get a better idea of this time lag effect, the Department could use the new forecast capacity data from authorities. It was unable to use this forecast capacity data as the baseline for its calculation of the 2013-14 and 2014-15 allocations as it was concerned that the data it received was insufficiently robust and complete. It therefore intends to consult with authorities on options for reflecting expected place delivery in its funding allocations.

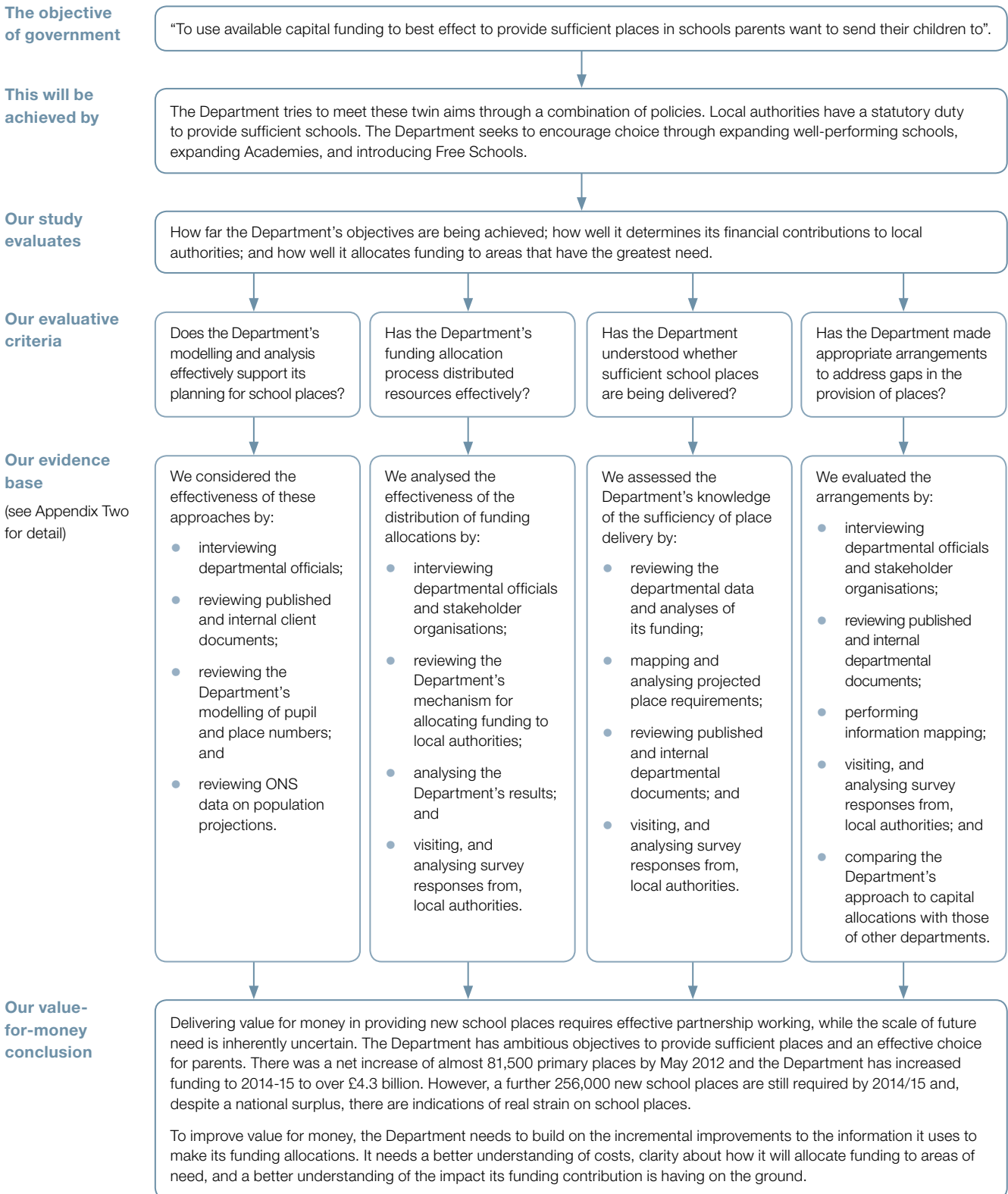
3.19 The Department is currently analysing its new data, but is not planning to use it to analyse the relationship between the funding it allocates to local authorities and the places those authorities have delivered. It therefore has no basis to set benchmarks for authorities' cost per place. This omission is reflected more widely in the lack of coverage of capital spending in its Departmental Accountability Statement. It therefore needs to develop further its assurance framework to understand whether it is achieving value for money in its distribution of funding to authorities.

Appendix One

Our audit approach

- 1 We reviewed:
 - how far the Department's objectives are being achieved;
 - how well it determines its financial contributions to local authorities; and
 - how well it allocates funding to areas that have the greatest need.
- 2 We analysed what arrangements would have been optimal in terms of:
 - how the Department understands whether its objectives for new school places are being met;
 - how effective the Department's modelling and analysis was to support its planning for providing school places; and
 - how effectively the Department has distributed resources.
- 3 By 'optimal' we mean the most desirable possible, while acknowledging expressed or implied restrictions or constraints. Restrictions or constraints in this context are:
 - local authorities' duty to provide sufficient schools; and
 - the limitations imposed by a public spending settlement that must reconcile accountability for public funds with the policy aim of autonomy.
- 4 Our audit approach is summarised in **Figure 17** overleaf. Our evidence base is described in Appendix Two.

Figure 17
Our audit approach



Appendix Two

Our evidence base

- 1** We reached our conclusion on value for money after analysing evidence we collected between April and September 2012.
- 2** We applied an analytical framework with evaluative criteria to consider what would be optimal, both in the system for providing school places, of allocating funding for new school places, and overseeing whether the Department is achieving its objectives. Our audit approach is outlined in Appendix One.
- 3 We examined the impact of increasing demand for school places on local authorities, schools and children.**
 - We conducted **semi-structured interviews** with 15 local authorities, including visits to schools.
 - We carried out a **census of local authorities** with questions about the planning and provision of school places, and the impact of demand for school places in local authorities. We achieved an 83 per cent response rate (126 local authorities). However, not all local authorities that responded answered each question, hence the base varies between questions.
 - We **analysed departmental data** about travel times to school, appeals, class sizes, and parental preferences in applications for schools for their children.
- 4 We examined the Department's Spending Review settlement and financing of new school places.**
 - We reviewed **internal departmental documents** and published evidence to establish the Department's assumptions in its 2010 Spending Review bid and settlement, and the historic data available to inform planning and funding for new school places.
 - We **interviewed departmental officials** to understand how the Department constructed bids for the 2007 and 2010 Spending Reviews, and the impact of the settlements on the Department's planning.

- We **analysed forecasting, pupil projections and other data** used to inform the Department's Spending Review bid.
- We reviewed the assumptions the Department and local authorities made about how the cost of funding new school places would be met.
- Our **census of local authorities** collected evidence on local authorities' funding programmes for delivery of new school places.

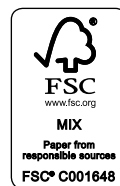
5 We assessed how effective the Department was at allocating its financial contribution to local authorities for providing new school places.

- We analysed data the Department collected from local authorities to inform its decision-making on allocating funding.
- We examined what feedback the Department gave local authorities about the data they had provided.
- We examined the information available to the Department to determine the impact of its funding locally.
- We reviewed evidence from investigations the Department had conducted in March 2011 and June 2012, examining the impact of its allocations on the capacity within local authorities to provide new school places.
- We carried out an **information mapping** exercise with departmental officials to examine the responsibilities, information flows, funding streams and the accountability framework for the system, and the action the Department took to track the likelihood of local authorities failing to provide sufficient school places.
- We interviewed 15 local authorities about their capital planning, financing and provision of new school places.
- We drew on **previous National Audit Office work on *Formula funding of local public services***¹¹ and ***Central government's communication and engagement with local government***.¹²

6 We conducted **semi-structured interviews** with stakeholder organisations, including the Local Government Association and voluntary-aided organisations to triangulate our findings by investigating their experiences, insights and key issues.

11 Comptroller and Auditor General, Cross-government landscape review: *Formula funding of local public services*, Session 2010-2012, HC 1090, National Audit Office, July 2011.

12 Comptroller and Auditor General, *Central government's communication and engagement with local government*, Session 2012-13, HC 187, National Audit Office, June 2012.



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H. Appendix 8

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Methodology

National pupil projections

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Introduction

This document provides background information on the ‘National pupil projections – future trends in pupil numbers’ release. It explains the concepts and methods used to calculate the figures and provides an overview of the data sources and other relevant information.

For 2021 it also explains differences in the figures being released this year, as a result of the covid pandemic, and the consequent limitations of the dataset.

Projection methods

The pupil projection model creates national projections for the number of pupils in England by age and by school phases and types. It uses ONS population estimates and projections, information on birth registrations in England and data derived from the School Census.

Each model uses the most recent ONS population projections, based on the estimated population at the appropriate mid-year, as well as ONS's monthly birth figures. The population estimates and projections are modified from their original mid-year basis to simulate the definitions used in the School Census (a January count with pupils' ages as at the previous 31 August).

Census data, normally up to and including the model year is used to create participation rates, calculated as a series of historic census totals measured against population estimates. These provide a starting point for the model, with the school census data informing assumptions about future proportions of the school population by type of school.

Separate figures, both historically and into the future, are calculated for part time and full time pupils.

ONS's population projections are based on their most recent estimate of the resident population. The population includes all usually resident persons, whatever their nationality. Long-term migrants are defined as individuals who change their country of usual residence for a period of at least a year, and in such cases their country of destination becomes the country of usual residence. Pupils who are short-term migrants, and are staying in England for less than a year are included in the School Census and are therefore reflected in the pupil projections. They are not separately identifiable.

Model frequency

These pupil projections are produced annually. However, they are based on ONS's national population projections, which are produced once every two years.

In the years where there are no new ONS projections then the pupil projections are an update of the previous year's projection, with an added year of actual data, rather than a new projection in their own right.

2021 reporting year

Pupil counts for the historic years are derived from data collected via the School Census.

This year 2021 school census data would normally be added into the model. However, the dataset shows unusual drops in the pupil numbers in certain school types, most significantly nursery & primary and alternative provision schools. The 2021 nursery & primary school population is 34,000 lower than was forecast, a notably higher difference than usual. The alternative provision population for 2021 is 24% lower than had been forecast.

These drops are believed to be temporary, as a result of the pandemic, rather than long-term changes. If they were used in the projection model they would result in population decreases across future years which are not considered to be realistic estimates of the pupil population over the next ten years.

Therefore it has been decided not to include the 2021 school census data in this update of the pupil projection model. Thus 2021 is still a projected year and the model, having not been scrolled forwards, is still a 2020 model, albeit with additional actual 2019 data incorporated.

Note these census figures will need to be included, alongside those from 2022, in the new pupil projection model produced next year. However, the 2022 school census results will show whether the drops seen this year were indeed temporary. The methodologies for projecting into the future can then, if required, be adjusted accordingly.

Key drivers to change in the projections

The school census data is measured against the ONS population figures to create participation rates (both overall and for the different school types) for each historic year. The participation rates from the most recent years are then used to calculate the pupil numbers going forward. Thus if the school census figures are inaccurate they can affect not only the year in question but the whole of the projection model.

As these pupil projections are based on ONS's national population projections, alongside participation rates, they are directly affected by the assumptions made by ONS. Changes in the population who are of school age is largely driven by changes in the birth rate rather than direct immigration. However, that birth rate is in turn affected by any increase in the number of children born to non-UK born women (compared to those born to UK-born women). The number of children born to non-UK born women increased by around 75 per cent between 2002 and 2013 (the years in which many children currently in schools were born), although this was a period of increased births generally.

After a decade of increases the total number of births in England dropped in 2013, remained stable for the next three years, then have dropped again. ONS's short-term birth assumptions in their national population projections will have been reduced as a result of these changes.

Alternative scenarios

The ONS national population projections, which are the base for this projection of future pupil numbers, are based on assumptions which best reflect demographic patterns at the time they were selected.

However, there are inherent uncertainties in projecting the future size of the pupil population. As such ONS also produce a number of alternative – known as variant – projections based on different assumptions of future fertility, migration and life expectancy.

As there is no new information added to the model that affects the variants, these have not been rerun for this year.

Note: the ONS are currently consulting on the content of their mid-2020 national population projections, which are the last projections being produced before the results of the 2021 national census are made available. They are currently not intending to produce any variant projections. If that proves to be the case then the department's 2022 pupil projections, due to be produced using these new national population projections, will again not include variant projection results.

Relationship with school capacity publication

This release presents the Department's main national-level pupil projections. The department's data on school capacity is produced by a different methodology and includes local authorities' own forecasts of future pupil numbers, based on local-level information, such as inter-authority movement of pupils. It provides forecasts by national curriculum year group whereas these national pupil projections forecast by actual age.

The school capacity data is published annually as an official statistical release, which can be found [here](#).

The national pupil projections presented in the current release are produced within the Department, at national level only. They cover a longer time period than in the school capacity release. Differences in the methodologies used by individual local authorities for pupil number forecasts mean that the aggregated totals in the school capacity release will differ from the national-level projections presented here, but the trends in both are broadly similar.

Accuracy

In any year, the projected figures are subject to increasing margins of error the further into the future they run. There is also a greater level of uncertainty for smaller and more detailed categories, such as particular age bands or smaller categories of school. Factors which may contribute to differences between projections and actual data include:

- the underlying population trend, which depends on assumptions about births, mortality and migration;
- differences between short-term assumptions in the ONS population projections, used in one model, and subsequent population estimate data incorporated into the next year's model;
- participation for all pupils, but particularly amongst pupils aged under 5 and over 15, which may differ from the rates assumed;
- school reorganisation by local authorities, which may affect the balance between primary and secondary schools;
- variations in the proportions attending different school types, such as independent schools;
- the introduction of new Government policies affecting schools or population.

Pupil projections rely heavily on the population projections produced by ONS which are widely used across government for planning purposes. National population projections are National Statistics, which means they undergo regular quality assurance reviews and are produced free from political influence. The projections are produced using demographic assumptions about future levels of fertility, life-expectancy and net-migration, based on analysis of trends and expert advice. The assumptions are agreed in liaison with the devolved administrations, following consultation with key users of projections in each country and advice from an expert academic advisory panel.

Change from early projections

As for the last few years, this release does not include projections for pupils aged 16 and over. The projections prior to 2013 were aligned to overall 16-18 participation rate projections produced for the Education Funding Agency 16-19 Funding Statement. This has been replaced with a much simpler funding letter to 16-19 education and training providers which does not include projections that are comparable with the pre-16 projections in this publication. This is a permanent change.

Consistent with the July 2014 onwards publications, this release takes out dual-registered pupils from schools classified as alternative provision settings. This removes double counting in pupil numbers from this school type, which was present in previous statistical releases. For this reason, the alternative provision data from 2002 to 2010 has been removed.

Definitions

Date of count

- Figures relate to January of the year shown.

School types

- State-funded schools – a total of the maintained nursery, primary, secondary, special schools and alternative provision settings.
- State-funded primary schools – primary and middle deemed primary schools
- State-funded secondary schools – secondary, middle deemed secondary and all through schools, including city technology colleges, studio schools and and university technical colleges.
- State-funded special schools – includes all special schools apart from non-maintained special schools and general hospital schools
- Non-maintained special schools – constitute a separate category of school which are not included in the state funded total
- Alternative provision settings – includes pupil referral units and alternative provision academies and free schools, but not other types of alternative provision
- Independent schools – includes all schools that are not state funded, ,except non-maintained special schools.

Age

- Figures calculated in January, age as at previous 31st August.
- Under 5 – ages up to and including age 4
- Primary ages – 5 to 10
- Secondary ages – 10 to 15

Part-time and full-time equivalent

- Part-time pupils assumed to represent half of a full-time pupil to give full-time equivalent (FTE) totals.
- From 2003 to 2011 state-funded schools could record part-time pupils at any age. From 2012 pupils aged under 5 or over 15 can be recorded by state-funded schools as part-time, but all pupils aged 5 – 15 are recorded as full-time.
- Independent schools can record pupils of any age as part-time.

OGL

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I. Appendix 9

Trafford Education Response to Development

Development: Former B&Q Site (100400/OUT/20)
School place planning area: Stretford
Date: 27th May 2021 (updated)

Pupil Yield Calculation

Type of unit	Qty of units	Primary Yield (21%)	Secondary Yield (15%)
Studio	0	0	0
1 bed	110	0	0
2 bed	190	40	29
3 bed	33	7	5
Total	333	47	33

A pupil yield of 3 per year group per 100 homes is applied to all units of more than 1 bedroom.

Trafford primary schools within 2 mile walking distance from the site.

Stretford Primary Schools	Size	Capacity May 19	Total PAN	NOR Jan 20	Current vacancies	Current vacancies as a %
St Teresa's RC PS (VA)	1 FE	210	210	196	14	6.7%
Kings Road PS (Com)	3 FE	630	630	605	25	4.0%
Gorse Hill PS (Com)	2 FE	420	420	362	58	13.8%
St Hilda's CE Academy (VA)	1.5 FE	315	315	246	69	21.9%
Seymour Park PS (Com)	2.8 FE	588	588	589	0	0.0%
Victoria Park JS (Com)	2 FE	199	240	253	0	0.0%
St Ann's RC PS (VA)	2 FE	379	420	420	0	0.0%
Victoria Park IS (Com)	2 FE	169	180	180	0	0.0%
Alphonsus RC PS (VA)	1 FE	210	210	184	26	12.4%
Com PS (Academy)	2 FE	380	420	390	30	7.1%
Moss Park IS (Com)	2 FE	172	180	178	2	1.1%

Moss Park JS (Com)	2 FE	233	240	254	0	0.0%
St Matthews CE PS (VC)	1FE	210	210	201	9	4.3%
Total			4263		233	5.5%

The above table shows Stretford primary schools within 2 miles walking distance of the development together with current capacity and numbers on roll (NOR). Current vacancies compares the Total PAN (Published Admission Number) with the NOR. Current vacancies as a percentage of Total PAN is 5.5% and at the low end of the operating margin of 5-10% required to allow for fluctuations in demand and parental choice, therefore it is not counted as available when calculating developer contributions. The Capacity column shows the measured capacity and is based on floor areas, those schools with small classrooms have lower capacities than the total PAN (shown in red).

Trafford secondary schools nearest the site

Secondary School	Distance	Size (PAN)	Capacity May 19	Total PAN	NOR Jan 20	Current vacancies	Current vacancies as a %
Stretford High School	0.3 miles	6.3 FE (190)	973	950	913	37	3.9%
Stretford Grammar School	1.1 miles	4.3 FE (128)	640	640	737	0	0.0%
Lostock High School	2.1 miles	4.8 FE (148)	726	740	331	409	55.3%
St Antony's RC High Sch	2.3 miles	4.4 FE (130)	661	650	560	90	13.8%
Total				2980		536	18.0%

The 4 closest secondary schools are tabled above. The nearest two have very few current vacancies. Stretford High School is currently oversubscribed in the lower year groups. Stretford Grammar School are currently undergoing expansion to add 160 further spaces by Sep 21, however, these are for existing pupils. One of the two further schools (Lostock) appears to have substantial vacancies; if 10% are removed for operational purposes then 335 remain available, however, these have been fully allocated to other Stretford developments. St Antony's pupil numbers are increasing as the school's popularity has grown in the last 3 years hence it no longer has vacancies in lower year groups. The development's close proximity to the metro station will allow older students to access many other secondary schools in Trafford.

Developer Contribution Calculation

School Phase	2019 DfE Rate per place	Pupil Yield (from above)	Developer Contribution
Primary	£15,737	47	£739,639
Secondary	£21,872	33	£721,776

Total

£1,461,415

The DfE rate per place is the Department for Education's 2019 School Places Score Card rate for a permanent new school place. Secondary national figure has been adjusted for regional variation.

As the majority of Trafford Primary Schools in the Stretford area are full and any available vacancies at Stretford secondary schools have been allocated to other developments; we are asking all developers to contribute where a pupil yield is generated. This will be used to expand existing schools in the first instance.

J. Appendix 10

Trafford Education Contribution Assessment

Development: Former B&Q Site (100400/OUT/20)
School place planning area: Stretford
Date: 30th November 2021 (updated)

Pupil Yield Calculation

Type of unit	Qty of units	Primary Yield (21%)	Secondary Yield (15%)
Studio	0	0	0
1 bed	110	0	0
2 bed	189	40	28
3 bed	33	7	5
Total	332	47	33

No. of 2 bed units reduced by 1

A pupil yield of 3 per year group per 100 homes is applied to all units of more than 1 bedroom.

Primary School Capacity Assessment

Trafford primary schools within 2 mile statutory walking distance from the site

Planning Area	School Name	Net Capacity May 2021	PAN	No. Year Groups in School	Total PAN	NOR Oct 2021	Comparing Total PAN to NOR	
							No. Vacancies	% Vacancies
Stretford	Gorse Hill Primary School	420	60	7	420	327	93	22.1%
Stretford	Kings Road Primary School	630	90	7	630	598	32	5.1%
Stretford	Moss Park Infant School	172	60	3	180	180	0	0.0%
Stretford	Moss Park Junior School	233	60	4	240	256	0	0.0%
Stretford	Old Trafford Community Academy	380	60	7	420	381	39	9.3%
Stretford	Seymour Park Primary School	588	84	7	588	586	2	0.3%
Stretford	St Alphonsus RC Primary School	210	30	7	210	180	30	14.3%
Stretford	St Ann's RC Primary School	379	60	7	420	412	8	1.9%
Stretford	St Hilda's CE Primary School	315	45	7	315	228	87	27.6%
Stretford	St Matthew's CE Primary School	209	30	7	210	195	15	7.1%
Stretford	St Teresa's RC Primary School	210	30	7	210	172	38	18.1%
Stretford	Victoria Park Infant School	169	60	3	180	180	0	0.0%
Stretford	Victoria Park Junior School	199	60	4	240	247	0	0.0%
		4,114	-	-	4,263	3,942	344	8.1%

Primary surplus places allocated to other developments

Planning Area	Development	Reference	No. places allocated
Stretford	Manchester Waters Phase 1	90799/FUL/17	28
Stretford	Manchester Waters Phase 2	93779/FUL/18	66
Stretford	No. 1 Old Trafford	90738/FUL/17	50
Stretford	Itron, Talbot Road	95723/FUL/18	49
Stretford	Paragon House	102507/PRO/20	4
Stretford	Bankside Manufacturing	97677/FUL/19	2
Stretford	Royal Canal Works	91948/FUL/17	7
Stretford	Insignia	88792/FUL/16	13
	Total		219

Primary capacity assessment summary

Total surplus places	344
Allocated to other developments	219
No. remaining surplus places	125
% remaining surplus places	2.9%
Surplus places to be allocated	0

Secondary School Capacity Assessment

Trafford secondary schools within 3 mile statutory walking distance from the site

Planning Area	School Name	Net Capacity May 2021	PAN	No. Year Groups in School	Total PAN	NOR Oct 2021	Comparing Total PAN to NOR	
							No. Vacancies	% Vacancies
Stretford	Lostock High School	740	148	5	740	281	459	62.0%
Urmston	St Antony's RC School	661	130	5	650	650	0	0.0%
Stretford	Stretford Grammar School	686	128	5	640	766	0	0.0%
Stretford	Stretford High School	1,014	190	5	950	946	4	0.4%
		3,101	-	-	2,980	2,643	463	15.5%

Secondary surplus places allocated to other developments

Planning Area	Development	Reference	No. places allocated
Stretford	Trafford Waters	85282/OUT/15	9
Stretford	Manchester Waters Phase 1	90799/FUL/17	20
Stretford	Manchester Waters Phase 2	93779/FUL/18	47
Stretford	No. 1 Old Trafford	90738/FUL/17	35
Stretford	Itron, Talbot Road	95723/FUL/18	35
Stretford	Paragon House	102507/PRO/20	3
Stretford	Bankside Manufacturing	97677/FUL/19	2
Stretford	Royal Canal Works	91948/FUL/17	5
Stretford	Insignia	88792/FUL/16	9
Stretford	Kelloggs	99795/OUT/20	93
Stretford	Elsinore Road	100270/FUL/20	30
	Total		288

Secondary capacity assessment summary

Total surplus places	463
Allocated to other developments	288
No. remaining surplus places	175
% remaining surplus places	5.9%
Surplus places to be allocated	0

Developer Contribution Calculation

	Primary	Secondary
Calculated pupil yield from the development	47	33
Less surplus places available to be allocated	0	0
No. places for which a contribution is required	47	33
Rate per place (DfE School Places Scorecard 2019)	£15,737	£21,872
Calculated Contribution	£739,639	£721,776
TOTAL CALCULATED CONTRIBUTION	£1,461,415	

K. Appendix 11

Response to Alfredson York Associates Education Impact Statement contesting Developer Contribution for Education for Former B&Q site dated 11th November 2020.

Paragraph reference numbers below refer to the paragraph numbers in the Alfredson York Associates Education Impact Statement.

Primary Schools

At paragraph 3.4.2 the report suggests including primary schools within a 2 mile straight line distance of the site, however, in Trafford Council's developer contribution calculation dated 27th May 2021 only schools within a 2 mile walking distance of the site have been included. This is the radius that is normally used for primary schools as the Government's statutory walking distance for Reception children which is the year of entry for Primary Schools, is 2 miles. This is more realistic when it comes to parental choice and more appropriate in terms of planning for school places. Therefore, two schools in table 3.5.1 that are further than 2 miles walking distance; St Hugh of Lincoln RC Primary (2.4 miles) and Barton Clough Primary (2.6 miles) should be excluded from the assessment.

In table 3.5.1 Surplus places is calculated by comparing the Net Capacity with the Number on Roll however it would be more realistic to compare the total Published Admission Number (PAN) (PAN x no. of year groups) with the Number on Roll, as many schools historically have been admitting more pupils than their net capacity suggests and most schools admit multiples of 30 as a form of entry whereas net capacity figures are sometimes not multiples of 30. Table 3.5.1 Net Capacity was compared to Trafford's May 2019 Net Capacity figures, however, there are many discrepancies (highlighted) resulting in incorrect surplus place figures. See Trafford Council figures compared with table 3.5.1 below. Where the appellant's totals are incorrect the red figures show correct totals.

School	Table 3.5.1			Trafford Council figures				
	Net Capacity (PAN)	Number on Roll (NOR)	Surplus Places (Net Cap - NOR)	Net Cap 2019	Total PAN 2019	NOR Jan 2020	(a) Surplus Places (Net Cap - NOR)	(b) Surplus Places (Total PAN - NOR)
Gorse Hill Primary School	343 (60)	362	0	350	420	362	0	58
Kings Road Primary School	744 (90)	605	139	630	630	605	25	25
Moss Park Junior School	240 (60)	254	0	233	240	254	0	0
Moss Park Infant School	232 (60)	178	54	172	180	178	0	2
Seymour Park Community Primary	560 (84)	588	0	588	588	588	0	0
Victoria Park Junior School	240 (60)	253	0	199	240	253	0	0
Victoria Park Infant School	232 (60)	180	52	169	180	180	0	0
St Matthew's CofE Primary School	235 (30)	201	34	210	210	201	9	9
St Hugh of Lincoln RC Primary School	315 (45)	312	3	315	315	312	3	3
St Teresa's RC Primary School	210 (30)	206	4	210	210	196	14	14
St Alphonsus RC Primary School	200 (30)	184	16	210	210	184	26	26
St Ann's RC Primary School	463 (60)	420	43	379	420	420	0	0
Old Trafford Community Academy	420 (60)	390	30	380	420	390	0	30
Barton Clough Primary School	210 (30)	184	26	210	210	184	26	26
St Hilda's CofE Primary School	341 (45)	246	95	315	315	246	69	69
Totals	4995(729) 4985 (804)	4990 4563	496	4045	4263 (729)	4057	143	233
Surplus place as % of Total Net Capacity			9.93% 9.95%				3.54%	
Surplus place as % of Total PAN			10.36%					5.47%

In the Trafford Council figures, the total net capacity reads 4045, Total PAN 4263 and the total surplus places 143 or 233 depending on what parameters are compared to calculate the surplus places i.e. the difference between (a) Surplus Places (Net Cap - NOR) and (b) Surplus Places (Total PAN - NOR), these totals exclude St Hugh of Lincoln and Barton Clough Primary Schools. This gives a total surplus places as a percentage of Net Capacity as 3.5% not the 9.93% stated in the report in paragraph 3.5.4. This sits below the operating surplus range of 5-10%. The Council calculates surplus places by comparing the Total PAN with the NOR, column (b) which gives a slightly higher figure of 5.5%. This is more realistic than comparing the Net Capacity with NOR as the PAN is usually a multiple of 30 and reflects the historical entry pattern of a school. The Education Team at Trafford Council use an operating surplus of 5-10% needed to allow for fluctuations in demand and parental choice. This equates to 3-6 places per year group (60) in a 2 form entry (420 place) school. Given the need to allow for an operating surplus number of school places to allow for fluctuations in demand and parental choice, it is not appropriate to use these surplus places for meeting demand generated by new residential development.

In paragraph 3.5.5 the report states that there is a discrepancy between the net capacity and the school's PAN, what the appellant refers to here is the total PAN (PAN x no. of year groups). There is sometimes a discrepancy between Net Capacity and total PAN because the Net Capacity is calculated using the Department for Education's Net Capacity assessment method - designed to provide a single robust and consistent method of assessing the net capacity of maintained schools and, for primary schools, is based on the number and size of spaces designated as classbases. The PAN is based on the number of pupils admitted in each year group. Six schools in the above Trafford Council figures have a lower Net Capacity compared to the Total PAN indicating small classrooms, another reason for not overcrowding the school.

In 3.5.5 the consultants have multiplied 729 by 7 year groups, however, the total of PAN's is 804 and the consultants have failed to adjust for the infant and junior schools (Moss Park and Victoria Park) which have 3 and 4 year groups respectively. So there are not 5103 places available, there are 4263 (when St Hugh of Lincoln and Barton Clough have been discounted).

In table 3.6.2 the PAN is incorrectly totalled and should read 684 and when Barton Clough and St Hugh of Lincoln are omitted, as they should be, the figure should read 609. Similarly, the Year R allocation should read 592 or 518 when the above two schools are omitted. This reduces the available places to 91.

Table 3.6.2			
School	YR PAN	Year R allocation (FOIR)	Available Places
Gorse Hill Primary School	60	42	18
Kings Road Primary School	90	63	27
Moss Park Junior School			
Moss Park Infant School	60	60	0
Seymour Park Community Primary	84	84	0
Victoria Park Junior School			
Victoria Park Infant School	60	60	0
St Matthew's CofE Primary School	30	30	0
St Hugh of Lincoln RC Primary School	45	45	0
St Teresa's RC Primary School	30	27	3
St Alphonsus RC Primary School	30	26	4
St Ann's RC Primary School	60	55	5
Old Trafford Community Academy	60	42	18
Barton Clough Primary School	30	29	1
St Hilda's CofE Primary School	45	29	16
Totals	684	592	92
Less two shaded schools	609	518	91

Paragraph 3.6.3 Should read 609 places available of which 91 were unfilled giving a percentage of 14.9%. This is higher than the 12.62% stated based on revised totals from the table 3.6.2 after discounting St Hugh of Lincoln and Barton Clough Primary Schools. This looks high compared to the percentage across all year groups (5.5%) because the number of applications this year is unusually low. This could be due to a low birth year or families have held back on sending their child to school because of the covid risk. However, these vacancies are now filling up through in-year applications.

In fact in-year applications are having a significant effect in several of the planning areas in Trafford for Sept 2021. 606 in-year applications were received for primary places in the 12 week period between 3 May and 15 July 2021. Of these 419 (69%) were newly resident in Trafford, of which 254 (42%) were from abroad, of which 188 (31%) were from Hong Kong. This is in addition to the 237 applicants from Hong Kong reported to the DfE as at 30 April 2021, making Trafford the LA who has welcomed the highest number of school applicants from Hong Kong. The 606 in-year applications received between 3 May and 15 July is more than double the usual number of applications received in this time period and resulted in us having to close our in-year application system in order to allow time to process everything received to date. The system is due to re-open on 1 September and it is expected that this surge will continue into the autumn term. The LA is working closely with DfE to develop solutions.

In-year applications are particularly high in the Junior year groups as parents move in to the area in time to sit the Grammar school entrance exams. So even if Reception applications are down, by the end of the primary phase, year groups have filled to capacity.

Paragraph 3.7.5 refers to table of births data in the Gorse Hill and Longford areas. Birth figures assume there is no change in demand in the 4 years leading up to school age and does not consider families that move in to the area in time to apply for a school place. Birth figures will differ from GP data which is used by the Trafford Admissions team in order to forecast future demand for school places. GP data will capture families that move into an area after the birth of their child.

The statement in paragraph 3.7.6 assumes that people do not move and stay where they are born. Stretford has the most transient population with the highest rates of inward and outward migration

out of all the Trafford planning areas. Therefore the picture in Stretford is constantly changing and it cannot be assumed that number of surplus places is likely to increase.

Secondary Schools

In table 3.8.1 the net capacity for Secondary Schools includes the 6th form which should be excluded for the purposes of capacity for years 7-11. There is not a shortage of places in the 6th form sector in Trafford therefore if these places are included they will skew the figures for the 11-16 year groups where there is a shortage of places, therefore these year groups should be excluded. The table below shows table 3.8.1 together with Trafford Council figures excluding the 6th forms.

School	Table 3.8.1			Trafford Council figures					
	Net Capacity	Number on Roll (NOR)	Surplus Places	Net Capacity 2019	Net Cap 2019 (exc. 6th form)	Total PAN 2019 (exc 6th form)	NOR Oct 2019 (exc 6th form)	(a) Surplus Places (Net Cap - NOR)	(b) Surplus Places (Tot PAN - NOR)
Lostock High School (11-16)	740	328	412	726	726	740	339	387	401
Stretford Grammar School	798	853	0	829	640	640	735	0	0
Stretford High School (11-16)	825	913	0	973	973	950	914	59	36
Sale High School (11-16)	1050	841	209	1022	1022	1050	856	166	194
Urmston Grammar Academy	1000	1043	0	1097	847	750	783	64	0
Sale Grammar School	1341	1301	40	1341	981	900	954	27	0
St Antony's Roman Catholic School, a Voluntary Academy (11-16)	650			661	661	650	560	101	90
Totals	5754	5279	661	6649	5850	5680	5141	804	721

The Government's statutory walking distance for secondary age pupils is 3 miles therefore the greyed out schools in the above table haven't been considered in the Developer contribution calculation dated May 2021 as they are over 3.5 miles walking distance away from the development site. However, if they were to be included – as they are all accessible by public transport then the Trafford Council figures in the above table shows their surplus places without inclusion of the 6th forms.

Paragraph 3.8.3 states that there are 661 surplus secondary places within 3 miles of the former B&Q site but Trafford Council's developer contribution calculator states that there are 536 current vacancies, the majority of which are at Lostock School. The discrepancy lies in the inclusion of Sale High School. This school is becoming more popular so the number of surplus places in May 2021 has reduced by 40% to 116. If this trend continues then there will not be any surplus places in two years' time.

Trafford Council figures shows two possible surplus place scenarios, (a) when Net Capacity is compared to NOR and (b) when Total PAN is compared to NOR. There are more surplus places (804) when Net Capacity is compared with NOR. This is because secondary schools sometimes set their PAN's at an operational level based on corridor width etc which gives a lower total PAN than the capacity of the school. Trafford Council calculate surplus places by comparing the total PAN with the NOR as this is more realistic and in line with the school's operating PAN.

Paragraph 3.8.4 calculates the surplus places as a percentage of capacity at 11.49%, however it excludes St Antony’s RC School, which is closer to the development site than the 3 greyed out schools. Based on the 4 closest secondary schools (within 3 miles walking distance) the total surplus based on the secondary school Total PAN is 18% (527/2980), however, if a 10% operational surplus is kept at Lostock (74) together with the surplus at Stretford High (36) and St Antony’s (90). Then the total surplus is 200/2980 = 6.7%. This is within the operation surplus margin retained by Trafford Council to allow for fluctuations in demand and parental choice. The remaining 327 places at Lostock have already been allocated to other developments in Stretford (Pomona Docks and Kelloggs) so cannot be used again.

3.9.3 This calculation is flawed as it does not include all secondary schools in these 3 areas; namely, Ashton on Mersey School, Flixton Academy and Wellacre Academy. The January 2020 Year 7 forecast shows 8319 students and the NOR for October 2019/Jan 2020 across all 10 schools is 7989 students. This shows the actual number of students is 330 lower than the forecast for Jan 2020. The current total number of places across the 10 schools is 8750 implying a 3.8% surplus across the 3 planning areas. This is below the operational surplus 5-10% required to allow for fluctuations in demand and parental choice. See table below which includes the missing schools.

All Secondary Schools in Sale, Urmston and Stretford Planning Areas	Total PAN 2019 (exc 6th form)	NOR Oct 2019 (exc 6th form)
Lostock High School (11-16)	740	339
Stretford Grammar School	640	735
Stretford High School (11-16)	950	914
Sale High School (11-16)	1050	856
Urmston Grammar Academy	750	783
Sale Grammar School	900	954
St Antony's Roman Catholic School, a Voluntary Academy (11-16)	650	560
Total	5680	5141
Flixton Girls	900	944
Wellacre Boys	900	618
Ashton on Mersey	1270	1286
Revised totals	8750	7989

If the calculation in paragraph 3.9.4 included the places at the 3 remaining schools when considering the 3 secondary planning areas of Sale, Stretford and Urmston, then using the proportional approach the forecast for Jan 2026 is 8465. [Calculation: 7989/8319 x 8851]. If the number of places across the 10 schools remains the same for the next 5 years then the % surplus will reduce to 3.3%. This is not sustainable and shows the need for further secondary school places.

Impact and Mitigation regarding Primary and Secondary Education

Paragraph 4.2.3 refers to significant number of places in the reception year group, however, these places are later filled by in year applications and the percentage of surplus places over total places in the Primary Schools is 5.5% which is needed as an operational margin to allow for in year admissions and parental choice, this cannot be classed as surplus places or offset by developers.

This study does not take into account migration and the fact that many families move into Trafford the year before primary and secondary school applications are made.

Sept 2020 is a lowest application round for a while - Covid could have an impact as some families were reluctant to send their children to school, however the admissions round for Sept 2021 has seen a sharp rise in in-year applications which threaten to lead to a shortage of places especially in Junior year groups.

Paragraph 4.2.5 The Admissions team do not use Birth Rates but instead use GP numbers as this includes families that have moved into the area with school age children.

In paragraph 4.2.7 Alfredson York Associates suggests that spare places in neighbouring local authority areas should be taken into account, however, Trafford Council does not collect surplus place information from other local authorities therefore cannot include them in our developer contribution calculation. Ultimately parental choice drives demand for school places and if families are residing in Trafford and request a school place in Trafford then the Council must supply sufficient suitable places. Once out of borough pupils have secured a place at a Trafford School, we cannot remove them, however as the increasing number of Trafford residents apply for school places in the normal admissions round then there will be fewer places for pupils from outside the borough. Furthermore, existing Trafford residents should not be required to seek school places outside the borough because developers have failed to mitigate the impact of their schemes by providing developer contributions to assist in the provision of new school places in the borough.

In paragraph 4.2.9 The Consultants refer to Trafford Council not seeking a contribution for Secondary school places, however, the Education team have sought secondary school contributions ever since the surplus places at Lostock, have been allocated to large developments in Stretford, namely; Pomona Docks and Kellogg's site. The revised developer contribution calculation dated May 2021 shows increased rates per pupil based on the 2019 DfE School Places Scorecard, as this is the recommended rate as outlined in paragraph 1.5.5 based on the following DfE guidance - [Securing Developer Contributions for Education Nov 2019](#).

Paragraph 4.2.9 also refers to the capacity of a recently opened school. It is not clear whether consultants are referring to North Cestrian or St Antonys RC High School which has recently become an Academy. North Cestrian is in Altrincham and is currently full and admitting above their PAN of 125. St Antony's has already been captured in the secondary table. It is currently also admitting above its PAN of 130 and only has 59 surplus places in upper year groups.

The education team at Trafford are still asking for a contribution at secondary level because the surplus places at Lostock have already been allocated to other large developments in the Stretford area.

Conclusion

Trafford Council has a statutory duty to ensure that sufficient places are available for every school age child resident within the borough. The education team carry out this function by annually forecasting pupil numbers and measuring the Net Capacity of all maintained schools. This helps to indicate the admission number of each school. Schools then set their PANs accordingly.

Pupil forecasts and net capacity data is submitted annually to the Department for Education who calculate the Basic Need funding required to provide new school places. However this funding does not include the pupil yield generated from new housing developments.

Local Authorities are expected to seek developer contributions towards new school places generated by a housing development.

For the former B&Q site, the education team at Trafford Council have calculated a contribution of £1,461,415 to provide 47 Primary places and 33 Secondary places - see Developer Contribution calculation dated 27th May 2021.

This document looks at Primary Schools within a 2 mile walking distance and Secondary Schools within a 3 mile walking distance of the site and compares the number on roll with total PAN. The percentage surplus places is then calculated. The Council require an operating surplus of 5-10% in order to allow for fluctuations in demand and parental choice. When the percentage surplus is above 10% then there are a number of places available for developers use.

For Primary schools the percentage surplus was calculated at 5.5% therefore there are no places available for developer use and the full primary contribution of £739,639 is sought.

For Secondary schools the percentage surplus was calculated at 18%. This left 335 places available for developer use, however these places have already been assigned to large developments in the Stretford area, namely, Pomona Docks and the Kelloggs sites. Therefore the full secondary contribution of £721,776 is expected.

The total contribution for this development is £1,461,415.

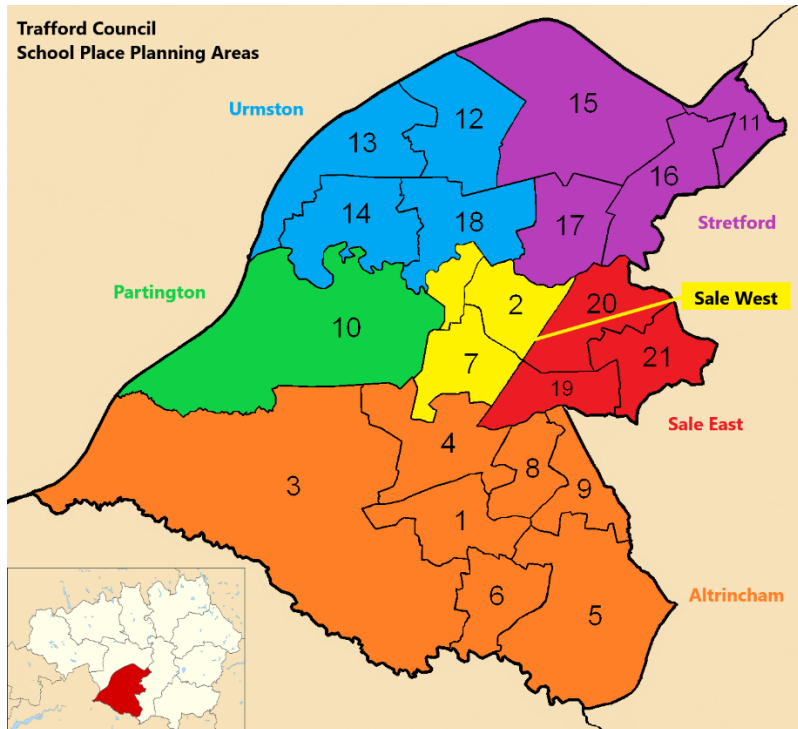
L. Appendix 12

Trafford Pupil Forecasting Methodology

Planning areas

6 planning areas are used for primary places – Altrincham, Partington, Sale East, Sale West, Stretford and Urmston.

5 areas are used for secondary places as Sale is considered as one area rather than being split into East and West.



Forecasting pupils

Data is received at postcode level for children registered with a GP. The data is processed against Trafford's LLPG to determine the catchment area and planning area.

The 2019, 2020 and 2021 data sets were compared to provide and ratify the % growth in the cohort from birth to age 4. Trafford anticipates that the continuing collection of accurate data will allow the LA to establish more reliable patterns of growth in a cohort, year on year, and will demonstrate any increase in population from birth to accessing primary education. This growth % has been added to the cohort for each planning area.

Survival rates (the number of children in the cohort accessing state funded education) are calculated by comparing census data to forecasts and employing a weighted average where the most recent year is counted twice.

Average migration rates have been established from admission round data from 2018, 2019, 2020 and 2021 and applied to the forecasts for each planning area.

Forecasting the cohort roll forward is achieved as each preceding cohort is moved on to the next year group, through to Y6 and then the primary to secondary "survival rate" for each cohort is calculated from past records, using a 3 year weighted average (double counting the

most recent year) to smooth out any variations. The consideration is limited to the 3 most recent years to ensure that current trends are reflected. Trends are also interpreted in the light of local knowledge as required.

The percentage of pupils staying on Post-16 is calculated from historic data and interpretation of trends in the last 3 years (again using a 3 year weighted average). An element is added to the Y12 forecast to account for new admissions. Y13 is calculated using historic survival rates from Y12 to Y13.

Housing

For new housing/apartment developments, the housing yield for the primary and secondary sector averages 3 additional pupils per school year, per 100 houses and for the 6th form sector, this has remained at 2 pupils per school year, per 100 homes. The relevant survival is applied for each area.

Trafford's Strategic Planning Department provides a list of new housing developments that have achieved planning permission. This is divided into two sections - under construction and committed and these are included linked to phasing. The data is provided by school catchment areas so it shows exactly which schools are likely to be affected by nearby developments. The relevant survival rate is applied.

Cross border movement

A figure for net migration of pupils into and out of each planning area is produced from a 4 year weighted average (with the latest year double counted) of the actual allocations made on National Offer Day. This data is then added to the projected figures to determine the forecasting information.