



Department  
for Education

# **SCAP23 & SEND Data**

## **EBD OG Conference 2023**

June 2023

# SEND Capital in recent years

- DfE secured £2.6 billion at SR21 to deliver new places and improve existing provision for children and young people with SEND or who require AP.
- In March 2022 we announced ~£1.4bn of High Needs Provision Capital Allocations for LAs covering FY 2022-24.
- We have also provided ~£131m of targeted capital support to LAs with the most significant DSG deficits as part of the 'Safety Valve' programme and have recently announced 33 new Special and AP free schools with 7 more approved in principle.
- No final decisions have yet been made regarding funding for FY 2024-25, though we expect to continue our current approach of a mix of LA allocations, targeted capital support and free school delivery.

# Why are we choosing to collect SEND data through SCAP?

- To help LAs to **articulate the place pressures they are facing**, current levels of overcrowding and their forecasts of future pressures.
- Help DfE **provide evidence to the strategic centre of government** as to the level of need for additional investment.
- Help the DfE **identify and support LAs at risk of sufficiency issues** before those issues actually materialise (which in the HN space we know often leads to higher RDEL costs).
- Help **support future policy and funding applications**, for example potentially supporting future capital funding allocations.
- Help by providing the start of a **strategic framework** for HN place planning.

# What data are we seeking to collect?

From 2023 we are collecting the following data as part of the School Capacity Survey (SCAP):

## At School Level

- The current physical capacity of:
  - Special Schools
  - SEND Units & Resourced Provision

## At Local Authority Level

- Forecast number of pupils resident in the LA with EHCPs who will require a place in :
  - Special school
  - SEN unit/resourced provision
  - Independent
  - Alternative Provision

# Key Message 1 – this is the start of an iterative process

- **We are not expecting perfection!**
- We recognise that providing reliable and accurate forecasts is a challenging ask given the uncertainty in the sector.
- We will not be holding LAs to account in future for the figures they produce. Instead, we see these figures as helpful starting benchmark and providing useful intelligence on overall need.
- We do not expect to use LA provided forecasts for funding purposes in the near future. We expect to consult properly with LAs over the appropriate use of any forecast data before we take any action in that space.
- We will be holding lessons learned sessions in the washup of SCAP23 to learn what we can do better in future years.

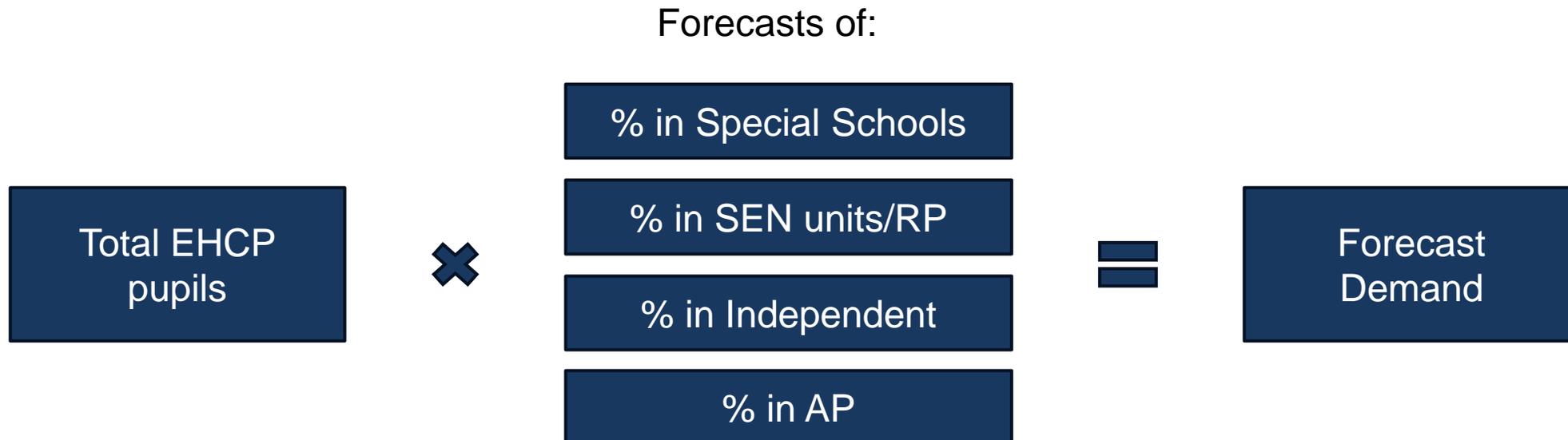
## Key Message 2 – Joining up relevant LA teams is critical

- Providing the requested data on SEND may mean needing to involve teams that have never engaged with SCAP before.
- Producing accurate forecasts will mean involving LA colleagues that are thinking about future commissioning arrangements and local SEND policies.
- Part of why we're asking for this data is to encourage LAs towards more strategic conversations about specialist sufficiency, as they currently do on mainstream places.

## Key Message 3 – We're after high-level forecasts, not 100% accuracy.

- We're asking for data for 5 – 7 years' time. This is hard enough for mainstream. We expect it will be even more challenging for SEND where there are so many more variables at play.
- We're not mandating LAs take a specific approach to forecasting, but I'd encourage LAs to step away from approaches that are too detailed or that focus too much on specific pupils.
- We're in a time of rapid change. Nationally, the number of EHCPs have risen 46% since 2019. Last year we saw a 23% increase in new requests for assessments. LAs will necessarily need to make some judgements/assessments about how they expect these trends to shift in future.
- The same is true of pupil destinations. We know LAs don't have 100% control over this, but they can make assumptions about their future provision mix based on their strategic plans, ongoing capital programmes etc.
- Forecasts should not be constrained by existing capacity. A key purpose of asking for this data is to help us identify where there is a risk of shortfalls / overcrowding.

## The DfE's suggested approach...



# Walsall SEND Model

Rob Thomas



**Walsall Council**



**IMPROVE**  
outcomes and  
customer experience



**IMPROVE**  
employee satisfaction  
and engagement



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service efficiency  
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# Background

- Traditionally SEND place planning undertaken on similar basis to mainstream
- A number of issues with this method:
  - Population change doesn't align with changes in SEND demand – whilst pupil population becoming stable, scale of SEND is increasing
  - Census data does not clearly account for out of borough pupils in Walsall schools, or Walsall children placed out of borough due to shortfall of in-borough placements to meet need
  - Census not robust or detailed enough to account for changing needs of SEND requiring specialist places

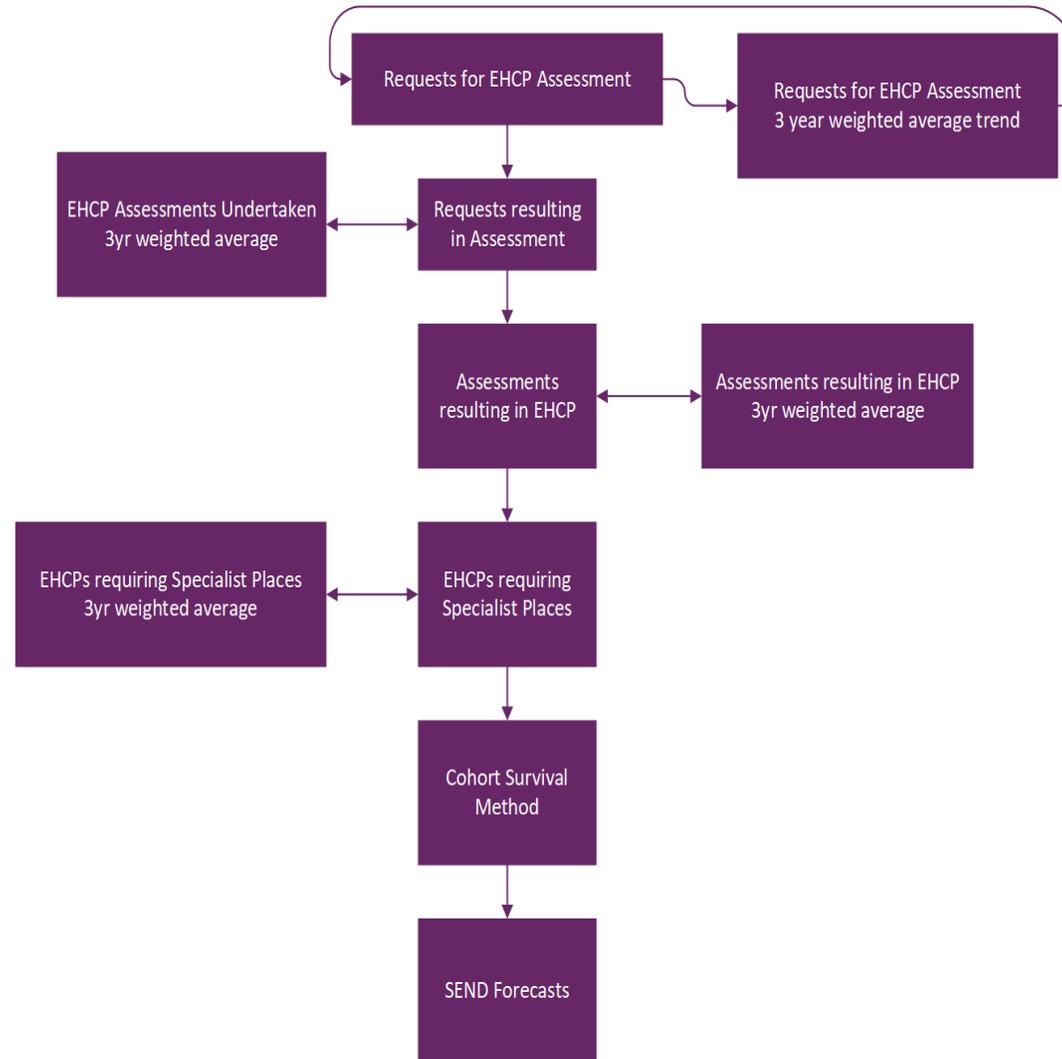
# What did we do?

- Set out to develop a new SEND model using EHCP data taking account of:
  - Detail around placement requirements
  - Local developments and priorities for SEND
  - Changing needs within EHCPs

# Methodology

- Requests for EHCP assessments over previous five years
  - What proportion of these resulted in an assessment
  - What proportion of these resulted in an EHCP being issued
  - What proportion of EHCPs required a special school place
  - What types of needs those with EHCP requiring special school places had

# Model Overview



# Data Tables

Predicted number of EHC Assessment requests	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12+	Total
2022	0	7	97	65	41	39	39	45	52	64	39	33	33	23	33	29	638
2023	0	7	103	69	44	42	41	48	55	68	42	35	36	24	35	31	678
2024	0	8	109	73	46	44	44	51	58	72	44	37	38	26	37	33	721
2025	0	8	116	78	49	47	47	54	62	77	47	39	40	27	40	35	766
2026	0	8	123	83	52	50	50	57	66	81	50	42	43	29	42	37	814

Predicted number of EHC Assessment requests resulting in assessment	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12+	Total
2022	0	5	86	60	34	35	34	36	38	49	21	20	22	13	18	18	489
2023	0	5	92	64	36	37	36	38	41	52	23	22	23	13	19	19	520
2024	0	6	98	68	38	39	38	40	43	55	24	23	25	14	21	21	553
2025	0	6	104	72	41	41	40	43	46	59	26	24	26	15	22	22	587
2026	0	7	110	76	43	44	43	46	49	62	27	26	28	16	23	23	624

Predicted number of EHC Assessment requests resulting in a plan	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12+	Grand Total
2022	0	7	104	92	49	47	48	45	55	60	28	28	26	14	25	20	645
2023	0	5	90	62	36	36	35	37	40	51	22	21	23	13	19	19	509
2024	0	6	95	66	38	38	37	40	42	54	24	23	24	14	20	20	541
2025	0	6	101	70	40	41	40	42	45	57	25	24	26	15	21	21	576
2026	0	7	108	75	43	43	42	45	48	61	27	26	27	16	23	22	612

# Data Tables

Predicted number of Specialist Places needed for new EHCPs	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12+	Grand Total
2022	0	6	46	18	8	8	11	10	14	17	6	9	10	3	6	2	173
2023	0	5	39	12	6	6	8	8	10	14	5	7	9	3	5	2	138
2024	0	5	42	13	6	6	8	9	11	15	5	7	9	3	5	2	147
2025	0	5	45	14	7	7	9	9	12	16	6	7	10	3	5	2	156
2026	0	5	47	15	7	7	10	10	12	17	6	8	10	3	5	2	166

Predicted number of Specialist Places needed for new EHCPs	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12+	Grand Total
2022	0	6	48	24	41	42	50	68	64	101	101	129	116	127	109		1025
2023	0	5	45	58	25	43	49	57	77	77	106	102	131	115	121		1010
2024	0	5	46	58	64	32	52	58	68	93	82	113	111	134	119		1034
2025	0	5	49	60	65	71	40	61	69	84	98	89	123	114	139		1069

# Commissioned Places

Special Schools								
School Name	Commissioned Places							
	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25	Sep-26
Castle Special	178	189	204	222	222	222	222	222
Elmwood Special	67	72	72	77	77	77	77	77
Jane Lane Special	120	120	136	166	175	166	166	166
Mary Elliot Special	127	127	137	140	140	140	140	140
Oakwood Special	85	100	130	150	200	220	242	250
Old Hall Special	98	98	103	103	103	103	103	103
Phoenix Special Academy	41	41	41	41	47	41	41	41
<b>Total</b>	<b>716</b>	<b>747</b>	<b>823</b>	<b>899</b>	<b>964</b>	<b>969</b>	<b>991</b>	<b>999</b>

ARP/SRP in Mainstream								
School Name	Commissioned Places							
	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23	Sep-24	Sep-25	Sep-26
Bentley West Primary	10	10	10	10	10	10	10	10
Rushall Primary	15	15	16	23	23	23	23	23
Lindens Primary	10	10	10	10	10	10	10	10
St Francis of Assisi Secondary	13	13	11	11	0	0	0	0
Shire Oak Secondary	10	10	10	10	10	10	10	10
Pool Hayes Secondary	10	10	10	10	10	10	10	10
New Invention Infant	0	0	0	8	8	8	8	8
Christ Church CE Primary	0	0	0	8	8	8	8	8
Short Heath Junior	0	0	0	8	8	8	8	8
Meadow View	0	0	0	0	8	8	8	8
Joseph Leckie	0	0	0	0	8	8	8	8
<b>Total</b>	<b>68</b>	<b>68</b>	<b>67</b>	<b>98</b>	<b>103</b>	<b>103</b>	<b>103</b>	<b>103</b>

<b>Total Special/ARP/SRP places</b>	<b>784</b>	<b>815</b>	<b>890</b>	<b>997</b>	<b>1067</b>	<b>1072</b>	<b>1094</b>	<b>1102</b>
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# What are we doing?

- Secured capital to deliver:
  - 120 place satellite provision through refurbishment of former education development centre (£4m+)
  - 120 SRP places (£2.5m)
  - Feasibility studies for expansion of existing special school provision (£0.5m)

## Next Steps

- Model in process of being refined based on 2022 EHCPs and increased demand for assessments
- Updated results used to validate current programme to address SEND Places Sufficiency
- Continue to speak to other LAs and share development and lessons learned

# Common Q&A - Capacity

- **Should we record informal SEN units / RP.**
  - No. You should only be reporting formal agreed SEN units/RP that are reserved for pupils with EHCPs. Generally, these will be those receiving SEND place funding from the LA.
- **Why are we asking for special capacity to be split between primary and secondary?**
  - Many special schools only cater for secondary/primary pupils respectively. We therefore want to understand the capacity available at each phase. For all-throughs LAs should report the split based on their best judgement, just like they currently do for mainstream.
- **What do we do if we don't believe an NCA / don't have one completed.**
  - Our guidance sets out alternative sources of capacity figures, including a local 'typical operating figure'. LAs should be reporting the figure that best matches their understanding of the capacity of the school in question.

# Common Q&A - Forecasting

- **Why have we included NMSSs in the ‘special schools’ category.**
  - We’ve included NMSS in the ‘special schools’ category because they have a funding agreement with the Secretary of State. Ultimately, we are just trying to collect forecasts of demand for type of education provided by special schools (whether that be LA maintained, academies or NMSS)
- **Why do we want the forecasts by year group.**
  - We think YG level forecasts are helpful because the underlying cohorts are different sizes. This is important to understand where particular cohorts are approaching key transition points i.e. from primary to secondary & secondary to post-16 settings.
- **Why are we not including forecasts of EY and post-16 provision**
  - We didn’t want to overburden LAs at the start of this process, but will keep this under review in future years. EY’s presents additional challenges because many of the children aren’t born yet.