Autumn 2026 UPDATE

London Borough of Havering

CHILDREN & YOUNG PEOPLE EDUCATION PLACE PLANNING PLAN 2023-2027

Havering
LONDON BOROUGH

Table of Contents

SECTION 1: INTRODUCTION AND EXECUTIVE SUMMARY 2
SECTION 2: HAVERING CONTEXT 6
SECTION 3: VISION 10
SECTION 4: FUNDING 14
SECTION 5: FORECASTING SCHOOL PLACES 16
SECTION 6: EARLY YEARS EDUCATION AND CHILDCARE 24
SECTION 7: COMMISSIONING STATUTORY SCHOOL PROVISION 29
SECTION 8: COMMISSIONING POST 16 EDUCATION AND TRAINING 39
SECTION 9: COMMISSIONING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) 47
SECTION 10: COMMISSIONING ALTERNATIVE PROVISION (AP) 52
SECTION 11: GLOSSARY OF TERMS 55

SECTION 1: INTRODUCTION AND EXECUTIVE SUMMARY

Introduction

Welcome to the Havering Council's Children and Young People Education Place Planning Plan for the period 2023 to 2027. This is a four year rolling plan that is updated annually. It sets out how Havering Council seeks to ensure there is sufficient capacity to meet demand for early years, primary, secondary, post-16, special school places and alternative provision places across the borough.

The document contains information on:

- The current pattern of early years, primary, secondary, post-16, special school and alternative provision across the borough
- Forecasts of future early years, primary, secondary, post-16, special school and alternative provision numbers
- Our plans to meet the need for additional places in areas of growth
- Our plans on school organisation changes required to support sustainability of existing provision

The birth rate in Havering has declined from 2016/17 onwards which in turn has resulted in a decrease in the 0-5 population.

In the early years phase – the most recent data (Summer 2023) shows that the total number of 3 and 4 year old accessing 15 hours of free provision in all schools and settings has decreased from 5135 in 2019 to 4865 in 2023.

It is placed within the context of the coronavirus (COVID-19) pandemic which continues to have a significant impact on families resulting in a changed demand for childcare. The scale of the impact may take some time to be fully understood.

In the primary phase, the birth rate peaked in 2015/16 and declined year on year. This had resulted in lower Reception intakes in 2021/22 and 2022/23 following the peak intake in 2020/21. However, there is some early evidence that the birth rate in Havering is starting to increase again. The 2023/24 births increased by almost 200 on the previous year. Although the birth rate was then lower than the following year in 2024/25, this figure is still the second highest birth rate over the past six years.

It is too early to predict whether low primary rolls will continue in Havering. The school place planning team will continue to oversee School Organisation issues, monitoring each new release of school rolls and projections throughout the year to assess how schools can continue to be supported during this period of fluctuating demand for school places.

In the secondary phase, current projections indicate that there is no immediate demand for a new secondary school in Havering, as earlier projections had indicated. Plans for a new secondary school has therefore been paused.

To meet the growing need in SEND, Havering submitted an application to the DfE for a new all through free school, in order to meet the need for children and young people aged 5 to 19 years old who have complex or severe ASD, SEMH and SLD needs. We have been unsuccessful in our bid for the new special free school. As such we are now seeking to open a new special free school through the free school presumption process.

Further information regarding the vision for the London Borough of Havering's Education Provision & Inclusion Service can be accessed through the Education Provision & Inclusion Delivery Plan 2023-2027.

Executive Summary

Havering Context

Havering is increasingly a place of change. This means that the way in which the Council monitors the sufficiency of education places and commissions new school and education places must change to meet the changing needs of Havering residents.

Vision

Havering Children's Services vision is clear: we are here to enable all children and families in the borough to lead happy, healthy lives, where all children get a good start in life and live in a borough where families and communities look after themselves and each other. Havering Council has a statutory duty to plan the provision of early years and childcare places, primary & secondary school places, post-16 places, SEND and AP places and to ensure there are sufficient appropriately located places for all 2 to 25 year-old young people in the borough.

Funding

The Council has a key role in securing funding to provide sufficient numbers of pupil places in order to meet its statutory duty. The cost has been met from Basic Need Grant from the DfE and Section 106 property developer contributions. New school provision is also funded directly by the DfE through the central new free school wave school programme. In addition, the DfE provided High Needs Provision Capital funding to local authorities targeted specifically at improving or increasing SEND places.

Early Years Education and Childcare (EE&C)

There continues to be sufficient early education and childcare (EE&C) places in the majority of wards in the borough. It is also important to note that not all children entitled to an EE&C place access this and even when they do, may not take this up in their home ward or within the borough.

Most of the wards are showing a decrease in the projected take up of EE&C places over the next five years. All wards will be monitored closely and additional places will be implemented should the need arise.

Primary

In some planning areas, we will need to closely monitor and consider whether action is needed to address surplus places. New schools are planned for the Romford and Rainham planning areas in order to meet the need from new housing.

Over the period of the plan, the projected primary demand in Romford and Rainham is driven by the new housing planned for these areas. As the future primary need is led by housing, there is a need to ensure that the new schools planned to help meet the school place demand from the new housing are delivered at the right time. If the schools open and the housing is delayed, this will lead to surplus places that will impact all schools in the area. The timing for opening new schools is crucial in order to ensure school places are delivered in the right place at the right time.

Secondary

In the secondary phase, current projections indicate that there is no immediate demand for a new secondary school in Havering as earlier projections had indicated, and as the future demand is linked to housing being delivered, plans for a new secondary school have therefore been paused.

The 2027/28 year 7 intake represents the peak primary cohort transferring to secondary school and it is expected that after this year the year 6 cohorts transferring to secondary school the following year will be smaller. Therefore, the aim would be to implement temporary increases in PANs if needed in order to accommodate the larger cohorts transferring from primary to secondary, on the understanding that future year 7 intakes would start to reduce. Permanent solutions would be considered if the growth in 2027/28 is sustained.

Post 16 Education and Training

There are sufficient sixth form places available at Havering school sixth forms to meet the projected demand, with no need to increase the number of Havering school sixth form places available over the period of the plan.

There is sufficient capacity available at the Havering Colleges (formed by a merger in 2019 of New City College, Havering Sixth Form College and Havering College of Further & Higher Education), to meet the projected demand for post 16 over the period of the plan.

Special Educational Needs and Disabilities (SEND)

The number of EHCPs is forecast to increase for all four main SEND types with Communication and Interaction and Social, Emotional and Mental Health needs (SEMH) due to see the highest growth. There is a need for additional SEND places in the borough to meet the growing need.

There is an increase in the number of children in mainstream Primary and Secondary schools with an EHCP. Many of these children attend a mainstream school but are in need of specialist provision. With the continued growth of children with an EHCP, it is not sustainable to continue placing them in a mainstream setting and therefore it is essential that we implement further specialist SEND places.

An application was submitted to the DfE to deliver a new all through free school to meet the growing need for children and young people aged 5 to 19 years old who have complex or severe ASD, SEMH and SLD needs. We have been unsuccessful in our bid for the new special free school. As such we are now seeking to open a new special free school through the free school presumption process. We'll continue to deliver more SEND Units in mainstream settings to create more places for pupils with Communication and Interaction, Cognition and Learning and SEMH needs, who can best be supported in mainstream provision or a SEND Unit where appropriate.

Alternative Provision (AP)

In 2025/26 OA-Havering, an alternative provision academy, implemented 10 places for primary aged pupils. There is an increasing number of primary aged pupils needing alternative provision. The number of secondary aged pupils requiring alternative provision is also projected to increase over the plan period.

SECTION 2: HAVERING CONTEXT

The Havering Strategic Education Vision states that its aims are all children and young people thrive and achieve through accessing high-quality education provision, and are supported to live safe and healthy lives.

The Havering Strategic Education Vision seeks to achieve this through three interlinked priorities:

- Leadership
- Inclusion
- Aspiration

The Havering Strategic Education Vision helps support the aims and strategies as set out in this Children & Young People Education Place Planning Plan.

2.1 A place of change (population, demography and changes)

Havering is the third largest London borough, covering some 43 square miles. It is located on the northeast boundary of Greater London. To the north and east, the Borough is bordered by the Essex countryside, to the south by a three mile River Thames frontage, and to the west by the neighbouring boroughs of Redbridge and Barking & Dagenham.

The Census 2021 data published by the Office for National Statistics, shows the recorded population in Havering has increased in the last decade by 24,800 (10.4%), from around 237,200 in 2011 to 262,100 in 2021- the largest population ever recorded through a census in Havering. The growth in Havering is higher than our nearest statistical neighbours (7.9%), London (7.7%) and England (6.6%) but lower than the North East London (NEL) region (11.1%).

The biggest growth has been seen in 25 to 39 year olds (an increase of 26.5%) and young children, with the 0-4 age group in Havering seeing the second highest growth of all local authorities in the country.

In Havering, we have seen an increase of 52% in the number of births between calendar years 2002 to 2016. This includes a 19% increase in the birth rate from 2012 to 2016. Since the birth rate peaked in 2016, we have seen a year on year reduction in the birth rate in Havering, with the birth rate decreasing by 11% between 2016 and 2021. However, there is some early evidence that the birth rate in Havering is starting to increase again. The 2023/24 births increased by almost 200 on the previous year. Although the birth rate was then lower the following year in 2024/25, this figure is still the second highest birth rate over the past six years.

This reduction in birth rate is also reflected in a reduction in the total fertility rate - that is the average number of live children that a group of women would bear if they experienced the age-specific fertility rates of the calendar year throughout their childbearing lifespan. It is a better measure of trends than the number of livebirths, since it accounts for the size and

age structure of the female population of childbearing age. In Havering in 2016, the total fertility rate was 1.97. By 2021, this had reduced to 1.66, similar to the rates seen over 20 years ago. This shows that on average, the number of children that women of childbearing age are having has reduced.

The lower birth rate and the lower total fertility rate all indicate that there will be a reduction in demand for mainstream education and school places in the future, due to fewer children being born in the borough.

Despite the lower birth rate, Havering continues to receive a high number of in-year applications for school places. Between mid-August 2022 and the start of January 2023, Havering saw a 58% increase in the volume of in-year applications received compared to the same period two years earlier. Over this period, there has been a 160% increase in the volume of in-year applications received from applicants who state that they live in Havering, but are new to the UK. This means that the sufficiency of school places needs to be balanced to ensure that enough school places are available to accommodate in-year demand.

Brexit and the Covid 19 pandemic have also impacted the population across the country. A report by the GLA stated that data indicated that international migration flows to the UK and London fell due to the combined effects of the pandemic and the UK's withdrawal from the European Union. The report also stated that compared to other regions of England, Covid-19 has had the greatest impact in London concerning mortality. In addition, the report stated that despite speculation that the pandemic would trigger a "lockdown baby boom", GLA analysis provides no clear evidence that the pre-existing trends in London births have been affected.

According to the Census 2021, London remains the most ethnically diverse region of England and saw an 8.1% percentage point decrease in people who identified as White British from 44.9% in 2011 to 36.8% in 2021. Havering also followed this trend with a 16.8% percentage point decrease from 83.3% in 2011 to 66.5% in 2021. Havering and Bromley are the least diverse London Boroughs with both having a White British population of 66.5%. This compares with 74.4% for England, but is significantly higher than the 36.8% figure for London.

The other main ethnic groups in Havering have increased between the Census 2011 and Census 2021; Asian has increased to 10.7% from 4.9%, Other White doubled from 4.4% in 2011 to 8.8% in 2021. Black has increased from 4.8% to 8.2% in 2021, Mixed from 2.1% to 3.7% in 2021 and Other from 0.6 to 2% in 2021.

All of this demonstrates the wide demographic changes Havering has seen over the last decade. While White British remains the most common ethnic group in Havering, there is increasing ethnic diversity within the borough. The birth rate has increased, peaked, reduced and recent data indicates that the birth rate in Havering may be starting to increase. The Covid 19 pandemic and Brexit have impacted the population across the

country and despite speculation, there is no evidence to support a lockdown baby boom in London.
Havering is increasingly a place of change. This means that the way in which the Council monitors the sufficiency of education places and commissions new school and education places must change to meet the changing needs of Havering residents.

2.2 A place of diversity and choice (current school provision)

Mainstream schools in the borough are grouped into planning areas which are configured based on existing ward boundaries. There are seven primary and four secondary planning areas, set up for the purpose of projecting school places. The diversity across Havering is further demonstrated by the varying school sizes, governance arrangements and the number of voluntary aided schools. In addition, there are a number of Alternative Provision and Independent settings within Havering.

There have been changes concerning mainstream school provision, which has led to the introduction of both academies and free schools.

Academy is the legal term that includes both sponsored and convertor academies, free schools, university technical colleges (UTC's) and most studio schools. These new forms of state maintained school are independent from the local authority, and report directly to the Secretary of State.

Further information about academies can be found here.

Of the 82 maintained mainstream and special schools in the borough, 35.4% are community schools, 9.8% are voluntary aided, 52.4% are academies (converters, sponsor-led and free school), and 2.4% are foundation schools.

A full breakdown of the types of schools is provided in the table below:

	School type	Primary	Secondary	Special	All-through	Post-16	Post 19	Grand Total
Maintained mainstream/ special schools	Academy converter	13	13	1				27
	Academy sponsor led	5	5	1				11
	Community school	29						29
	Free schools	3		1		1		5
	Foundation school	1		1				2
	Voluntary aided school	8						8
	Total	**59**	**18**	**4**	**0**	**1**	**0**	**82**
Alternative Provision/ Independent Schools/ Special Post 16	Academy alternative provision sponsor led				1			1
	Independent school	4			1			5
	Independent special school		1					1
	Independent school - Alternative Provision		2					2
	Special post 16 institution					1		1
	Total	**4**	**3**	**0**	**2**	**1**	**0**	**10**
	Grand Total	**63**	**21**	**4**	**2**	**2**	**0**	**92**

The count of maintained primary schools includes 9 pairs of separate infant and junior schools. Primary schools currently range in size from under 20 to 120 pupils per year group.

Our secondary schools range in size from 120 to 240 per year group. Four secondary schools are single sex, (two boys and two girls). Six secondary schools and three of the four maintained special schools currently offer Post-16 education. Harris Rainham Sixth Form is a post-16 free school which opened in 2023. This is in addition to Havering Colleges (formed by a merger in 2019 of New City College, Havering Sixth Form College and Havering College of Further & Higher Education) which also provides Post-16 education.

SECTION 3: VISION

Vision and priorities

Havering Children's Services vision is clear: we are here to enable all children and families in the borough to lead happy, healthy lives, where all children get a good start in life and live in a borough where families and communities look after themselves and each other.

Havering strategic Education vision is for all children and young people to thrive and achieve through accessing high-quality education provision, and are supported to live safe and healthy lives.

Our vision for Education and Learning is to ensure that every child will go to a school rated by Ofsted as 'Good' or better, and provide an opportunity for every young person in the borough to thrive, thereby securing outcomes that are above the national average.

We want to ensure our schools are inclusive and support our most vulnerable young people to be aspirational.

We would also ensure that our children with disabilities and additional needs get the full support they require by fostering and encouraging deep partnerships between schools within which learners thrive.

Havering Council has a statutory duty to plan the provision of early years and childcare places, primary & secondary school places, post 16 places, SEND and AP places and to ensure there are sufficient appropriately located places for all 2 to 25 year-old young people in the borough. This includes the provision of suitable accommodation to support the promotion of high educational standards, an admissions process to allocate school places and ensure vulnerable learners get fair access to educational opportunities. The council manages the impact of rising and declining pupil numbers and helps to create a diverse community of schools. This plan has been prepared as a planning tool to respond to the continuing need to review the number and nature of education places alongside any new housing developments, any changes in the birth rate, migration and in line with any government policy change.

There are a number of factors that influence strategic thinking and solutions outlined in this plan. These are kept under regular review and include:

- Fluctuation in forecast pupil numbers
- Local Development Plan
- Phasing and timing of actual housing developments and the availability of sites for new school provision (services, access and infrastructure)
- Changing patterns of growth in mid-year migration
- Schools and Academies adjusting their Published Admission Numbers or capacities
- Cross border migration patterns
- Changes to admissions arrangements
- Project viability
- Home to school transport

The council has a statutory responsibility to ensure there are sufficient school places available for children and young people in the right areas and at the right time to meet demand, whilst maintaining a focus on high quality education as well as enabling a culture of high performing and financially sustainable schools. This includes both maintained and academy schools.

There is also the requirement to address both deficit and surplus places across the school estate. It is therefore essential to consider how to organise schools for the efficient and effective delivery of education.

Planning guidelines- Early Years Places

- Support the set-up of new businesses, particularly in areas of place pressure.

- Engaging with maintained schools, academies and free schools to support the establishment of nursery provision to deliver the early education and childcare (EE&C) as part of the whole school especially where these are in areas of place pressure.

Planning guidelines- Primary and Secondary

- Where possible, planned Published Admission Numbers (PANs) will be multiples of 30 but where this is not possible, multiples of 15 are used.

- When the opportunity arises and when the LA deems this appropriate, we will either amalgamate separate infant and junior schools into a single primary school or federate the schools.

- At present primary school provision is co-educational, and we anticipate that future arrangements will conform to this pattern.

- PANs for secondary schools will not normally be less than 120. PANs for secondary schools will normally be multiples of 30.

- All our secondary schools admit pupils at age 11. Any new secondary provision would be expected to follow this model, except where it is proposed to be all-aged (primary and secondary).

- Proposals for additional secondary places need to demonstrate a balance between selective and non-selective school places.

- Proposals for new secondary schools to include grammar schools, where legislation permits.

- When commissioning additional school places or proposals for new secondary schools, the Council will balance demand for additional single-sex provision and the impact this may have on existing provision in Havering when considering whether new places or new schools should be single-sex or co-educational.

- New places to be implemented in schools or academies that have an overall Ofsted rating of ‘Good’ or ‘outstanding’.

- We will encourage the formation of all-aged schools where this is in the interests of the local community.

- To take action where school places are not needed to meet forecast demand - the ESFA do not expect local areas to be carrying excessive levels of spare capacity. This may include the LA consulting on and determining a lower PAN for those schools where the LA is the admissions authority.

- Aim to maintain a surplus of 2% in some schools within each planning area for primary and secondary in order to accommodate in-year applications. However if the surplus places within a planning area are concentrated in one or two schools then this will be reviewed and addressed in line with the recommendations previously set out.

- Where faith based schools are concerned, we will seek to work collaboratively with our education partners, this includes the Dioceses and other relevant religious organisations.

Planning guidelines- Post 16

- Increase the availability, range and quality of Traineeships and Apprenticeships opportunities available across all levels, including the Higher level Apprenticeship opportunities up to level 7.

- To secure entry level pathways with flexible access to support the NEET/Not known cohort in particular to support the vulnerable cohort to ensure that there are sufficient pathways available at the right level to re-engage this cohort in participating

Planning Guidelines- Special Educational Needs and Alternative Provision

- To deliver additional SEND places by implementing new schools and new SEND units.

- To deliver additional SEND places by increasing the number of SEND places available at existing special schools and SEND units, where appropriate.

- To deliver an all through AP free school through in order to meet the increasing AP need.

Planning Guidelines – New Schools and general guidelines

- To commission new schools to open in areas of increased school place demand, where the expected growth cannot be accommodated within existing local schools.

- We'll submit expressions of interest for new schools if needed, through future waves of the free school programme.

- In areas of high housing growth we will actively seek developer contributions to fund or part fund new and additional provision. Where new provision is needed, we'll be seeking land to locate the provision.

SECTION 4: FUNDING

Funding

The Council has a key role in securing funding to provide sufficient numbers of pupil places in order to meet its statutory duty. The cost so far has been met from Basic Need Grant from the DfE and Section 106 property developer contributions. New school provision is also funded directly by the DfE through the central new free school wave school programme. In addition, the DfE provided High Needs Provision Capital funding to local authorities targeted specifically at improving or increasing SEND places.

Basic Need Capital Fund

Havering has received £105,037,609 in Basic Needs Funding from financial year 2011/12 to 2024/25. The most recent basic need announcement in March 2025 saw an allocation of £33,778,720 for Havering to fund places up to the 2027/28 academic year.

The main source of capital funding for additional school provision has been the DfE Basic Needs funding grant and S106 funding. However, future Basic Need allocations are not guaranteed. Consideration needs to be given on how the education program will be funded in the future.

High Needs Provision Capital Allocation

Havering was awarded a High Needs Provision Capital Allocation of £20,787,199 for 2021/22 to 2025/26 to support the LA deliver new places and improve existing provision for children and young people with special educational needs and disabilities or who require alternative provision. This allocation will not be sufficient to meet the growing need for securing special educational provision for children and young people with special educational needs and disabilities (SEND) as well as those requiring alternative provision (AP).

Housing development and funding for school places

For new housing developments, the Council will continue to work with housing developers to ensure appropriate contributions are received to fund future education provision. Plans will be progressed with developers to ensure that new provision can be provided, at the earliest viable opportunity, where there is insufficient capacity within existing schools to accommodate pupils from the initial phases.

However, Havering has adopted The Community Infrastructure Levy (CIL) which is a charge that local authorities can set on new development in order to raise funds to help fund the infrastructure, facilities and services - such as schools or transport improvements - needed to support new homes and businesses.

CIL is not funding targeted for Education only like S106 and hence will be prioritised amongst the various infrastructure needs.

We will continue to engage with the DfE on approved free-schools to ensure they are delivered. There are two approved free-schools in the pipeline that are scheduled to open in the near future.

Provider/School	Education Phase	Places	Scheduled to Open
Park Primary Academy	Primary Phase	420	Sept 2025 – Beam Park site
Unity Schools Partnership	Primary Phase	630	Sept 2029 - Bridge Close housing development site

**The London Borough of Havering is currently investigating options to open the Bridge Close School earlier in temporary accommodation.*

The intention is that the above listed schools would have a nursery and a SEND unit attached.

Value for money

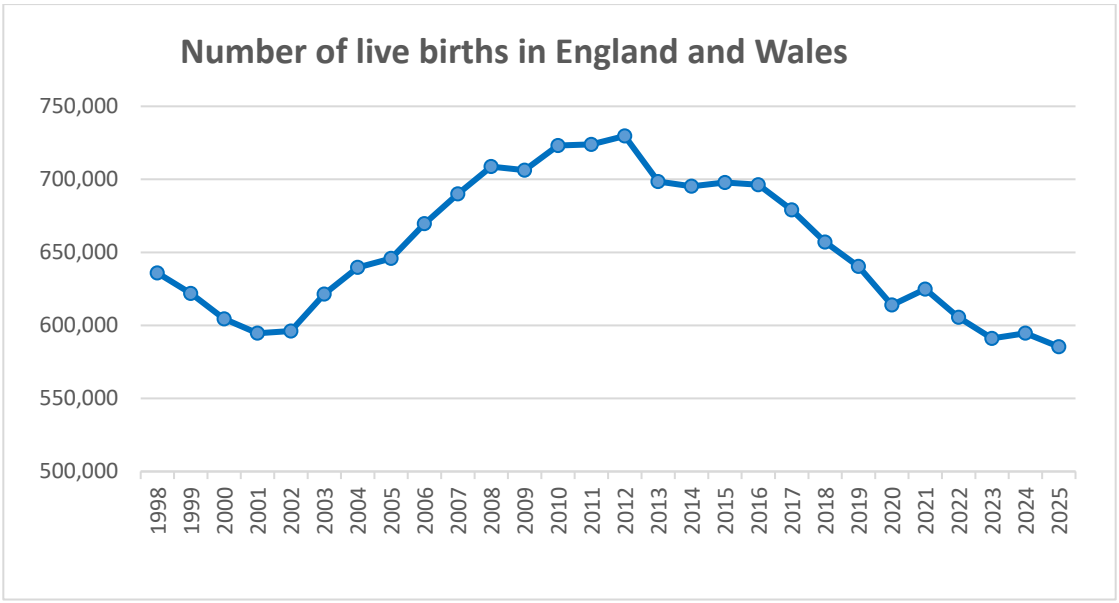
The Government recently reviewed the cost of providing new school buildings and the financial process for allocating funding to local authorities to support the provision of extra school places. 'Baseline' designs guide local authorities towards standardisation in terms of space and design of new schools. In meeting these guidelines, Havering is committed to securing value for money when providing additional school accommodation which is of a high quality.

Any decision to build new school provision will be based on the long term sustainability of school rolls. Modular buildings and modern methods of construction will be used to meet pressures on school places and to ensure best value for money. Full consideration will be given to which route provides the best value for money which can be achieved within the timeframe. The build method for new accommodation will be that which is most appropriate to meet either a bulge in school population or a permanent enlargement.

SECTION 5: FORECASTING SCHOOL PLACES

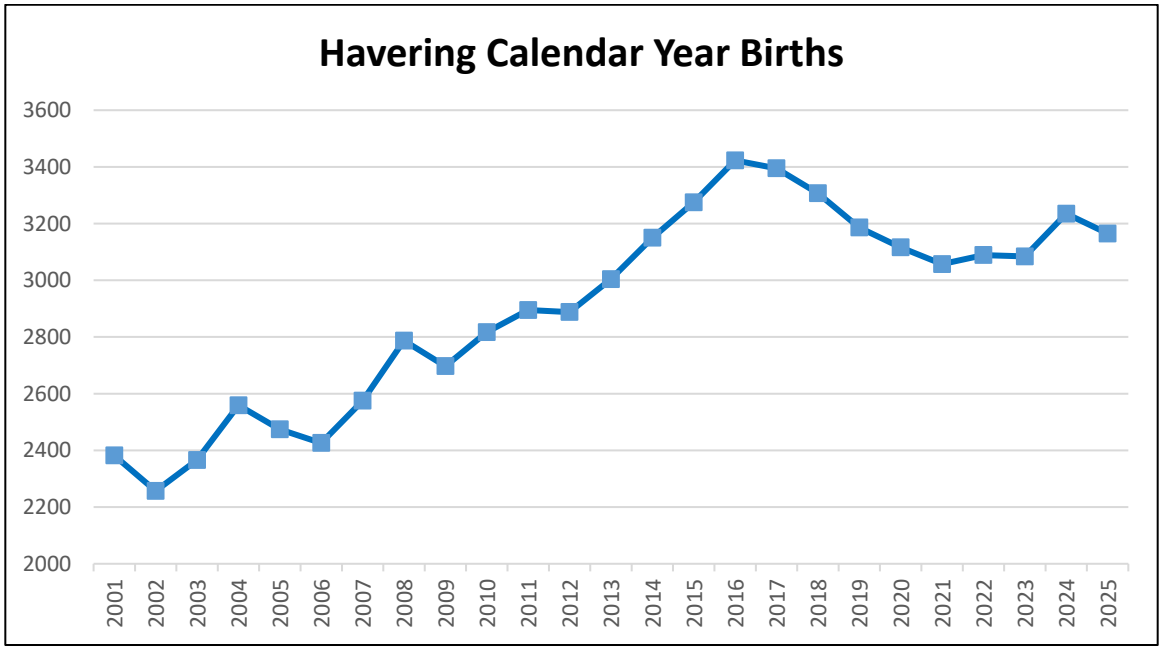
5.1 Havering Birth Rates

The chart below shows the changing birth rate in England and Wales over the past 28 years.



Source: *ONS*

The following chart shows the number of births in Havering over the past 25 years. From this chart, we can see the rise and peak of the birth rate in Havering, which is closely related to the increase in number of reception pupils entering our schools.



Source: *ONS*

We currently have access to actual ONS birth data up until and including the 2024-25 academic year, which is used to project the numbers of pupils expected to enter reception five years later in 2029-30. From 2030-31, the reception projection is calculated using forecast birth data obtained from the ONS.

We receive the latest academic year births from the ONS on an annual basis; once received they are incorporated into our forecast model so that our reception projections are based on actual birth data as far as possible.

5.2 Havering's Primary and Secondary School Forward Plan – by planning area

Table 5.1 – Reception:

	Surplus/Deficit of places				
Planning Area	**By 2026-27**	**By 2027-28**	**By 2028-29**	**By 2029-30**	**By 2030-31**
Collier Row	1	3	2	2	3
Elm Park and S. Hornchurch	1	1	0	0	1
Harold Hill	2	5	4	5	5
Hornchurch	0	1	-1	1	1
Rainham	0	0	-1	0	0
Romford	-1	-2	-3	-3	-2
Upminster and Cranham	1	1	0	1	1

**To note from 2030/31 the forecasts are based on a projected birth rate.*

Options to address surplus

- **Collier Row** – An in-year variation to reduce the PAN from 60 to 30 for St Patrick's Catholic Primary School has been approved and reflected in the above table for 2026/27. Oasis Academy Pinewood has reduced their PAN from 60 to 30 for the academic year 2026/27.

- **Elm Park and South Hornchurch** - The Local Authority has implemented a permanent PAN reduction from 60 to 30 via the 2026/27 determined admissions arrangements for the RJ Mitchell Primary School.

- **Harold Hill** – 2026/27 Drapers' Pyrgo and Drapers' Brookside reduced their PAN by 30 for 1 year.

- Hornchurch - No action required. We will monitor the sufficiency of places in this planning area.

- **Rainham** - As part of the Beam Park development Park Primary school opened in September 2025 as 1FE. The school will operate as a 2FE from September 2027 and this is reflected in the above table.

- **Romford** - As part of the Bridge Close development in this area a new 3FE primary school is due to be delivered in 2029-30. The Bridge Close School is not included in the above table. We will investigate potential bulge classes to meet the need in this planning area prior to the new school opening.

- **Upminster** – No action required. We will monitor the sufficiency of places in this planning area.

Over the period of the plan, the projected primary demand in Romford and Rainham is driven by the new housing planned for these areas. As the future primary need is led by housing there is a need to ensure that the new schools planned to help meet the school place demand from the new housing are delivered at the right time. If the schools open and the housing is delayed, this will lead to surplus places that will impact all schools in the area. The timing of opening new schools is crucial in order to ensure school places are delivered in the right place at the right time.

Table 5.2 – Year 7:

	Surplus/ Deficit of places						
Planning Area	**By 2026-27**	**By 2027-28**	**By 2028-29**	**By 2029-30**	**By 2030-31**	**By 2031-32**	**By 2032-33**
North	0	-1	-1	-1	0	0	0
Central	0	-3	-1	-2	1	1	2
East	1	0	1	1	2	2	2
South	1	-1	-1	-1	0	0	1

Secondary- Please note that both schools in the North planning area have already undergone permanent expansion; Redden Court has expanded by 2FE and Drapers' Academy has expanded by 1FE having declined to expand further. Therefore, the need for places in this planning area will have to be met by available places in the neighbouring Central planning area.

The 2027/28 year 7 intake represents the peak primary cohort transferring to secondary school and it is expected that after this year the year 6 cohorts transferring to secondary school the following year will be smaller. Therefore, the aim would be to implement temporary increases in PANs if needed in order to accommodate the larger cohorts transferring from primary to secondary, on the understanding that future year 7 intakes would start to reduce.

Another option is to review the PANs of those Academies that have previously reduced their PAN due to not filling to capacity, with a view to reinstating their original higher PAN. This will create more capacity in the secondary phase. This proposal is dependent on the agreement of the relevant academy trusts.

In the secondary phase, current projections indicate that there is no immediate demand for a new secondary school in Havering, as earlier projections had indicated, and as the future demand is linked to housing being delivered, plans for a new secondary school have therefore been paused.

Nevertheless, we will closely monitor the year 7 intakes for future years and if it appears that the growth in year 7 in 2027/28 will be sustained, we will need to start discussions about the need for a new secondary school.

Table 5.3 – Long Term School-Based Forecast of Mainstream Primary Pupils by planning area

Planning Area	Current Roll	Standard five-year forecast	Long Term Strategic Forecast
	2025/26	2030/31	2035/36
Collier Row	3501	3236	3248
Elm Park & South Hornchurch	3908	3730	3765
Harold Hill	4343	3765	3600
Hornchurch	3548	3547	3541
Rainham	2006	2410	2497
Romford	3850	4270	4208
Upminster and Cranham	2570	2429	2398
Total	**23726**	**23388**	**23257**

**To note the 2030/31 and 2035/36 forecast are based on a projected birth rate.*

The table above shows that the number of primary age pupils (reception-year 6) in Havering schools is expected to reduce from 23,726 in 2025-26 to 23,388 in 2030-31. By 2035-36, pupil numbers are forecast to be 23,257.

Any further major housing developments in any of the primary planning areas will potentially require new school sites and school provision in order to accommodate the school place demand generated by the housing. This cannot be delivered through expansion of existing schools, as we have already expanded all schools that can be expanded in order to meet the need from known population growth. There may be some areas where a school has reduced its PAN where this can be reinstated to meet need, but this will need to be addressed on a case by case basis.

Table 5.4 – Long Term School-Based Forecast of Mainstream Secondary Pupils (years 7-11) by Planning Area

Planning Area	Current Roll	Standard seven-year forecast	Long Term Strategic Forecast
	2025/26	2030/31	2035/36
North	2047	2149	2056
Central	7286	8039	7641
East	3209	3589	3434
South	3257	3530	3412
Total	15799	17307	16542

The table above indicates that the number of secondary age pupils (years 7-11) in Havering schools is expected to rise significantly from 15,799 in 2025-26 to 17,307 in 2030-31 (the

end of the standard forecasting period). However this estimate is heavily influenced by projections of new housing development beyond 2026, the principal driver for Havering's long term strategic forecasts. Any further major housing developments in any of the secondary planning areas may require new school sites and school provision in order to accommodate the school place demand.

5.3 Havering Local Plan and Future Housing

Havering must have an up to date Local Plan for the Borough. A Local Plan is part of the statutory Development Plan for an area. It sets out the long term strategic planning priorities and objectives, opportunities for development and clear planning policies on what will or will not be permitted and where.

The new Local Plan will be a very important tool in enabling the Council to deliver its vision for Havering. It will also ensure that important planning and regeneration initiatives such as the Council's two Housing Zones in Rainham and Romford, its estates renewal programme and the opportunities arising from Crossrail are reflected.

The Council voted on Wednesday 17 November 2021 to adopt the new Local Plan as agreed by the Planning Inspector in their report.

Future major housing developments planned for Havering are detailed in the Housing Authority Monitoring Report that can be viewed here.

The outline planning application submitted for the Seedbed Centre includes plans for a 2FE primary school.

We factor into the school roll projections the child yield from future major housing developments as detailed in the housing trajectory that forms part of the Local Plan evidence base and as set out by regeneration colleagues. The housing proposed as part of the Local Plan and resulting child yield has been incorporated into the school roll projections. Further details regarding how child yield is incorporated into the school roll projections can be found here London Borough of Havering School Data Pack.

5.4 Travel to School Patterns

Travel to school patterns from one borough to another are changing for both the primary phase and secondary phase

Table 5.5 – Net Travel Flows for Primary Pupils (reception – year 6) at Havering Schools (Jan 2025)

Authority	Net Import/Export										
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Barking & Dagenham	-19	-43	-75	-120	-106	-137	-162	-175	-183	-172	-201
Essex	-90	-80	-66	-45	-45	-17	-2	39	51	48	58
Newham	-32	-54	-45	-41	-66	-64	-66	-50	-56	-79	-70
Redbridge	-111	-136	-175	-178	-190	-205	-206	-176	-182	-168	-164
Thurrock	406	428	438	389	364	396	365	357	352	351	321

Source: *Data is taken from DfE cross border mobility data for January 2015 to January 2025.*

Please note that a negative figure (red font) indicates Havering is a net exporter of pupils to this Authority e.g. for Barking & Dagenham in the tables, a negative figure means more Havering residents travel out of borough to attend a Barking & Dagenham school, than Barking & Dagenham residents travel in to Havering to attend a Havering school.

A positive figure in tables (black font) indicates Havering is a net importer of pupils from this Authority e.g. for Thurrock in the tables, a positive figure means more Thurrock residents travel into the borough to attend a Havering school, than Havering residents travel out to attend a Thurrock school.

In the primary phase, Havering has stopped being a net exporter of pupils from 2021/22 onwards to Essex. We now have more Essex residents attending Havering primary schools than we have Havering residents attending an Essex primary school.

The net export figure from 2015 to 2025 has increased for Barking and Dagenham, Redbridge and Newham, albeit with some fluctuations year on year. We remain a net importer for Thurrock, although the number is reducing.

Table 5.6 – Net Travel Flows for Secondary Pupils (Years 7-11) at Havering Schools (Jan 2025)

Authority	Net Import/Export										
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Barking & Dagenham	969	847	820	680	491	419	365	323	212	201	174
Essex	-354	-339	-393	-415	-452	-460	-455	-465	-462	-470	-429
Newham	105	76	48	38	-2	-44	-58	-59	-56	-63	-92
Redbridge	-11	-57	-83	-125	-185	-245	-289	-301	-272	-297	-356
Southend-on-Sea	-142	-155	-192	-200	-209	-199	-206	-197	-190	-184	-213
Thurrock	621	569	558	521	454	403	378	324	296	290	325
Tower Hamlets	33	24	17	21	10	9	-5	-4	-9	-2	-5
Waltham Forest	11	-5	-14	-29	-19	-20	-17	-6	-10	-12	-14

Source: *Data is taken from DfE cross border mobility data for January 2015 to January 2025.*

We remain a net importer of secondary pupils for Barking & Dagenham and Thurrock although it is important to note that the net import figure for all of these Local Authorities has reduced significantly.

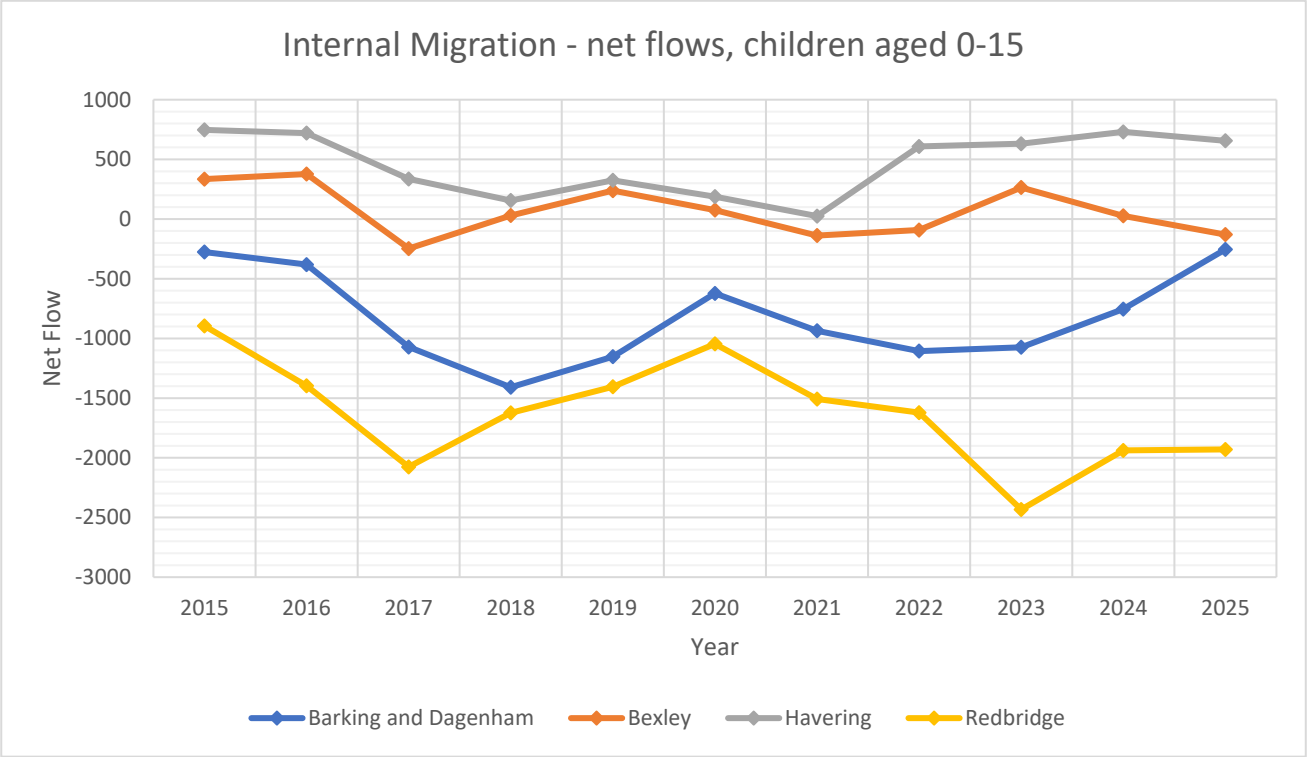
Havering is a net exporter of secondary pupils to Essex, Redbridge, Southend-on Sea, Newham, Tower Hamlets and Waltham Forest. The net export figure for Essex, Southend and Redbridge increased significantly from 2015 to 2025.

5.5 Migration

Data published by the GLA regarding internal migration flows of school age children, shows that each year from 2011-2020, Havering was the London borough with the highest net flow for internal migration of children aged 0-15 years old:

Table 5.7 Internal Migration

Internal migration- net flows, children aged 0-15, 2015 to 2025



Source: *Data taken from GLA Internal migration flows - school age children*

The chart above shows the internal migration net flows for children aged 0-15, from 2015 to 2025 for Havering, compared to our London Local Authority geographical neighbours Barking and Dagenham and Redbridge, and, compared to our closest statistical neighbour, Bexley.

The above shows that over this 10 year period Havering has been a net importer of children aged 0-15. However, it is important to note that the net flow figure for Havering has reduced significantly from the peak in 2014. The reduction in school age children moving into Havering from other parts of London and the UK will impact the demand for school places.

SECTION 6: EARLY YEARS EDUCATION AND CHILDCARE

6.1 Legislative Context

The Childcare Act 2006 places a legal duty on local authorities to secure sufficient childcare (so far as is reasonably practicable) for working parents or parents who are studying or training for employment, for children aged 0-14 or up to 25 for disabled children and children with additional needs.

In order to meet this duty, local authorities are required to undertake a detailed assessment of the supply and demand of childcare in their area.

The Childcare Sufficiency Assessment is a process designed to ensure there is enough childcare to meet the needs of parents and carers with children up to 14 years old (or up to 25 years old for disabled children and children with additional need). The outcome is a report that analyses findings, allowing the local authority to assess the childcare market, making recommendations; to further enhance and support childcare providers, maintaining high quality services, develop the support families receive when seeking/utilising childcare, support local practitioners by making available a wide range of information and resources, that in turn will benefit families.

The local authority produces a Childcare Sufficiency Report (CSR) to council members and this report is available and accessible to parents.

The publication of this CSR meets the local authority's statutory duty under sections 6 and 7 of the Childcare Act 2006 - GOV.UK. It is also in line with local authority statutory guidance.

The report focuses on two key areas of the childcare market in Havering:

- measuring the demand for, and supply of childcare within Havering identifying gaps in the market
- planning how to support the childcare market within Havering to address any shortfall

It is placed within the context of the coronavirus (COVID-19) pandemic that continues to have a significant impact on families resulting in a changed demand for childcare. The scale of the impact may take some time to be fully understood.

To assess the supply and demand for childcare places, the local authority compares current known capacity with predicted demand. This takes account of factors such as births, housing growth and patterns of inward and outward migration.

Our current data shows 361 Ofsted registered early years providers in Havering. Of these, 30 early years providers are within academies, independent and maintained schools.

The Childcare Sufficiency Report highlights that there continues to be sufficient EE&C places in the majority of wards in the borough. It is also important to note that not all children entitled to an EE&C place access this and even when they do, may not take this up in their home ward or within the borough.

Tables 6.1, 6.2 & 6.3 below shows the projected take up of 2, 3 and 4 year old funded places in the borough by ward from 2027 onwards. These projections do not take into account the recently announced expanded early years entitlement that will offer free child care to eligible parents of 9-month to 36-month-olds.

Table 6.1 – Early Learning for 2 year olds projections

Ward	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Beam Park	8	17	24	22	12	13	13	13	14	15
Cranham	8	14	6	9	6	6	6	6	6	6
Elm Park	32	34	40	17	30	31	29	29	28	28
Emerson Park	11	4	7	4	5	5	5	5	5	5
Gooshays	72	73	65	46	36	34	36	35	35	34
Hacton	14	5	5	5	4	4	4	4	4	4
Harold Wood	23	19	10	15	18	17	17	17	16	16
Havering-atte-Bower	27	26	20	26	27	23	24	24	23	23
Heaton	58	35	33	27	23	21	21	20	20	20
Hylands & Harrow Lodge	24	18	22	17	14	16	16	16	15	15
Marshalls & Rise Park	24	29	22	18	28	25	27	26	26	26
Mawneys	16	27	29	27	25	23	23	23	22	22
Rainham & Wennington	45	44	41	36	26	23	25	25	25	24
Rush Green & Crowlands	31	34	31	30	30	33	33	34	36	37
South Hornchurch	18	15	18	7	13	11	11	11	10	10
Squirrels Heath	25	27	31	27	20	22	23	22	22	22
St Alban's	16	20	19	18	26	28	30	33	36	39
St Andrew's	10	10	19	16	14	14	14	14	14	13
St Edward's	58	54	58	46	31	26	27	28	29	30
Upminster	13	12	8	11	6	8	8	8	8	8
Grand total	533	517	508	424	394	384	392	393	395	396

Overall, we are projecting that demand for Early Learning for 2-year-olds places will stabilise over the next 5 years, however we do expect demand to increase in St. Alban's and Rush Green & Crowland's wards due to new housing developments planned within these areas. We will monitor closely and implement additional places accordingly should the need arise.

We will monitor closely and implement additional places accordingly should the need arise.

An average of 12% of the 2 year old population are projected to take up a funded 2 year old childcare place.

Table 6.2 – 3 and 4 year old Universal projections

Ward	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Beam Park	122	126	165	168	184	206	216	223	224	237
Cranham	217	178	187	176	170	175	176	175	175	173
Elm Park	291	320	326	345	310	301	300	305	294	287
Emerson Park	150	149	135	124	132	127	134	136	134	133
Gooshays	429	393	387	385	366	353	334	329	329	323
Hacton	179	215	152	166	178	183	182	177	176	172
Harold Wood	211	191	197	179	188	188	182	181	179	174
Havering-atte-Bower	219	206	214	167	157	163	160	163	163	159
Heaton	283	264	237	214	200	194	179	170	169	168
Hylands & Harrow Lodge	182	192	212	196	190	187	213	222	216	212
Marshalls & Rise Park	365	360	370	380	386	367	360	375	384	381
Mawneys	257	238	235	239	232	222	213	209	208	205
Rainham & Wennington	273	272	282	279	280	278	263	259	265	260
Rush Green & Crowlands	257	232	227	219	240	236	245	258	268	273
South Hornchurch	138	132	148	170	154	152	157	159	158	155
Squirrels Heath	323	288	220	228	228	222	214	224	222	217
St Alban's	134	142	164	178	220	232	246	273	296	322
St Andrew's	233	212	253	246	217	210	205	210	204	199
St Edward's	396	417	411	387	431	459	461	442	454	462
Upminster	342	338	301	342	300	298	298	304	302	299
Grand total	5001	4865	4823	4788	4763	4753	4740	4796	4822	4812

Table 6.3 – 3 and 4 year old Extended projections

Ward	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Beam Park	55	57	71	75	99	103	108	111	112	119
Cranham	133	111	113	99	98	105	105	104	104	103
Elm Park	116	138	149	170	192	172	172	175	168	164
Emerson Park	78	97	81	74	89	86	91	92	91	89
Gooshays	201	197	191	195	190	179	169	167	167	164
Hacton	109	133	108	109	137	127	126	123	122	120
Harold Wood	100	100	93	100	111	101	98	98	96	94
Havering-atte-Bower	101	96	113	88	79	78	76	77	77	75
Heaton	105	113	94	88	87	84	77	73	73	73
Hylands & Harrow Lodge	109	94	119	102	117	106	120	126	122	120
Marshalls & Rise Park	170	186	199	203	236	230	227	236	242	239
Mawneys	121	118	122	134	129	124	119	117	117	115
Rainham & Wennington	105	105	104	108	131	129	121	120	122	120
Rush Green & Crowlands	89	78	86	81	103	101	105	111	115	117
South Hornchurch	62	60	73	84	71	68	71	72	71	70
Squirrels Heath	153	130	106	107	128	117	113	118	117	115
St Alban's	59	62	90	106	134	141	150	166	180	196
St Andrew's	121	120	143	146	121	117	114	117	114	111
St Edward's	196	225	206	202	242	253	254	244	251	255
Upminster	148	148	145	190	174	173	173	177	175	173
Grand total	2331	2368	2406	2461	2668	2594	2591	2623	2637	2632

The 3 and 4 year old projections show a decrease between 2026 and 2028 before increasing gradually towards 2030. Consistent growth is projected in Beam Park, Rush Green & Crowlands, St Alban's and St Edward's, with much of this growth due to new housing developments planned in these areas. We will monitor closely and implement additional places accordingly should the need arise.

A new school with a nursery will be opening at Bridge Close within the St. Alban's ward, which will create additional capacity for children in the St. Alban's and St. Edward's wards.

This is the position based on existing capacity, however, this situation may change as new providers open and existing providers may close. Due to the unknown impact at this stage that COVID-19 will have on the childcare sector and employment in Havering there will be a need to continue monitoring childcare sufficiency.

Further information of the borough's provision and ward profile data is provided on our 2023-27 Childcare Sufficiency Report.

6.2 Options to meet the projected future demand for places:

We are aware that assessing the childcare market and ensuring a sufficiency of provision is both a complex and a constantly moving challenge. We will continue to work with providers, schools and potential providers to encourage the establishment of additional provision where this is required.

Analysis of childcare places for 0-4 year olds shows that across the borough there are sufficient places to meet demand.

6.3 Future Planning & Recommendations 2023 – 2027

We are aware that assessing the childcare market and ensuring sufficiency of provision is both a complex and constantly moving challenge.

Analysis of childcare places for 0-4 year olds shows that across the borough there are sufficient places as mentioned above. Our future planning to ensure that we meet our commissioning obligations will include the following:

- Ensure that a nursery provision is part of the space when a new free school is being delivered according to the ESFA baseline design. Review and monitor the data at the time of delivery

- Encouraging all early years and childcare providers to regularly assess the local market need to identify and respond to any unmet demand.

- Monitor the impact of extended entitlement (30 hours) on childcare sufficiency levels ensuring that the views and needs of parents and carers are taken into account.

- Continue to support the establishment of new childcare businesses and expansion of existing provisions.

- Increasing the number of provisions with a ‘Good’ or above Ofsted inspection judgement.

- Engaging with Schools, Childminders, Childminder Agencies and Private, Voluntary and Independent (PVI) providers to expand the availability of places for 2 year olds places and wraparound care.

- Continue to collaborate with commercial and letting properties to develop and establish new provision particularly in areas of planned housing growth.

- Engaging with After School Clubs and Holiday Providers to deliver early years and childcare places to support 30 hours entitlement delivery.

- Encourage all providers to inform parents about their entitlement and options childcare support and funding.

- Review practices and processes across early years provision in collaboration with the CAD Team in alignment with the Havering Special Educational Needs, Disability (SEND) and Alternative Provision (AP) Strategy to ensure that the needs of all children with SEND are met.

- As we prepare for upcoming Childcare Sufficiency Reports, it remains essential to closely monitor the availability and demand for childcare across Havering. Shifts in employment patterns, population growth, and changes in family needs all contribute to a dynamic landscape that requires ongoing analysis to ensure sufficient provision of early years services.

- Funded places and provider sustainability will be required to monitor the sector and ensure it is able to continue to provide the number of quality childcare places that is required by Havering families now, and in the future.

- Recruitment of qualified and experienced practitioners remains a challenge for providers across the country. This reflects a national issue we continue to monitor.

- From January 2026, all early years providers must clearly publish and itemise their fees and charges – either on their own website or via the local authority – we will work closely with providers to support full compliance with these new transparency requirements.

SECTION 7: COMMISSIONING STATUTORY SCHOOL PROVISION

7.1 Duties to provide for ages 4-16

Local authorities have a statutory duty to ensure there is a sufficient supply of good quality education provision available to meet the needs of the population within its area. This includes provision for primary and secondary aged pupils from the ages of five to sixteen; provision of post-16 places; provision of early years places from birth to the age of five; and the provision of specialist education places for any child that requires a place from birth to the age of 25.

7.2 Addressing surplus places and commissioning additional places where needed

Havering has a diverse range of primary and secondary schools and wishes to maintain that diversity. To help develop the range of options available, we will work with other providers when making decisions concerning addressing surplus places and commissioning new places if required.

The London average of 88.4% of parents being offered their first preference primary school and 70.5% their first preference secondary school are being exceeded for Havering residents, but this may become more difficult as the higher cohorts leaving primary schools move on to secondary schools. Decisions concerning commissioning new places and measures to address surplus places will take into account parental preferences and the provision of school places in areas where parents are unable to secure places within easy walking distance of home.

At secondary level, academies will make their own decisions about admission numbers where places are currently unfilled, but is recognised that any current capacity will start to fill as the current large primary cohorts move to secondary school.

Parental choice for in-year applicants is severely reduced in some areas of the borough and in some year groups. In some cases, there have been periods when no places have been available to accommodate in-year applications. It is challenging to implement additional places in year groups higher than reception or year 7.

It is important to balance the need for school places and meeting parental preference with the efficient delivery of high quality education services. This requires a modest surplus of school places in any given locality. Too much surplus capacity is financially wasteful, and can impact negatively on budgets and school standards.

It is recognised that the school estate should carry some surplus capacity to meet in year demand, with the DfE applying an uplift of 2% to forecast school place demand when calculating Central Government capital Basic Need allocations for each Local Authority. The Local Authority seeks to maintain surplus capacity in primary school places to ensure we

keep pace with demand for school places in each planning area, by providing places of good quality that parents want for their children.

However, given that surplus places tend to be held in a few less popular schools rather than evenly across the estate, coupled with the financial challenges that schools with low numbers face, we need to review how much surplus is considered viable. Even a relatively modest surplus of 2% is huge if it is held within one or two schools within the planning area.

The future projected demand for school places can be influenced by demographic changes that may be difficult to predict in advance of happening. Changes to planned housing delivery, patterns of movement, future birth rates and school popularity can all lead to changes in the projected future demand for school places. It is difficult to factor in to the school roll projections what impact if any; nationwide issues such as Brexit, Covid-19, economic growth and changes to benefits will have on school place demand in Havering. The projections are reviewed on an annual basis to ensure that any changes impacting future demand for school places are incorporated into the updated projections, so far as is possible.

It is important to recognise we cannot achieve our ambitions of making sure the right number of school places are available in the right place at the right time, without working in partnership with schools. The increasingly complex environment in which decisions concerning school sizes and locations are made means that the local authority has to work closely with all education providers, to secure the best for Havering's children and young people.

Table 7.1 – Additional Primary Places from 2011-12 to 2025-26.

The table below gives a breakdown by academic year of the temporary and permanent primary places created since 2011:

Year	Temporary Primary places added	Permanent Primary places added	Total primary places added
2011-12	60	210	270
2012-13	180	0	180
2013-14	525	2100	2625
2014-15	112	420	532
2015-16	135	840	975
2016-17	210	931	1141
2017-18	0	1050	1050
2018-19	0	462	462
2019-20	0	210	210
2020-21	0	210	210
2021-22	0	0	0
2022-23	0	0	0
2023-24	120	21	141
2024-25	30	0	30
2025/26	0	37	37
Total	**1372**	**6491**	**7863**

In the primary phase since 2011-12 we have created a total of 7,863 additional primary places (reception to year 6) through temporary places, permanent PAN rationalisations and permanent expansions to meet the rising demand for primary school places.

The birth rate in Havering has declined since 2016/17 therefore, we have not needed to implement any further permanent expansions. However, there is some early evidence that the birth rate in Havering is starting to increase again. The 2023/24 births increased by almost 200 on the previous year. Although the birth rate was then lower the following year in 2024/25, this figure is still the second highest birth rate over the past six years.
We will continue to monitor the sufficiency of places in the borough.

Table 7.2 – Additional Secondary places from 2016-17 to 2025-26

Year	Temporary Secondary places added	Permanent Secondary places added	Total Secondary places added
2016-17	48	90	138
2017-18	50	100	150
2018-19	0	805	805
2019-20	30	350	380
2020-21	0	150	150
2021-22	0	0	0
2022-23	0	0	0
2023-24	0	0	0
2024-25	30	0	30
2025-26	0	20	20
Total	**158**	**1515**	**1673**

In the secondary phase, since 2016-17, we have created a total of 1673 additional secondary places (year 7-11) through temporary places, permanent PAN rationalisations and expansions in the Central, East and North secondary planning areas to meet the rising demand of larger cohorts transferring from primary schools.

Table 7.3 – Additional SEND places from 2015-16 to 2025-26.

Year	Total SEN places added
2015-16	25
2016-17	84
2017-18	0
2018-19	12
2019-20	12
2020-21	0
2021-22	28
2022-23	0
2023-24	84
2024-25	44
2025-26	6
Total	**295**

Similarly, for our Special Educational Needs & Disabilities (SEND) provision a total of 295 places have been created since 2015-16 through expansions in two of our special schools and by implementing and expanding SEND units. 35 post-16 SEND places were created by extending the age range of an existing special school up to 19 years.

A new special free school sponsored by Unity Schools Partnership opened in September 2023 on the St Edwards Church of England Academy site offering 60 places for Social, Emotional and Mental Health (SEMH) and Autistic Spectrum Disorder (ASD), for pupils aged 5-16.

Table 7.4 – Historic and Forecast Reception Pupils in Havering Mainstream Schools (2008-09 to 2030-31)

Academic Year	Reception NOR	Reception places available	Surplus/ Deficit of places
2008/09	2607	2775	168
2009/10	2701	2795	94
2010/11	2679	2765	86
2011/12	2824	2855	31
2012/13	2901	2960	59
2013/14	2994	3245	251
2014/15	3008	3170	162
2015/16	3185	3335	150
2016/17	3286	3483	197
2017/18	3298	3513	215
2018/19	3199	3489	290
2019/20	3273	3504	231
2020/21	3422	3594	172
2021/22	3330	3519	189
2022/23	3386	3609	223
2023/24	3312	3432	120
2024/25	3264	3432	168
2025/26	3188	3463	275
2026/27	3245	3373	128
2027/28	3287	3523	236
2028/29	3491	3523	32
2029/30	3354	3523	169
2030/31	3262	3523	261

**To note the 2030/31 forecast is based on a projected birth rate.*

The 2020/21 reception intake relates to the peak birth year in Havering. After the peak birth year the birth rate reduces year on year. Despite this, the 2022/23 number on roll is higher than the actual reception intake the previous year. A large driver of future projected school place need is planned housing. If planned housing is not delivered as expected then this will lead to the actual reception intake being lower than expected.

There is also a need to ensure that there are sufficient places available in the reception cohort in order to accommodate in-year applications. As an example the reception intake in the table above for 2021/22 is 3330. This cohort is now in year 1 in 2022/23 and at the time of the Autumn school census 2022 had grown to 3390, an increase of 2%.

Table 7.5 – Current and Forecast Reception Pupils in Havering Mainstream Schools by Planning Area (2030-31)

Planning Area	Total Reception places 2025-26	Pupil roll 2025-26	Surplus places 2025-26	Surplus capacity 2025-26(%)	Reception places 2030-31	Pupil roll 2030-31	Surplus places 2030-31	Surplus capacity 2030-31(%)
Collier Row	525	420	105	20%	525	448	77	15%
Elm Park and S. Hornchurch	538	540	-2	0%	538	517	21	4%
Harold Hill	660	558	102	15%	660	509	151	23%
Hornchurch	510	496	14	3%	510	480	30	6%
Rainham	330	308	22	7%	360	349	11	3%
Romford	570	516	54	9%	570	632	-62	-11%
Upminster and Cranham	360	350	10	3%	360	327	33	9%

**To note the 2030/31 forecast is based on a projected birth rate.*

The table above represents reception year group data at planning area level. It shows that the growth in pupil numbers is not uniform across the borough, nor is the level of surplus capacity.

As we are unable to predict in advance the number or ages of late applicants it is important that a surplus is maintained within the school system in order to accommodate late applicants. This is something recognised by the Education Skills Funding Agency who have included an additional surplus element in their Basic Need calculation.

Table 7.6 – Current and Forecast Primary Pupils in Havering Mainstream Schools by Planning Area (2030-31)

Planning Area	Total Reception to year 6 places 2025-26	Pupil roll 2025-26	Surplus places 2025-26	Surplus capacity 2025-26(%)	Reception places to year 6 2030-31	Pupil roll 2030-31	Surplus places 2030-31	Surplus capacity 2030-31(%)
Collier Row	3735	3501	234	6%	3645	3236	409	11%
Elm Park and S. Hornchurch	3946	3908	38	1%	3766	3730	36	1%
Harold Hill	4680	4343	337	7%	4590	3765	825	18%
Hornchurch	3600	3548	52	1%	3570	3547	23	1%
Rainham	2070	2006	64	3%	2370	2410	-40	-2%
Romford	4020	3850	170	4%	3990	4270	-280	-7%
Upminster and Cranham	2610	2570	40	2%	2520	2429	91	4%

Table 7.6 shows that the projected surplus capacity for Primary year groups (reception to year 6) varies across the borough from 18% to -7% in 2030/31.

Table 7.7 – Historic and Forecast Year 7 Pupils in Havering Mainstream Schools (2008-09 to 2032-33)

Academic Year	Year 7 NOR	Year 7 places available	Surplus/ Deficit of places
2008/09	3125	3184	59
2009/10	3059	3199	140
2010/11	3082	3204	122
2011/12	2931	3238	307
2012/13	2892	3248	356
2013/14	2828	3228	400
2014/15	2961	3228	267
2015/16	2967	3248	281
2016/17	2965	3272	307
2017/18	2842	3298	456
2018/19	2917	3440	523
2019/20	3055	3524	469
2020/21	3057	3482	425
2021/22	3021	3482	461
2022/23	3134	3482	348
2023/24	3274	3482	208
2024/25	3309	3516	207
2025/26	3216	3436	220
2026/27	3395	3436	41
2027/28	3631	3446	-185
2028/29	3497	3446	-51
2029/30	3509	3446	-63
2030/31	3363	3446	83
2031/32	3371	3446	75
2032/33	3288	3446	158

Table 7.8 – Current and Forecast Year 7 Pupils in Havering Mainstream Schools by Planning Area (2032-33)

Planning Area	Year 7 places 2025-26	Pupil roll 2025-26	Surplus places 2025-26	Surplus capacity 2025-26(%)	Year 7 places 2032-33	Pupil roll 2032-33	Surplus places 2032-33	Surplus capacity 2032-33(%)
North	420	412	8	2%	420	414	6	1%
Central	1590	1456	134	8%	1590	1531	59	4%
East	732	663	69	9%	742	674	68	9%
South	694	685	9	1%	694	668	26	4%

The table above shows that current surplus capacity for year 7 varies across planning areas. By the end of the forecasting period (2032-33) there is projected to be a capacity surplus of 5% in year 7 across the borough (based on current capacity data).

Table 7.9 – Current and Forecast Secondary Pupils in Havering Mainstream Schools by Planning Area (2032-33)

Planning Area	Year 7 to 11 places 2025-26	Pupil roll 2025-26	Surplus places 2025-26	Surplus capacity 2025-26(%)	Year 7 to 11 places 2032-33	Pupil roll 2032-33	Surplus places 2032-33	Surplus capacity 2032-33 (%)
North	2100	2047	53	3%	2100	2099	1	0%
Central	7950	7286	664	8%	7950	7815	135	2%
East	3660	3209	451	12%	3710	3494	216	6%
South	3692	3257	435	12%	3470	3474	-4	0%

Table 7.9 shows that the projected surplus capacity for Secondary year groups (year 7 – year 11) varies across the borough from 0% to 6% in 2032/2033.

7.3 Year 6 to Year 7 transfer rates

The following table shows the historic year 6 to year 7 transfer rate; that is the number of year 7 pupils in Havering mainstream secondary schools compared to the number of year 6 pupils in Havering mainstream primary schools the previous year. The table shows how the transfer from year 6 to year 7 has changed over time.

Table 7.10 – Historic and Forecast Primary Pupils in Havering Mainstream Schools (2008-09 to 2025-26)

Year	Year 6 roll	Year 7 roll	Year 6 to Year 7 transfer rate	Change from previous year
2008/09	2732	3125	-	-
2009/10	2739	3059	112%	-
2010/11	2690	3082	113%	1%
2011/12	2586	2931	109%	-4%
2012/13	2498	2892	112%	3%
2013/14	2681	2828	113%	1%
2014/15	2727	2961	110%	-3%
2015/16	2861	2967	109%	-2%
2016/17	2800	2965	104%	-5%
2017/18	2935	2842	102%	-2%
2018/19	3028	2917	99%	-2%
2019/20	3090	3055	101%	2%
2020/21	3032	3057	99%	-2%
2021/22	3141	3021	100%	1%
2022/23	3337	3134	100%	0%
2023/24	3354	3274	98%	-2%
2024/25	3312	3309	99%	1%
2025/26	3443	3216	97%	-2%

As can be seen in the above table, there has been a significant reduction in the year 6 to year 7 transfer rate since 2016/17. Whereas previously the year 6 to year 7 transfer rate was consistently between 109% -113%, 2016-17 saw a 5% drop on the previous year to 104%, followed by a further reduction to 102% in 2017-18. The year 7 figures for 2018-19 show that the year 6 to year 7 transfer rate for this year has dropped further to 99%. The transfer rate for the last five years has remained between 97% - 100%.

Therefore although Havering has always historically been a net importer of pupils at secondary when compared to the year 6 cohort the previous year, this has rapidly changed over the past few years and in 2018-19 Havering was a net exporter at secondary for year 7. Although the number of Havering residents being offered a year 7 place at a secondary school outside of Havering has remained relatively stable since 2016/17, there has been a significant reduction in the number of non-Havering residents offered a year 7 place at a Havering secondary over the same period. This could indicate that the main driver for this change is the declining popularity of Havering secondary schools coupled with the increasing popularity of home local authority secondary schools with non-Havering residents.

This reduction in the year 6 to year 7 transfer rate has been taken into account when producing the year 7 and secondary projections in this document, resulting in a reduction in the expected need for additional year 7 places over the period of the plan.

For information regarding the need for additional mainstream school places in Havering please see the London Borough of Havering School Data Pack.

7.4 Future priorities over the plan period- Primary and Secondary

- To commission additional school places when required either through permanent expansions/PAN rationalisations or via new schools, ensuring that places are made available in the right place at the right time.

- To ensure that additional school places required are delivered at 'Good' or 'outstanding' schools and academies

- To manage the school expansion programme appropriately so that any additional places delivered do not have a negative impact on neighbouring schools in Havering.

- To manage the level of surplus within our school estate so that the amount of surplus is not excessive; taking action to reduce the level of surplus if necessary.

- To develop a framework to effectively monitor surplus places and to identify when the level of surplus places requires intervention.

- To support sponsors in opening new free schools in areas of Basic Need, in particular ensuring that the free schools required to meet the need from housing in the Romford and Rainham planning areas open on time.

- To pursue new schools to meet Basic Need through future waves of the free school programme where required.

- Ensuring that schools remain financially sustainable in a climate of surplus places.

- To formulate an action plan and accommodation strategy for those schools where we have permanently reduced the PAN to address surplus places.

- To negotiate with housing developers where new housing generates additional children, seeking developer contributions and/or new sites to accommodate new schools if required.

- To closely monitor the year 7 intakes for future years and if it appears that the growth in year 7 in 2027/28 will be sustained, to start discussions about the need for a new secondary school.

SECTION 8: COMMISSIONING POST 16 EDUCATION AND TRAINING

Since 2014, it has been compulsory for students leaving year 11 to remain in education or training until the age of 18. This policy, referred to as 'Raising the Participation Age' (RPA), represents the government's recognition of the importance of continued education after the age of 16. For those students with Education Health Care plans this extends to the age of 25.

8.1 Duties to Provide for Post 16 Students

Local authorities have responsibilities to support young people into education or training, which are set out in the following duties:

- to ensure support is available to all young people from the age of 13 that will encourage, enable or assist them to participate in education or training (tracking young people's participation successfully is a key element of this duty); and
- to have processes in place to deliver the 'September Guarantee' of an education or training place for all 16 and 17 year olds.

Learning providers are required to notify the Local Authority when a young person leaves learning so that it can fulfil its statutory duties in respect of tracking young people in post 16 education and training.

8.2 Post-16 Provision

There is a mixed economy of providers operating within Havering post-16, including: 9 school sixth forms (including 3 special schools); The Havering Colleges (formed by a merger in 2019 of New City College, Havering Sixth Form College and Havering College of Further & Higher Education) as well as Harris Rainham Sixth Form, a 16-19 school that opened in September 2023. The following training providers currently operate from Havering offering post-16 opportunities from entry level to level 3 qualifications including Traineeships and Apprenticeships, The Specialist Trade Course Group, (STC Group), Halls of Ivy, Ixion part of Shaw Trust, Paul Falltrick Hairdressing and the Employment Education Training Group (EET group). Havering Adult College caters for learners aged 19 and older.

At GCSE level (students aged 16), the key measure 5+ GCSE's A*-C grades including English and Maths; is no longer valid. This was replaced in 2017 by Attainment 8 and Progress 8.

Table 8.1 – Key Stage 4: % Achieving a Standard Pass in the Basics (A*-C in both English and Maths)

Area	2020	2021	2022	2023	2024	2025	Trend
National	71.2	72.2	69.0	65.1	65.0	64.8	
Inner London	73.6	74.7	73.7	69.7	70.7	69.3	
Outer London	75.7	76.1	74.5	71.9	72.6	71.2	
Statistical neighbours	71.0	71.6	67.5	64.1	64.6	64.6	
Havering	77.0	76.1	71.6	69.4	71.3	68.1	
National	20	26	46	36	27	39	
Statistical Neighbours	1	1	2	1	1	2	
London	10	12	22	19	18	21	

The table above shows the percentage of pupils achieving a standard pass in both English and Mathematics. Since 2020 Havering has achieved higher the national average. In 2022 there was a substantial decrease in rankings to 46th, however in 2025 Havering ranked 39th and is currently placed 2nd amongst our statistical neighbours.

8.3 Post 16 demographics and future demand

Table 8.2 – Demographic forecasts

The GLA show that the 16-19 cohort in Havering is projected to increase over the next few years:

	Age					
Year	16	17	18	19	Total	% change from previous year
2017-18	2773	2871	2966	2561	11172	-2%
2018-19	2741	2897	2860	2490	10988	-2%
2019-20	2830	2843	2904	2402	10979	0%
2020-21	2931	2906	2893	2446	11176	2%
2021-22	3023	3027	2914	2430	11394	2%
2022-23	3026	3163	3003	2242	11434	0%
2023-24	3190	3139	3141	2373	11843	4%
2024-25	3309	3241	3072	2557	12179	3%
2025-26	3235	3380	3141	2556	12312	1%
2026-27	3297	3317	3287	2627	12528	2%
2027-28	3421	3377	3228	2750	12777	2%
2028-29	3546	3498	3281	2699	13025	2%
2029-30	3532	3618	3396	2745	13291	2%
2030-31	3482	3596	3499	2832	13410	1%

Source: *2024-based BPO Projections*

Table 8.3 – Post -16 projected numbers in Havering (16-19 year olds)

Havering residents in full and part time education (excludes Havering school sixth forms):

Year	Havering provision	Non-Havering provision	Total
2019/20	2644	1100	3744
2020/21	2686	1123	3809
2021/22	2409	1171	3580
2022/23	2410	1221	3631
2023/24	2305	1324	3629
2024/25	2408	1412	3820
2025/26	2639	1386	4025
2026/27	2685	1400	4086
2027/28	2739	1428	4167
2028/29	2792	1456	4248
2029/30	2849	1486	4334
2030/31	2874	1499	4373

The projections show that the number of Havering residents accessing full or part time education is projected to continue to increase from 2026/2027 onwards. The projected increase in demand can be met within the existing capacity of Havering Sixth Form College and FE college.

Table 8.4 – Staying on rates from year 11 to year 12 in Havering schools

The following table shows the transfer rates from year 11 to year 12 from Havering secondary schools to Havering school sixth forms and how this has changed over time:

Year	Yr11/12
2015/16	26.65%
2016/17	27.44%
2017/18	28.76%
2018/19	27.26%
2019/20	28.03%
2020/21	31.21%
2021/22	29.84%
2022/23	29.61%
2023/24	30.15%
2024/25	28.77%
2025/26	29.34%

Even though we saw the proportion of Havering year 11 roll transferring to Havering year 12 roll increasing in 2020/21, the fluctuations in this transfer rate over time makes it difficult to assess whether this increase will be sustained.

The year 11 roll at Havering schools is projected to increase from 2026/27 onwards, however we have enough capacity to meet the increase.

Table 8.5 – Projected numbers on roll for Havering school sixth forms

Academic Year	School sixth form total	Places available	Surplus/ Deficit
2020/21	1659	1840	181
2021/22	1698	1870	172
2022/23	1647	1890	243
2023/24	1780	2090	310
2024/25	1977	2330	353
2025/26	2045	2250	205
2026/27	2131	2250	119
2027/28	2198	2250	52
2028/29	2286	2250	-36
2029/30	2348	2250	-98
2030/31	2337	2250	-87

The projections show that the number of students expected to study at a Havering school sixth form is projected to increase from 2026/27 onwards. This reflects the expected year 11 rolls at those schools with school sixth forms and the fact that our school sixth forms offer a traditional academic curriculum and it is expected in future years that more students will pursue vocational or work based learning pathways, such as apprenticeships.

The Harris Federation opened a new, co-educational, 16-19 sixth form in Rainham in September 2023. The new sixth form has 400 places and partners with the sixth forms at Harris Academy Chafford Hundred and Harris Academy Riverside. It will offers academic A-levels and Level 3 BTECs. The 400 places as well as the projected roll for Harris Rainham Sixth Form have been included in the table above.

8.4 Participation rates

The participation rate of 16 year old Havering residents at March 2026 was 98.1% for females and 96.9% for males.

The participation rate for 17 year old Havering residents at March 2026 was 95.5% for females and 93.5% for males.

Havering's participation rates for both 16 and 17 year olds compared to national averages as at March 2026 are favourable:

Table 8.6 – Participation levels

	% 16 year olds recorded as participating in education or training			% 17 year olds recorded as participating in education or training		
	Number of 16 year olds known to area	Female	Male	Number of 17 year olds known to area	Female	Male
England	664,600	95.40%	93.90%	675,530	90.70%	88.10%
London	98,030	98.10%	97.30%	101,330	96.10%	94.20%
Havering	3,351	98.10%	96.90%	3,406	95.50%	93.50%

Source: *https://www.gov.uk/government/publications/neet-and-participation-local-authority-figures*

8.5 Not in Education, Employments or Training (NEET) and Not Known

Number and proportion of 16 and 17 year olds not in education, employment or training or whose activity is not known in each local authority by age and gender.

Table 8.7 – NEET and Not Known rates

NEET and participation LA scorecard in England, Havering and London for 2026

Area	Age	Total cohort (average of Dec/Jan/Feb)	Percentage of the cohort who are NEET or not known	Percentage of the cohort who are NEET	Percentage of the cohort with activity not known	Annual change in the percentage of the cohort who are NEET or not known
England	16-17	1,359,500	5.80%	3.40%	2.40%	0.2pp
London	16-17	200,390	3.20%	2.00%	1.20%	-0.1pp
Havering	16-17	6,802	2.50%	2.00%	0.60%	-0.3pp

Source: *https://explore-education-statistics.service.gov.uk/data-tables/permalink/57f80ce1-b1ac-4e09-3750-08dee70608ad*

Table 8.7 shows that Havering has a lower percentage of NEET and not known 16 and 17 year olds when compared to London and England. However, Havering has the same percentage of known NEET 16 and 17 year olds when compared to London.

A further analysis of this data indicates we need to support our residents who are not in Education or employment. This includes those who may find accessing such opportunities more challenging due to their mental health & wellbeing and personal circumstances. The NEET cohort in Havering is made up of the following characteristics Teenage Pregnancy, illness, seeking Education, Employment or Training (EET), non-RPA compliant provision, Young carers, Youth Justice Service (YJS), Looked After Child (LAC) and SEND.

The employment and education status for a proportion of young people aged 16-18 years old changes on a regular basis. There has been an increase in the number of young people who struggle with their mental health, which has resulted in a need for a more flexible

approach to progress into post-16 pathways. The Local Authority along with Prospects continues to support this cohort back into participation through the recent ESIF funded Spark Change programme. The programme delivers re-engagement activities providing flexible entry points to support young residents back into post-16 participation.

8.6 In learning analysis - Destinations

Destination measures are a headline accountability measure and show the percentage of pupils continuing to a sustained education, employment or training destination in the year after completing key stage 4 (after year 11) or 16 to 18 study (after completing A levels or other level 3 qualifications). The destination measures provide clear and comparable information on the success of schools and colleges in helping all their pupils take qualifications that offer them the best opportunity to progress. They also encourage institutions to make sure their pupils receive the support needed to prepare for and complete the transition on to education, training or employment that offers good long term prospects.

Pupil destinations after completing key stage 4, state funded schools (mainstream and special):

Table 8.8 – Destination data

			Local Authority	England	London	Havering
Percentage of pupils activity recorded in 2022/23			Number of pupils completing key stage 4	607,348	89,811	2,968
	Destinations sustained for at least two terms		Sustained education, employment & apprenticeships	91.6%	93.4%	91.9%
		Education destinations	Sustained education destination	85.9%	91.5%	86.6%
			Further education	36.7%	24.5%	46.3%
			School sixth form	34.4%	55.4%	37.2%
			Sixth form college	12.6%	9.1%	0.8%
			Other education destination	2.2%	2.4%	2.3%
		Apprenticeships	Sustained apprenticeships	3.2%	1.0%	3.5%
			Advanced and Higher apprenticeships (level 3 and above)	1.6%	0.6%	2.0%
			Intermediate apprenticeships (level 2)	1.6%	0.5%	1.5%
			Sustained employment destination	2.5%	0.9%	1.8%
			Not recorded as a sustained destination	5.6%	3.9%	5.3%
			Activity not captured	2.8%	2.6%	2.8%

Source: *https://www.gov.uk/government/collections/statistics-destinations*

The above table shows that Havering is in line with the average proportion of residents accessing education or apprenticeships when compared to both the National and London averages.

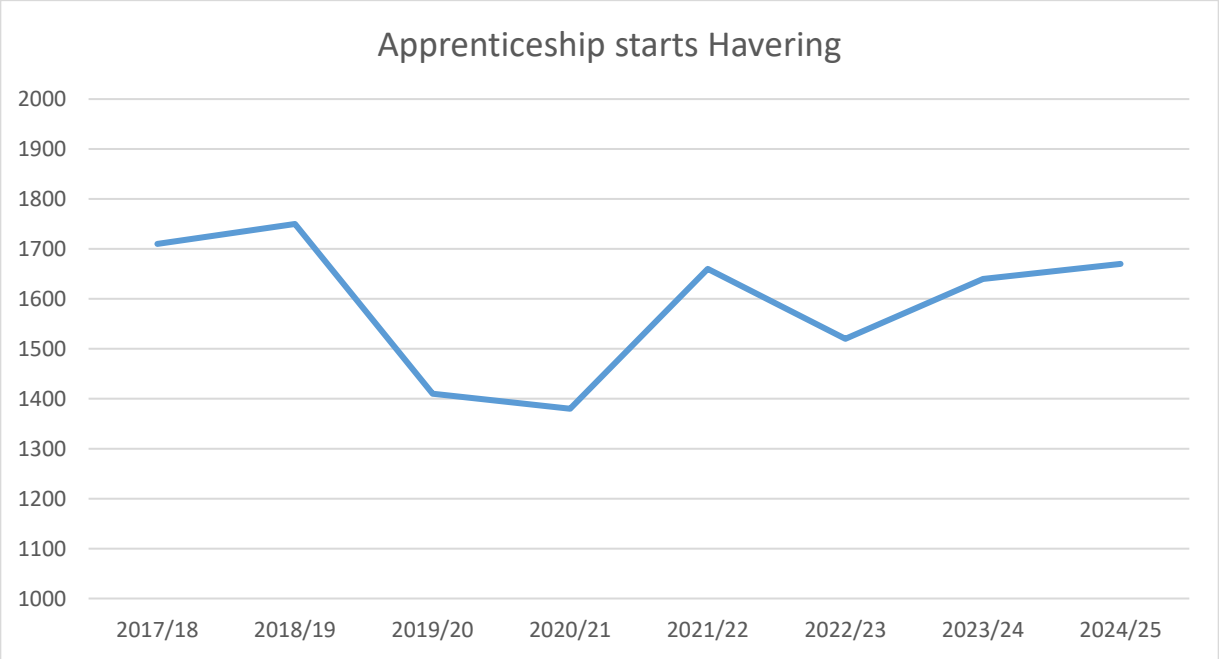
8.7 Apprenticeships

For the 2024/25 year, there were 1,670 apprenticeship starts for Havering covering all age groups of apprenticeships. Of those starting an apprenticeship in 2024/25, 23.4% were

under 19, 23.4% were aged 19-24 and 46.7% over 25. In relation to the level of apprenticeship, 15% were at Intermediate level, 43% were at Advanced level and 43% were at the Higher level.

The data shows that there has been a decrease in apprenticeship take up in the years 2019/20 and 2020/21, which mostly likely can be attributed to the Covid-19 pandemic.

Table 8.9 – Apprenticeship starts Havering



8.8 Future priorities over the plan period - Post 16

- There are sufficient sixth form places available at Havering school sixth forms to meet the projected demand, with no need to increase the number of Havering school sixth form places available over the period of the plan.

- To secure sufficient resources for world class learning so that all young Havering residents are able to access such opportunities, particularly for learners with support needs.

- Ensuring that the technical education reforms and the introduction of the Technical study programmes including the new T Levels help address Havering's need for a highly skilled workforce. The two year qualifications as an alternative to A Levels, other post-16 courses or an apprenticeship.

- Improving the availability of high quality careers guidance throughout Havering raising aspirations amongst local young people. This includes increasing the need for schools and colleges to engage with employers in order to meet the Gatsby Benchmarks.

- Continuing to promote and develop the Apprenticeship offer in Havering, including the Higher level Apprenticeship opportunities up to level 7.

- There is sufficient capacity available at the Havering Colleges (formed by a merger in 2019 of New City College, Havering Sixth Form College and Havering College of Further & Higher Education), to meet the projected demand for post 16 over the period of the plan.

- The post-16 provision within the borough provides a sufficient breadth of opportunities at level 2 and Level 3 both vocational and academic. The offer within the school sixth forms and the sixth form college is predominantly academic at level 3 with some aspects of vocational provision. The local Further & Higher Education college offers vocational programmes from entry level to level 4.

- To secure entry level pathways with flexible access to support the NEET/Not known cohort in particular to support the vulnerable cohort to ensure that there are sufficient pathways available at the right level to re-engage this cohort in participating.

SECTION 9: COMMISSIONING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

9.1 Duties to Provide for Special Educational Needs and Disabilities

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

- They **must not** discriminate for a reason arising in consequence of a child or young person's disability

- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people

Under the Children and Families Act 2014 the child's parent or the young person has the right to request a particular school, college or other institution of the following type to be named in their EHC plan:

- maintained nursery school

- maintained school and any form of academy or free school (mainstream or special)

- non-maintained special school

- further education or sixth form college

- independent school or independent specialist colleges (where they have been approved for this purpose by the Secretary of State and published in a list available to all parents and young people)

In 2019, there were approximately 1611 children aged 3-25 living in Havering who had an Education Health Care Plan (EHCP). This has increased by 1742 pupils in 2025. The

number of EHCP's is forecast to increase for all four main SEND types with Communication and Interaction and Social, Emotional and Mental Health needs (SEMH) due to see the highest growth.

9.2 Projections for Havering pupils with an EHCP attending a Havering or out borough Primary, Secondary, Special school and Post 16 provision at the end of the academic year

Table 9.1 Borough wide projections split by SEND Need Type

Academic year	Cognition and Learning	Communication and Interaction	SEMH	Physical and/or Sensory	Total
2023/24	546	1504	468	237	2755
2024/25	615	1872	605	261	3353
2025/26	671	2233	747	291	3942
2026/27	725	2618	891	333	4568
2027/28	782	3021	1054	378	5236
2028/29	840	3433	1245	422	5939
2029/30	907	3848	1481	467	6703

- Cognition and Learning – historical trend shows an increase between 2023/24 and 2024/25. We expect there to be an increase going forward.

- Communication and Interaction – historical trend shows a high increase between 2023/24 and 2024/25. We expect this trend to continue going forward.

- SEMH – historical trend shows an increase between 2023/24 and 2024/25. We expect this trend to continue going forward.

- Sensory and/or Physical - historical trend shows an increase between 2023/24 and 2024/25. We expect this trend to continue going forward.

Table 9.2 – Primary projections

Academic year	Cognition and Learning	Communication and Interaction	SEMH	Physical and/or Sensory	Total
2023/24	173	878	130	95	1276
2024/25	198	1112	164	106	1580
2025/26	189	1202	188	109	1687
2026/27	210	1424	238	121	1993
2027/28	212	1603	289	139	2242
2028/29	213	1787	329	144	2474
2029/30	226	1941	393	154	2714

- Cognition and Learning – historical trend shows increase between 2023/24 and 2024/25 We expect there to be a slight decrease in 2025/26 and for this to increase year on year up to 2029/30.

- Communication and Interaction – historical trend shows an increase between 2023/24 and 2024/25. We expect this trend to continue going forward.

- SEMH – historical trend shows an increase between 2023/24 and 2024/25. We expect this trend to continue going forward.

- Sensory and/or Physical - historical trend shows an increase between 2023/24 and 2024/25. We expect this trend to continue going forward.

Table 9.3 – Secondary projections

Academic year	Cognition and Learning	Communication and Interaction	SEMH	Physical and/or Sensory	Totals
2023/24	150	245	161	46	602
2024/25	159	292	215	47	713
2025/26	142	304	214	37	697
2026/27	151	362	251	48	812
2027/28	174	464	304	55	997
2028/29	202	566	388	73	1229
2029/30	223	702	484	91	1500

- Cognition and Learning – historical trends show an increase between 2023/24 and 2024/25. We expect there to be a slight decrease in 2025/26 and for this to increase year on year up to 2029/30.

- Communication and Interaction – historical trend shows an increase between 2023/24 and 2024/25. We expect this trend to continue going forward.

- SEMH – historical trend shows an increase between 2023/24 and 2024/25. We expect a slight decrease in 2025/26 and for this to increase year on year going forward.

- Sensory and/or Physical – historical trend shows an increase 2023/24 and 2024/25. We expect there to be a small decrease in 2025/26 and for this to increase by 2029/30.

There is an increase in the number of children in mainstream Primary and Secondary schools with an EHCP. Many of these children attend a mainstream school but are in need of specialist provision. With the continued growth of children with an EHCP it is not sustainable to continue placing them in a mainstream setting and therefore it is essential that we implement further specialist SEND places.

Table 9.4 – Special schools projections

Academic year	Cognition and Learning	Communication and Interaction	SEMH	Physical and/or Sensory	Totals
2023/24	92	184	99	50	425
2024/25	99	223	105	50	477
2025/26	164	445	191	76	876
2026/27	174	515	218	86	993
2027/28	189	606	256	99	1149
2028/29	204	704	302	111	1322
2029/30	227	808	362	123	1520

- Cognition and Learning – historical trend shows an increase between 2023/24 and 2024/25. We expect this to increase from 2024/25 going forward.

- Communication and Interaction – historical trend shows an increase between 2023/24 and 2024/25. We expect this trend to continue going forward.

- SEMH – historical trend shows an increase between 2023/24 and 2024/25. We expect this trend to continue going forward.

- Sensory and/or Physical – historical trend shows the same number of pupils in 2023/24 and 2024/25. We expect this to increase from 2024/25 going forward.

Table 9.5 – Post 16 projections

Academic year	Cognition and Learning	Communication and Interaction	SEMH	Physical and/or Sensory	Totals
2023/24	131	197	78	46	452
2024/25	159	245	121	58	583
2025/26	176	282	154	69	681
2026/27	191	317	184	78	770
2027/28	207	348	206	85	847
2028/29	221	376	225	93	914
2029/30	232	397	242	99	969

- Cognition and Learning – historical trend shows an increase between 2023/24 and 2024/25. We expect this to increase from 2024/25 going forward.

- Communication and Interaction– historical trend shows an increase between 2023/24 and 2024/25. We expect this trend to continue going forward.

- SEMH – historical trend shows an increase between 2023/24 and 2024/25. We expect this trend to continue going forward.

- Sensory and/or Physical – historical trend shows an increase between 2023/24 and 2024/25. We expect this to increase from 2024/25 going forward.

The current Special Educational Needs, Disability (SEND) and Alternative Provision (AP) Strategy can be viewed here.

9.3 Future priorities over the plan period – SEND

To meet the growing need for SEND places, the LA will

- Deliver a new all through free school to meet the needs of children and young people aged 5-19 years who have complex or severe ASD, SEMH and SLD needs by 2025.

- Deliver more SEND Units in mainstream settings to create more places for pupils with Communication and Interaction, Cognition and Learning and SEMH needs, who can best be supported in mainstream provision or a SEND Unit where appropriate.

- Revisit capacity in current local special schools to increase place numbers where possible, investigating the need for additional space to accommodate more children and young people.

- Develop a community base in conjunction with a specialist provider and establish a coordinated Education Other Than At School (EOTAS) provision for children with EHCPs to support children and families who are either out of school or who are struggling to attend mainstream school until more special school places are available.

- If the Local Authority provide more specialist provisions as detailed above, this will in turn reduce the pressure on schools and other settings that they are experiencing at this time due to the increasing number of pupils with complex needs attending mainstream provisions. The Local Authority will then support these schools and other settings in focusing their resources into early identification of needs within their pupils, enabling earlier intervention for those pupils at SEN Support and preventing those needs escalating due to lack of resources.

SECTION 10: COMMISSIONING ALTERNATIVE PROVISION (AP)

Every child in this country, whatever their background, should have the opportunity to get a world-class education. As set out in the special educational needs and disabilities (SEND) and alternative provision (AP) green paper, our ambition for children in alternative provision is the same as it is for all children – that they are able to do their best in school, reach their potential and afterwards find employment and lead happy and fulfilled lives.

Whilst the SEND and AP green paper sets out plans for an integrated system, and to increase inclusion in mainstream settings, there are still a number of children whose needs can **only** be met in alternative provision.

Local authorities are responsible for arranging suitable education for permanently excluded children and for other children who – because of illness or other reasons – would not receive suitable education without such arrangements being made.

This applies to all children of compulsory school age resident in the local authority area. Where a child has been subject to a fixed-period exclusion of more than five school days, schools must arrange AP. AP is provided through full-time or part-time placements of short or longer-term duration. Schools can also arrange AP off site (without issuing an exclusion) as an early intervention to address behavioural issues.

At their best, alternative provision schools are experts in dealing with behavioural or other needs which present a barrier to learning. They deploy their specialist skills in both mainstream and alternative provision settings to help children and young people get back on track.

10.1 Current alternative education provision in Havering

Havering currently commission two Independent Schools and one AP Academy that are rated ‘Good’ by Ofsted. All three provisions are commissioned to fulfill the local authority’s statutory duties for permanent excluded and medical pupils. Both the Independent school and AP Academy also supports pupils who are at risk of suspensions and permanent exclusions.

All three AP’s provide education and support for only secondary aged pupils, who have experienced difficulty in engaging positively with their education and the community. They also support at risk pupils and those with medical needs and Social, Emotional Mental Health (SEMH), along with those who have an Education Health Care Plan (EHCP) or require support in being awarded one.

Type of Havering APs

Alternative Provision Category	Places	All-through school	Secondary	Total number of Havering APs
Independent	50	0	1	1
Independent (Medical Unit)	28	0	1	1
Academy	70	1	0	1
Total	**148**	**1**	**2**	**3**

10.2 Permanent exclusions and suspensions in Havering between 2015/16 and 2025/26

Havering's published permanent exclusions data over the last eleven years is shown below:

Academic Year	Permanent Exclusions	Withdrawn Exclusions	Reinstated after panel hearing
2015/16	28	0	0
2016/17	44	0	0
2017/18	37	0	0
2018/19	17	0	0
2019/20	4	10	0
2020/21	0	32	0
2021/22	3	62	1
2022/23	25	35	0
2023/24	57	25	0
2024/25	32	10	0
2025/26	37	2	0

Havering's Permanent Exclusions: A Shift Towards Inclusive Practice

Following an increase in permanent exclusions during 2023/24, Havering strengthened its inclusion strategy through enhanced in-school support, earlier intervention, and improved access to short-term Alternative Provision (AP). These measures contributed to a reduction in permanent exclusions during 2024/25. Although exclusions increased to 37 pupils in 2025/26, representing an increase of five pupils compared with the previous year, the continued investment in early intervention and targeted support has been instrumental in preventing further escalation. Without these measures, exclusion levels may have been significantly higher.

Since the Department for Education's introduction of the term "cancelling an exclusion" in 2024, the number of exclusions subsequently cancelled has remained low. Instead, schools have increasingly utilised targeted AP placements to provide time-limited support for pupils with complex needs, including non-engagement, emotional dysregulation, and social, emotional and mental health (SEMH) difficulties. This reflects a strong and growing commitment across Havering schools to inclusive practice, early intervention, and the implementation of effective support strategies aimed at preventing permanent exclusion wherever possible.

Table 10.1 – Pupils referred to AP – actuals and projections to 2030/31

Academic year	Autumn	Spring	Summer	Total
2021/22	75	67	49	191
2022/23	77	80	36	193
2023/24	95	75	40	210
2024/25	77	90	82	249
2025/26	87	100	109	296
2026/27	89	104	111	304
2027/28	90	105	111	307
2028/29	91	105	111	307
2029/30	91	105	111	307
2030/31	91	105	110	305

Prior to COVID in 2019 to 2020, Havering's EHE register held 145 open cases. These numbers have continued to steadily rise with currently there being 550 open cases on Havering's EHE register.

As shown in the table above, we are also projecting an increase of 60% in the number of pupils requiring an educational entitlement in alternative provision from 2021/22 to 2030/31.

10.3 Future priorities over the plan period – Alternative Provision

- Further develop the 'AP Out Reach Offer' – utilise as an Early Intervention to address needs and avoid suspensions and permanent exclusions.

- To maintain the Havering prospectus of approved provisions, including independent and academy establishments that the Local Authority contributes funding towards to, ensuring Quality Monitoring and Evaluation visits are completed and standards are met.

- Work with schools to enable them to be inclusive, ensure Havering schools are inclusive in supporting vulnerable children and young people by identifying needs early and putting the right support in at the right time to enable them to achieve and be aspirational.

- Improve smooth transition of pupils from primary to secondary and provide extended out of school space and activities for vulnerable pupils who come from deprived and complex backgrounds.

SECTION 11: GLOSSARY OF TERMS

Academies	Schools funded directly by central government, independent of the local authority
All-through school	A school which provides both primary and secondary education. They accept children at age 4, and can school them right through to Sixth form (age 18-19)
Alternative Provision	Alternative provision refers to education a pupil receives because of exclusion, illness or other reasons, away from their school, in another setting arranged by local authorities or by the schools themselves.
Apprenticeship	Apprenticeships combine practical training in a job with study. Being an *apprentice* means that you have a job that includes gaining recognised qualifications and essential skills whilst you are working and earning a wage-
ASD	Autistic Spectrum Disorder- a type of special education need
Basic Need Allocation	Grant received from the central government to create additional school places for the projected demand of pupil places arising from increased births and general demographic change, in excess of current schools capacity to provide them
Bulge Class	A one-off (temporary) additional class added to a primary, secondary or special school to cope with rising demand of school places
Cabinet	The decision making body of the Council
Child Yield	The means of determining the number of pupils to come from the development of new housing
CIL	Community Infrastructure Levy; which allows local planning authorities to agree developer contributions to support education , highways and other infrastructure needs
Community School	State-funded school under the control of the local authority. The Local authority employs the school's staff, is responsible for the school's admissions and owns the school's estate
DfE	Department for Education – the central government controlling body for all aspects of education
DSG	Dedicated Schools Grant –The money the Government gives to local authorities to fund schools
EE&C	Early education and childcare offer – 15 hours universal for eligible 2 year olds and all 3 and 4 year olds and 15 hours extended entitlement for eligible 3 and 4 year olds
EET	Education, Employment or Training, so someone seeking EET would be seeking Education, Employment or Training
ESFA	Education Skills Funding Agency – the central government body responsible for the allocation and control of funds to academies and other schools operated independent of the local authority EYFS
EHC Plan	An Education Health Care Plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

EYFS	Early Years Foundation Stage – the phase in education and care from 0-5 years, until a child moves into year one at school.
FE	Form of Entry based on multiples of 30 pupils, used to determine the size of schools. 1FE=30 pupils
1FE Expansion	Expanding a school by a form of entry means creating an additional 210 places in a primary school or in case of a secondary school, 150 places
Free School	All ability state-funded schools set up in response to local demand, operating independent of the local authority
Foundation School	A state-funded school in which the governing body has greater freedom in the running of the school and owns the land and buildings
GCSE	General Certificate of Secondary Education- subject based academic qualifications. Students study towards GCSEs at secondary school.
GLA	Greater London Authority is responsible for the strategic administration of Greater London. It shares local government powers with the councils of 32 London Borough and the City of London.
Grammar Schools	Grammar schools are state secondary schools that select their pupils by means of an examination taken by children at age 11, known as the “11-plus”
Green Belt	Greenbelt is a policy and land use designation used in land use planning to retain areas of largely undeveloped, wild, or agricultural land surrounding or neighbouring urban areas.
HE/HEI	Higher Education/Higher Education Institution. Higher Education is the continuation of study post the age of 18.
IYFAP	In-Year Fair Access Protocol relates to the school admission code – a process outside the normal admissions round - unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum
Looked After Child	A child looked after by a Local Authority.
Maintained Schools	Schools funded by central government through the local authority, including community, community special, foundation (including trust), voluntary aided and voluntary controlled
NEET	A descriptor for young people not in employment, education or training. A young person who is no longer in the education system and who is not working or being trained for work.
Net Capacity	The number of pupil places available at a school
NVQ	National Vocational Qualification- work based qualification
Ofsted Category	Inspection judgements made by Ofsted categorising schools in (requiring improvement or special measures) as a consequence of underperformance. Maintained schools placed in either of these categories by Ofsted will normally be required to become sponsored academies to bring about the necessary improvements
ONS	Office for National Statistics- is the executive office of the UK statistics authority charged with the collection and publication of statistics related to the economy, population and society of England and Wales at national, regional and local levels

PAN	Planned Admission Number-: maximum number of pupils a school intends to admit in the first year of school
Planning Areas	A combination of Havering wards aggregated into areas used to determine future school capacity needs
Playing Field	The Town and Country Planning (Development Management Procedure) (England) Order 2015 defines a playing field as 'the whole of a site which encompasses at least one playing pitch The order defines a playing pitch as 'a delineated area which, together with any run-off area, is of 0.4 hectares or more, and which is used for association football, American football, rugby, cricket, hockey, lacrosse, rounder's, baseball, softball, Australian football, Gaelic football, shinty, hurling, polo or cycle polo.'
PSPB	Priority Schools Building Programme- A Central Government building programme aimed at addressing schools with the worst condition issues
Prospects	Organisation commissioned by Local Authorities to provide information and advice regarding careers
PRU	Pupil Referral Unit- an establishment maintained by the local authority for children with additional needs, and unable to attend a mainstream or special school, or academy
RPA	Raising the participation age
RSC	Regional Schools Commissioner- Regional schools commissioners (RSCs) act on behalf of the Secretary of State for Education and are accountable to the National Schools Commissioner.
School Census	Is a statutory census that takes place during the autumn, spring, and summer terms. The census collects information about individual pupils and about the schools themselves.
Section 106	Planning obligation on developers to provide contributions, either in cash or kind, for additional school places as a consequence of new housing developments
SEMH	Social, Emotional, Mental Health- a type of special education need
SEND	Special Educational Needs and Disability
SEND Unit	Additionally funded specialist provision set up in mainstream schools specialising in particular special educational needs with highly skilled specialist staff to support the learning needs of pupils. Pupils allocated a place in a SEND Unit would usually have an Education, Health and Care Plan
Special School	School catering solely for pupils with Special Educational Needs and Disabilities
Sponsored Academy	An academy controlled by a sponsor, where additional support is required, normally as a consequence of underperformance
Studio School	A school funded directly from central government, under the control of a proposer (normally a FE College, but could also be a sixth form), offering academic and vocational qualifications for 14-19 year olds in a practical and project-based way, combined with work placements with local and national employers
T Levels	T Levels are an alternative to A levels, apprenticeships and other 16 to 19 courses. Equivalent in size to 3 A levels, a T

	Level focuses on vocational skills and can help students into skilled employment, higher study or apprenticeships.
UTC	University Technical College- Technical academies sponsored by a local university for 14-19 year olds with emphasis on providing technical education
VA Schools	Voluntary aided school - maintained schools with a foundation established by the church
VC Schools	Maintained school that retain minority foundation representation on their governing body and also retain strong links with the church in their community
YOS	Youth offending service

INTERPRETING AND TRANSLATION ASSISTANCE

FOR FREE TRANSLATION OF THIS DOCUMENT PLEASE EMAIL OR CALL US

مجانية ترجمة

Безплатен превод

বিনামূল্যে অনুবাদ

Traducción libre

بەرامبەر بێ وەرگێڕانی

Laisvas vertimas

ਮੁਫਤ ਅਨੁਵਾਦ

Bezpłatne tłumaczenie

ژیارە وڕیا

Tradução gratuita

Traducere gratuită

Бесплатный перевод

இலவச
மொழிபெயர்ப்பு

ترجمه مفت

Email: schoolsorganisation@havering.gov.uk

Telephone: 01708 431 151