

# Scrutiny Children & Young People Sub- Committee Supplementary Agenda



**6. Cabinet Report - Education Estates Strategy (Pages 3 - 92)**

The Children & Young People Scrutiny Sub-Committee has asked to review the Cabinet Paper on the Education Estates Strategy to conduct Pre-Decision Scrutiny, looking particularly at the management of surplus school places, Special Educational Needs and Disability (SEND) provision, and the proposed Schools' Maintenance Plan.

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## LONDON BOROUGH OF CROYDON

<b>REPORT:</b>	<b>Children &amp; Young People Sub-Committee</b>
<b>DATE</b>	<b>23 January 2024</b>
<b>REPORT TITLE:</b>	<b>Cabinet Report - Education Estates Strategy</b>
<b>LEAD OFFICER:</b>	<p><b>Debbie Jones - Corporate Director, Children, Young People and Education</b></p> <p><b>Shelley Davies - Director of Education, Children Young People and Education</b></p> <p><b>Denise Bushay - Head of Service, Early Years, School Place Planning and Admission</b></p>
<b>PERSON LEADING AT SCRUTINY COMMITTEE MEETING:</b>	<p><b>Shelley Davies - Director of Education, Children Young People and Education</b></p> <p><b>Denise Bushay - Head of Service, Early Years, School Place Planning and Admission</b></p>
<b>LEAD MEMBER:</b>	<p><b>Councillor Maria Gatland</b>  <b>Cabinet Member for Children and Young People</b></p>
<b>ORIGIN OF ITEM:</b>	<p>This item was included on the Children &amp; Young People Sub-Committee Scrutiny Sub-Committee Work Programme for 2023/24 to coincide with the meeting that will focus on the budget due to the inclusion of the proposed Schools' Maintenance Plan, which constitutes one of the largest Capital programmes in the CYPE directorate, as well as school place planning.</p>
<b>BRIEF FOR THE COMMITTEE:</b>	<p>The Children &amp; Young People Sub-Committee Scrutiny Sub-Committee is asked to review the Cabinet Paper on the Education Estates Strategy to conduct Pre-Decision Scrutiny looking particularly at the management of surplus school places, Special Educational Needs and Disability (SEND) provision, and the proposed Schools' Maintenance Plan.</p>
<b>PUBLIC/EXEMPT:</b>	Public

### 1 EDUCATION ESTATES STRATEGY

- 1.1. The Children & Young People Sub-Committee Scrutiny Sub-Committee has asked to review the upcoming Education Estates Strategy with a view to monitoring how surplus school places are being managed, Special Educational Needs and Disability (SEND) provision, and the proposed Schools' Maintenance Plan.

- 1.2. The Sub-Committee looks at this paper annually; the last time this paper was reviewed was in [January 2023](#).

## **2 APPENDICES**

- 2.1 Cabinet Report & Appendices – Education Estates Strategy

## **3 BACKGROUND DOCUMENTS**

- 3.1 None

# LONDON BOROUGH OF CROYDON

<b>REPORT:</b>	<b>CYPE Scrutiny</b>	
<b>DATE OF DECISION</b>	<b>23 January 2024</b>	
<b>REPORT TITLE:</b>	<b>Education Estates Strategy</b>	
<b>CORPORATE DIRECTOR / DIRECTOR:</b>	<b>Debbie Jones - Corporate Director Children, Young People and Education</b> <b>Shelley Davies – Director of Education</b>	
<b>LEAD OFFICER:</b>	<b>Denise Bushay – Head of Service, School Place Planning, Admissions and Early Years</b>	
<b>LEAD MEMBER:</b>	<b>Cllr Gatland - Children, Young People and Learning</b>	
<b>DECISION TAKER:</b>		
<b>AUTHORITY TO TAKE DECISION:</b>		
<b>KEY DECISION?</b> [Insert Ref. Number if a Key Decision]  <i>Guidance: A Key Decision reference number will be allocated upon submission of a forward plan entry to Democratic Services.</i>	<b>Yes</b>	All Wards
<b>CONTAINS EXEMPT INFORMATION?</b>  (* See guidance)	<b>NO</b>	
<b>WARDS AFFECTED:</b>	<b>All</b>	

## 1 SUMMARY OF REPORT

- 1.1 This report sets out the draft education estates strategy for the three-year period 2023-2026. It is an all-inclusive report that outlines the council's strategy for three stages of education: Early Years, Primary and Secondary, including Special Educational Needs and Disability and Pupil Referral Unit.

- 1.2 The strategy aims to minimise council borrowing to an absolute minimum whilst fulfilling the council's statutory duty for sufficiency of school places.
- 1.3 The proposals outlined in this report will ensure that the Council is compliant with its school place planning duties (s13-14 Education Act 1996) to promote high standards of education and fair access to education; secure provision for children with special educational needs and disabilities; and respond to parental preference.
- 1.4 This report focuses on 3 of Croydon's main statutory responsibilities as an education authority:
  - School Admissions – determination of admission arrangements for all Croydon community schools for admission in 2025/26, and Pan London co-ordination arrangements.
  - School Place Planning – ensuring a sufficient supply of school places and early education / childcare to enable the Council to fulfil its statutory duties.
  - School Maintenance – ensuring that school buildings meet minimum standards.

## **2 RECOMMENDATIONS**

For the reasons set out in the report and its appendices, the Executive Mayor in Cabinet is recommended to:

### **School Admissions:**

- 2.1 agree to the proposed community schools' Admission Arrangements for the 2025/26 academic year (Appendix 1).
- 2.2 approve the continued adoption of the proposed Pan London scheme for co-ordination of admissions to Reception and Junior schools – Appendix 1a; and adoption of the proposed Pan London scheme for co-ordination of admissions to secondary schools (Appendix 1b).
- 2.3 note that there are no changes proposed to the previously agreed admission arrangements for our community schools.
- 2.4 approve the Childcare Sufficiency Assessment 2023 (Appendix 5) which measures the demand for, and supply of childcare across the borough. The assessment indicates that currently there is sufficient childcare available across the borough to meet demand. This is being reviewed to consider the childcare reforms which will introduce significant changes to early years education and childcare through the extension of the free childcare on offer. Implementation will be extended in phases, starting from April 2024.
- 2.5 note that following informal consultation on the future options for Croydon's five Maintained Nursery Schools (MNS), the Executive Mayor in Cabinet has considered the outcomes of the consultation and recommendations and requested that officers explore and carry out more detailed modelling of other options suggested as part of

the consultation process, to determine if any of these are feasible and that may make MNS financially viable.

### **School Maintenance and Compliance**

- 2.6 approve the draft Capital Programme Budget summary (Appendix 2).
- 2.7 approve the proposed Schools' Maintenance Plan (Appendix 3) for 2024/25 with an overall budget cost of £3,412m for 2024/25 and £3,777m for 2025/26.
- 2.8 delegate authority to the Corporate Director – Children, Young People and Education to vary the proposed Schools' Maintenance Plan to reflect actual prices and new urgent issues that may arise, including authorising spend against the allowance for emergency and reactive works. The Corporate Director, Children, Young People and Education shall report back to the Executive Mayor in Cabinet in respect of any exercise of such authority.

The Executive Mayor in Cabinet is asked to note the following:

### **School Place Planning**

- 2.9 Comparison between the number of school places in primary and secondary schools versus pupil projections of the number of pupils who might need a school place in the future. School Capacity (SCAP) Pupil Projections – Appendix 4 (primary) and Appendix 4a secondary).
- 2.10 There is sufficiency of school places to meet demand at early years, primary and secondary education phases.
- 2.11 Managing Surplus School Places  
The local authority is continuing to work in partnership with school leaders to manage the risk of falling school roll, especially in the primary educational phase. The main strategy used at this time is a reduction of the relevant school's Published Admission Number (PAN) and/or variation of their in-year admission number.
- 2.12 Special Educational Needs and Disability (SEND)  
The demand for Special Education Needs and Disability (SEND) continues to increase. The data on prevalence and needs of our SEND community is reviewed monthly to inform resource and placement planning.
- 2.13 Alternative Provision / Pupil Referral Unit (PRU)  
The date of the proposed conversion of Saffron Valley Collegiate to an academy has been moved to 1st April 2024. Additional demand for Alternative Provision places is met by commissioning suitable places via our Approved Alternative Provision Provider List.

## **3 REASONS FOR RECOMMENDATIONS**

- 3.1 The recommendations of this report are set out to ensure that the Council is compliant with its statutory duties as an education authority:

- School Admissions (School Admission Code 2014) to determine the Admission Arrangements for its community schools annually.
- School Maintenance - The council is responsible for larger repairs to the fabric of school building for which it is the responsible body and to ensure its school buildings meet the minimum standard and premises are maintained so that they provide a suitable learning environment.
- School Place Planning (s13-14 Education Act 1996) to promote high standards of education and fair access to education; secure sufficient primary and secondary education, including SEN to meet the needs of the population of its area.
- Under the Childcare Act 2006 local authorities have a statutory duty to secure sufficient childcare for the needs of working parents/carers in their area.

## **4 BACKGROUND AND DETAILS**

### **4.1 School Admissions**

- 4.1.1 A parent / carer can apply for a place for their child at any school at any time. All applications must be processed by the relevant admission authority in accordance with the School Admissions Code 2014. Croydon is the Admission Authority for Community schools and is therefore responsible for determining the Admission Arrangements for these schools. Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years. Croydon is not proposing any changes to the previously agreed admission arrangements.
- 4.1.2 Admission authorities must determine admission arrangements for entry in September 2025 by 28 February 2024. The proposed Admission Arrangements for Community schools include the criteria by which school places are allocated when a school receives more applications than places. The council is not proposing any changes to the previously agreed admission arrangements.
- 4.1.3 The Council is also responsible for having in place a scheme for coordinating admission arrangements. Croydon has participated in a Pan London arrangement for the Co-ordinated Admissions rounds for both primary and secondary applications for several years.
- 4.1.4 The Council is required by statute and regulations to approve its admissions policies for the schools it is responsible for the 2025/26 academic year (including Published Admissions Numbers – PANs). Accordingly, the Executive Mayor in Cabinet is requested to determine the proposed Admission Arrangements for Croydon's community schools for the 2025/26 academic year (Appendix 1) and approve the adoption of the proposed Pan London co-ordination arrangements (Appendix 1a & Appendix1b).
- 4.1.5 The governing bodies of voluntary aided, foundation schools and academies are their



own admission authorities and therefore responsible for determining their own admission arrangements. All Saints Primary School is proposing to reduce its Published Admission Number from 60 to 30, The Minster Junior School from 120 to 90, Oasis Shirley Park Primary School 120 to 90 with effect from September 2024. In line with DfE guidance - making 'prescribed alterations' to maintained schools - the admission authority – governing body - is the decision-maker.

#### 4.1.6 Coordinated Admissions

The “normal admissions round” covers applications for admission in a relevant age group (also known as the normal year of entry such as reception, Year 3 or year 7) which are made in time for the local authority to offer a school place on National Offer Day. The deadlines for submitting applications to be allocated on National Offer Day are 31 October for secondary school and 15 January for primary school. “Late applications” are applications for entry in a relevant age group which are submitted before the first day of the first term in the admission year but have not been made in time to enable the local authority to offer a place on National Offer Day.

4.1.7 For the 2023/24 academic year - the percentage of first preference primary offers is up by two per cent to 88.5%. The percentage of parents/carers receiving one of their top three preference schools is 97.8% - an increase of 1.3% compared to 2022. There also has been a slight decrease of 0.16% in the number of primary applications received on-time with 4358 pupils applying for primary school places, compared to 4365 in 2022.

4.1.8 Secondary Schools: There are two secondary educational phase planning areas, (North and South), these reflect the fact that secondary aged pupils tend to travel further to school independently this is also due to good transport links.

4.1.9 For the 2023/24 academic year, 68% of secondary school applicants received their first preference school and 89.65% one of their first three preference.

#### 4.1.10 In-year admissions

When applications are made outside the normal admissions round (and they are not a late application) they are considered in-year applications. An in-year admission is when parents/carers apply to a school outside the normal admissions round and at a time when their child should already be attending school. In-year admissions generally arise when a parent/carer wants their child to transfer between schools or when a child moves into the area. 'In year' applications create an all-year pressure to find additional places, and since families who make these applications characteristically have young families with primary aged children, there is a continued pressure across the whole primary estate.

4.1.11 Local authorities must, on request, provide information to prospective parents/carers about the places still available in all schools within their area. To enable them to do this, the admission authorities for all schools in the area must provide the local authority with details of the number of places available at their schools whenever this information is requested, to assist a parent/carer in seeking a school place.

4.1.12 The council is not required to co-ordinate in-year applications for schools for which it is not the admission authority. However, Croydon School Admissions manage the in-year admissions for the majority of primary schools in Croydon either because they are a community school or on behalf of the governing body of an academy, Voluntary

Aided, Foundation or Free school. Croydon also administer the application process on behalf of the majority of secondary schools, however the admission authority of the secondary schools manages the decisions on who can be offered.

- 4.1.13 We are experiencing a significantly higher than average number of in-year admissions over the past year. For example, the total number of in-year applications received this year between September to November has increased by 282 in comparison to last year. This increase in in-year applications is due to several factors including families choosing to move to different boroughs due to changes in working patterns and lifestyle choices following the Covid-19 pandemic, and inward migration including from Afghanistan, Hong Kong and Ukraine.
- 4.1.14 The high numbers of pupils arriving during term time can put significant pressure on individual schools in terms of ensuring sufficient quality teaching and support is available. Funding for in-year admissions is linked to school census on a termly basis dates, therefore no immediate funding is made available by the Department for Education, and this can put some schools under considerable financial pressure.
- 4.1.15 Fair Access Protocol  
The Fair Access Panel (FAP) is a mechanism developed by the local authority in partnership with all schools in their area. Its aim is to ensure that vulnerable children, and those who are having difficulty in securing a school place in-year, are allocated a school place as quickly as possible.
- 4.1.16 A new Fair Access Protocol for secondary schools in Croydon has been agreed by most schools following consultation and implemented from November 2023. The Protocol will be reviewed on a half yearly basis with admissions authority leaders.

## 4.2 **School Maintenance and Compliance**

- 4.2.1 Local Authorities have responsibility to maintain school buildings so that they are safe, warm and weather tight and provide a suitable learning environment, including dealing with emergencies promptly and effectively and managing and procuring maintenance works efficiently and ensuring the council meets its full statutory compliance obligations. The Council is responsible for the larger condition and maintenance works in maintained schools and regularly undertakes reviews of legislation changes and ensures it meets its obligations. The health and safety of children, staff and the school community is paramount.
- 4.2.2 As part of the schools planned maintenance programme (which includes electrical, mechanical and general build works) a certain reduction in CO2 emissions is achieved as a result of replacing electrical/mechanical equipment which is at the end of its lifetime with new efficient equipment. The Council took the initiative of completing feasibility studies and heat decarbonisation plans at four schools in the borough to explore suitable low carbon heating systems such as Ground source heat pumps, Air source heat pumps, the installation of photovoltaic panels and improving the fabric of the schools' buildings.
- 4.2.3 Several suitable options have been proposed as part of the feasibility studies; however, the challenge continues to be that adopting such measures requires

additional funding and forward planning and at this time there is no additional funding available from the DfE to carry forward any plans. We are however continuing to improve on the efficiency of heating and insulation to our schools' estates and we will be looking at further ways of improving their efficiency whilst undergoing major maintenance.

- 4.2.4 There are several funding schemes that are available to fund heat decarbonisation and energy efficiency measures (provided that the criteria are met); last year we were successful in obtaining funding from the Public Sector Decarbonisation Scheme to aid with the installation of LED lighting in 3 schools. The next steps would be to carry out further feasibility studies, following the review of the school's condition surveys which were completed in 2021, to establish which schools' where energy efficiency measures can be adopted (which meet the criteria of the public sector decarbonisation funding schemes) to enable the Council to apply for further funding to supplement the planned maintenance programme's budget to deliver such measures.
- 4.2.5 The condition of some of the education estate has improved due to investment in the refurbishment of the building fabric and maintenance / replacement of electrical and mechanical equipment. However, as school buildings age, they present age related issues and the cost of maintaining them is increasing steadily. In addition, some of the buildings are nearing the end of their lives and structural issues are beginning to emerge. This is risk assessed and no identified risk to children, young people and the school community.
- 4.2.6 The 2024/25 annual maintenance capital budget (Appendix 2) stands at £3.412m which is sufficient to only undertake the highest ranked projects; those categorised as the worst defects designated D1 in the condition survey report. The council retains a percentage of its annual maintenance capital budget to address unexpected and urgent reactive works in schools, we are also reviewing risk on compliance within our school's estate and will be looking to ensure that the council meets its statutory compliance with any changes to legislation.
- 4.2.7 The School's Maintenance plan (Appendix 3) has been developed using information from condition surveys commissioned by the Council. These surveys are comprehensive and identify costed items across each school rated from A (good condition) to D (poor condition) as well as assessing the urgency of each (on a scale of 1 to 4, with 1 being the most urgent). School Condition surveys have been undertaken in 2021, they will continue to be reviewed and validated to inform the next two year school maintenance programmes.
- 4.2.8 Asbestos Management in Community Schools

Where asbestos is present, the council will take the following steps to manage asbestos in our schools ensuring they have the following:

- a) Management survey of asbestos-containing materials (ACMs)

- b) A plan for managing asbestos which includes an asbestos register detailing the location and condition of all known ACMs
- c) A monitoring / reinspection regime to ensure that all known ACMs are managed / treated accordingly
- d) Relevant training for those with responsibilities for managing asbestos
- e) Regular review meetings to ensure that asbestos is being managed effectively.

#### 4.2.9 Statutory compliance Inspections and works

Both the Council and maintained schools are required to ensure school buildings are meeting the statutory standards by regularly undertaking statutory tests and maintenance which includes Legionella Risk Assessments, Gas Safety Checks, Fire Alarm tests, NICEIC 5 Year Periodic Inspections, NICEIC Emergency Lighting, Energy Performance Certification, Fire Risk Assessments and Asbestos Management and compliance related work. The Council ensures that the policies, and the condition of the school estate are compliant with appropriate legislation by requesting and checking the relevant certification and where necessary ensure that works are carried out.

#### 4.2.10 Reinforced Autoclaved Aerated Concrete (RAAC)

The authority completed RAAC surveys this year in all Local Authority Maintained schools. The presence of RAAC has not been identified in any of these schools in Croydon or in an Academy School Buildings. During the surveys Cross Laminated Timber Panels (CLT) and Wood wool were used instead of RAAC concrete in construction. CLT and Wood wool was identified in 13 schools. As a preventative measure these will be monitored throughout the year.

#### 4.2.11 Fire Safety

Cabinet approved an additional £3m from 2018/19 through to 2019/20, which was extended to 2020/21 to undertake fire safety remedial works at schools for which it is the responsible body. This works programme will now conclude in 2023/24 due to various challenges that have arisen in delivering the works on-site. The works are progressing across the estate with progress made in 2022/23. The remaining works are currently being reviewed against other planned/agreed works in 2023/24 to ensure the works are coordinated and minimise disruption to teaching and learning.

4.2.12 Weekend working was introduced in early 2023 to minimise disruption to teaching and learning. This has improved the delivery of the programme and it will be completed by the end of March 2024 except for one school. Going forward there will be a fire strategy for all maintained school from 2024 onwards to ensure there is continuous compliance, therefore creating a holistic approach and template for fire safety work.

### 4.3 School Place Planning

- 4.3.1 Under section 14 of the Education Act 1996, every local authority (LA) has a statutory duty to provide sufficient school places for all pupils in its area. This includes the planning and reviewing of school places, securing diversity and increasing opportunities for parental choice to ensure the needs of the community are met, as well as managing surplus places.
- 4.3.2 Pupil Projections for SCAP 2023  
Like most London Boroughs, Croydon commissions the Greater London Authority (GLA) School Roll Projection (SRP) service to forecast future demand for school places. The GLA methodology generally has provided a more accurate and credible set of pupil projection numbers to support better pupil places planning for Croydon. The projections are also used to complete the council's annual statutory School Capacity (SCAP) return to the Department for Education.
- 4.3.3 The projections are designed to give a strategic-level indication of where additional demand may arise in future. It is not intended that the projections be considered as definitive evidence that additional provision is required in a particular planning area. Local knowledge will be applied to ensure that local factors are taken into account to enhance the robustness of the projected figures.
- 4.3.4 Currently, there are more places than pupils at both primary and secondary levels, but the balance between the two varies across the borough, within educational planning areas and particularly school-by-school.
- 4.3.5 Shortages of places at popular schools can exist alongside surplus places at others. And over the next three years, the expected growth in pupil numbers varies widely: in some places, numbers are expected to increase due to pupil yield from planned housing developments; in others, particularly in the primary phase, they are expected to decrease due to the fall in birth rates.
- 4.3.6 Pupil projection indicates sufficiency of mainstream school places for both primary and secondary schools for the next 3 years. There is the potential for some schools across the borough, both primary and secondary, to have higher levels of unfilled places. Appendices 4 (primary) and 4a (secondary) contain a table that shows a comparison between the Available School Places vs 2023 School Capacity (SCAP) Projections Pupil Projections.
- 4.3.7 Changes in demand  
Across London, local authorities are trying to manage a high level of unfilled places which in part is due to a drop-in birth rate. Over the 10 year period to 2019, the number of births in Croydon has averaged around 5,600 a year, however since 2019 there has been a reduction in the number of births from 5,761 to 5,304.
- 4.3.8 Due to new housing developments and/or high numbers of families arriving from overseas, we are forecasting pockets of in-year growth, but this growth can be

transient and hard to forecast in the long term. There appears to be some decline in child yield from new housing development which makes it difficult to forecast accurately the number of children that will need school places.

4.3.9 Broadly, provisional data from the Office for National Statistics suggests there was a temporary decline in babies conceived during the first three months of the first lockdown in 2020, but then the fertility rate rebounded to levels above those seen in previous years.

#### 4.4 Surplus Places

The birth rate is the main driver behind the decrease in demand for school places, leading to some schools across the borough having a higher level of surplus school places. This can have a negative impact on school finances as schools are funded on a per pupil basis and unfilled places mean that schools will get less funding which could affect the quality of education as schools might have to reduce staff and resource.

4.4.1 Some primary schools in Croydon are already struggling to balance budgets due to a combination of factors including inflationary price increases.

4.4.2 The government has provided local authorities with additional funding in 2023 to 2024 financial year to support individual schools that find themselves in particular financial difficulties. Croydon will receive an additional DSG allocation of £264,529.05 to support schools in financial difficulty. Governance processes are in place to try to prevent any schools moving into a deficit position. Where this does happen, work takes place with schools to develop action plans which outline how they will move out of a deficit. In the event of a maintained school closing with a deficit, this falls to the Council. As was the case in the closure of St Andrew's High School and Virgo Fidelis RC Secondary Schools.

4.4.3 To allow for unexpected in-year growth in demand and parental choice and provide some leeway in case the projections underestimate the actual level of demand, the Council aim to allow between 5% and 10% surplus places across the borough, with the higher percentage in areas of planned housing developments.

#### 4.4.4 Managing Surplus School Places

There is a high level of surplus primary school places, however, some planning areas and schools are more affected than others. A high level of surplus places can lead to financial and organisational inefficiency for schools. This could affect the quality of education as schools might have to reduce staff, resource, and overheads. Since the last report to Cabinet in January 2023, three primary schools and one secondary school have reduced their PAN by 1 form of entry (30 places). Other schools have reduced their admission number via in-year variation.

4.4.5 The council continues to work with and advise affected schools with an aim to help stabilise each school's intake and enable school leaders to plan and deliver school provision effectively and meet local demand. The council is also exploring alternative

uses of the spare capacity with primary schools, such as re-purposing empty classrooms for SEND provision.

- 4.4.6 Primary Schools: Croydon has six educational planning areas – North West, East, Central, South East, South, and South West - for the primary phase of pupil place planning; each with its own distinct demographic profile and migration patterns. A significant number of schools in the North West, East and South East planning areas have experienced the biggest fall in demand resulting in the highest number of surplus places. The South East has the highest percentage of surplus places but consists of only six schools. To date, 1350 places have been removed, across primary year groups (Reception – Year 6). Most of these unfilled places, were in the North West and East planning areas. Borough-wide, the percentage of surplus school places at primary level is 12%.
- 4.4.7 Borough-wide, the percentage of surplus school places at secondary level is 8%. This is concentrated in the North of the borough, which has 11% surplus places in year 7. Pupil projections suggest that there is a small number of surplus places in the South planning area, currently 3%, and additional places may be needed if demand increases above the predicted level.

## 5 Special Educational Needs and Disability (SEND)

- 5.1 The number of children with SEND continues to increase in Croydon. The data on prevalence and needs of our SEND community is reviewed on a monthly basis in order to inform resource and placement planning. In line with monitoring of data through the SEND data dashboard the current Early Years SEND population as of November 23 is detailed in the following table 5.1a.

**5.1a Table 1: Early years Children with an EHCP by NCY and primary need as at 29th November 2023**

	NCY -2	NCY -1	NCY 0 (Reception)	Total
Speech,Lang or Comm Diff	0	5	123	<b>128</b>
Autistic Spectrum Disorder	0	2	43	<b>45</b>
Medical Problems	0	4	9	<b>13</b>
Hearing Impairment	0	0	5	<b>5</b>
Physical Disability	0	0	3	<b>3</b>
Multi-Sensory Impairment	1	0	2	<b>3</b>
Moderate Learning Difficulty	0	0	3	<b>3</b>
Other Difficulty/Disability	0	0	3	<b>3</b>
Soc, Em and Ment Health	0	0	2	<b>2</b>
Profound & Multi Learn Diff	1	0	0	<b>1</b>
Vision Impairment	0	1	0	<b>1</b>
(blank)	0	0	1	<b>1</b>
<b>Total</b>	<b>2</b>	<b>12</b>	<b>194</b>	<b>208</b>

- 5.1.2 From this data we can see the prevalence of speech, language and communication difficulties within our current Early Years population. This was exacerbated by the

lockdowns during the Pandemic. This equates to 62% of the total and supports the need for effective commissioning of therapy services and provision.

5.1.3 As at November 29<sup>th</sup> 2023 we have 4576 children and young people with Education, Health and Care Plans.

5.1.4 Table 5.1.4a provides a full breakdown across all ages and types of need.

**5.1.4a Table 2: Children and young people with an EHCP by phase and primary need as at 29th November 2023**

	Early Years (NCY <=0)	KS1 (NCY 1-2)	KS2 (NCY 3-6)	KS3 (NCY 7-9)	KS4 (NCY 10-11)	KS5 (NCY 12-13)	19-25 (NCY >=14)	Total
Autistic Spectrum Disorder	45	157	226	201	163	156	248	1196
Hearing Impairment	5	9	16	21	6	10	16	83
Medical Problems	13	14	10	7	2	2	3	51
Moderate Learning Difficulty	3	21	74	76	43	44	125	386
Multi-Sensory Impairment	3	2	6	0	0	1	5	17
Other Difficulty/Disability	3	6	8	6	6	0	2	31
Physical Disability	3	4	29	30	37	20	49	172
Profound & Multi Learn Diff	1	3	2	7	9	6	14	42
SEN supp no specialist assess	0	0	0	2	0	0	0	2
Severe Learning Diff	0	5	27	16	23	21	62	154
Soc, Em and Ment Health	2	27	368	313	218	179	151	1258
Speech,Lang or Comm Diff	128	175	186	212	91	97	98	987
Spl Learning Diff(Dyslexia)	0	0	14	14	11	10	14	63
Vision Impairment	1	3	21	11	8	5	9	58
(blank)	1	15	21	16	12	6	5	76
<b>Total</b>	<b>208</b>	<b>441</b>	<b>1008</b>	<b>932</b>	<b>629</b>	<b>557</b>	<b>801</b>	<b>4576</b>

5.1.5 The data identifies the top 3 areas of need –social, emotional and mental Health (SEMH), Autistic Spectrum Disorder (ASD) and Speech, language and communication difficulties.

5.1.6 Out of the 4576 children and young people, we are currently seeking appropriate placements for 183. 10 of these are currently receiving alternative packages as they are not attending school provision. In analysing the 183, it is evident that we have a high demand for provision which meets the needs of children and young people identified as having Social and Emotional Mental Health (SEMH) with 79 of the 183 having SEMH as their primary need. This equates to 43%. 23 of those are within the 0-11 age range and 56 within ages 12-25. Work is underway to identify opportunities within the borough in the first instance to increase provision available for this group.

5.1.7 Provision development for 2024:

Monks Orchard Primary School: provision design work is underway for a 25 place Education Learning Provision (ELP) for children with Autism Spectrum Conditions. It is hoped this will open in April 2024 subject to building works. This will be a phased approach initially opening with 14 places (2 per year group).

5.1.8 Expansion of special school provision:

Early discussions are underway with several of our current special schools in order to look at expansion opportunities for the known numbers we have requiring provision for September 2024. This forms part of the overall review of provision developments and requirements currently under review within the Education Directorate as a whole.

5.1.9 The table at Appendix 5 details works completed, underway or proposed for Specialist provision.



## **6. Early Years**

- 6.1 Under the Childcare Act 2006 local authorities have a statutory duty to secure sufficient childcare for the needs of working parents/carers in their area. The Council's duties around inclusion birth to five are detailed in the Children and Families Act 2014, (section 2 Childcare Act 2016).
- 6.1.2 The early years and childcare sector is primarily made up of private, voluntary and independent nurseries, pre-schools and childminders. Childcare in early years is also provided in the schools' sector. It is offered in state-funded schools and independent schools.
- 6.1.3 There are several different types of Early Education and Childcare providers, each offering a variety of options for families. In total, there are 543 early years childcare providers in our local authority, offering a maximum of 10,273 full time equivalent<sup>1</sup> early years childcare places. There are 55 providers of childcare for primary school age children during term time, and 22 providers of childcare for primary school age children during the holidays.
- 6.1.4 In total, there are 25,200 children under the age of five living in Croydon. These children may require early years childcare. In total there are 37,644 children aged 5-11, and 15,855 children aged 12-14 living in our local authority. Families are entitled to support with childcare for children up to the age 14. These children may require childcare before and after school, and/or during the school holidays.
- 6.1.5 Children with special education needs and disabilities (SEND) are entitled to support with childcare up to the age of 18. The number of children/young people with an Education, Health and Care (EHC) Plan in our local authority is: 4,576 as at November 2023.
- 6.2 Croydon Childcare Sufficiency Assessment 2023  
Croydon Council is required by law to 'report annually to elected council members on how they are meeting their duty to secure sufficient childcare and make this report available and accessible to parents'. The report is attached as Appendix 5.

## **7 Alternative Provision / Pupil Referral Unit (PRU)**

- 7.1 Under Section 19 of the Education Act 1996 the Local Authority has a statutory duty to make arrangements for the provision of suitable full-time education to those pupils who are unable to attend a mainstream school due to illness, exclusion or otherwise.
- 7.2 Saffron Valley Collegiate Pupil Referral Unit provides education for young people from across the borough. It intent to convert to academy status in February 2024. It consists of 5 provisions:
- KS3 : KS3 pupils who have been excluded or at risk of exclusion
  - KS4 South: KS4 pupils who have been excluded or at risk of exclusion
  - KS4 North: KS4 pupils who have been excluded or at risk of exclusion
  - Cotelands: KS 3 and 4 emotionally based school refusers

- Springboard: a tuition service providing for pupils with medical needs.

## **8 CONSULTATION**

- 8.1 Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years, even if there have been no changes during that period.
- 8.2 Croydon community schools admission arrangements were consulted on for the 2018-19 academic year.

## **9 PRE-DECISION SCRUTINY**

- 9.1 This report will go to a Scrutiny meeting.

## **10. CONTRIBUTION TO COUNCIL PRIORITIES**

- 10.1 Croydon is a young borough, with the largest population of under-18s in London. We want to celebrate their talents and achievements and work with partners to enable our children and young people, including those with special educational needs and disabilities, to fulfil their potential. We also want to make Croydon safer for young people and keep vulnerable children and young people safe from harm.

## **11 IMPLICATIONS**

### **11.1 FINANCIAL IMPLICATIONS**

The table below details the Education Capital Programme for the current and future years and the associated funding sources. There is currently no financial risk envisaged so far. None of the funding sources is from borrowing therefore, there is no impact on the council general fund. The service had always followed the grant conditions and efficient resource utilization on the capital budget.

- 11.2 The capital budget allocation in 2023/24 and future years demonstrates the Local Authority strategy commitment to also invest in Special Education Needs capital projects which will ensure an excellent strategic fit with the five years overall Dedicated Schools Grant (DSG) Deficit Recovery Plan.

### **11.3 The effect of the decision**

The use of the free school's route to provide new school places within the borough in the future will result in a reduction in the requirements for future capital funding from the Council as this will be funded by central government.

### **11.4 Risks**

Due to the nature of this programme, there is a risk that projects may overspend. The service regularly monitors all projects, and the programme will be undertaken and reported to this Cabinet as part of the quarterly financial monitoring reports.

## 11.5 Capital Budget

Table 3 below represents the overall capital budget over the next three years. Detailed can be found in Appendix 2 appended to this report. As shown below, most of the capital budget is allocated to major maintenance work and Special Education Needs provision. The slippage is subject to final approval at the 25<sup>th</sup> January Cabinet.

Table 3. Capital Budget from 2023/24 to 2025/26

Capital Schemes/Funding Source	Budget 2023/24 £'000	Budget 2024/25 £'000	Budget 2025/26 £'000	Total Budget £'000
<b>Capital Budgets:</b>				
Permanent Expansion	297	1,158	-	1,455
Fixed Term Expansion /Bulge	225	-	1,493	1,718
SEN Provision	1,600	2,894	3,000	7,494
Major Maintenance	3,412	3,777	2,544	9,733
Fire Safety Works	450	-	-	450
Miscellaneous	116	760	-	876
<b>Effect of Decision from Report (Total)</b>	<b>6,100</b>	<b>8,589</b>	<b>7,037</b>	<b>21,726</b>
<b>Funding Sources:</b>				
School Condition Allocation	3,877	4,537	2,544	10,958
Special Provision	1,600	2,894	3,000	7,494
Basic Needs Funding	623	1,158	1,493	3,274
<b>Total Funding</b>	<b>6,100</b>	<b>8,589</b>	<b>7,037</b>	<b>21,726</b>

11.6 The table above details the current Education Capital Programme for 2023/24 and the future two financial years and the associated funding sources. The spend in the 2024/25 and 2025/26 may increase dependent on the outcome of the following:

- a) The completion of an in-depth review of legionella and compliance related works across all our community schools. This will determine the required level of funding over the coming years to ensure that our schools are compliant and safe.
- b) The completion of a review regarding construction design management (CDM) of the capital programme and risk analysis on reducing overall risk to the council regarding Health and Safety management legislation on site and implementation of its recommendations.
- c) The addition of an asset manager to the delivery team and their review of the compliance work we undertake and statutory documentation we hold on to our schools and implementation of recommendations to ensure we reduce the risk to the council.
- d) The Creation of an Reinforced Autocalved Aerated Concrete (RAAC) register for all our community schools' estates where any future material is identified and the creation of cyclical yearly structural survey plan on schools affected.

e) Additional works as needed to increase the SEND provision places, we offer in mainstream schools.

f) Additional detail on the overall capital programme is shown in appendix 2. There are some historical works with budget allocated which the service is also reviewing. This includes Smitham, Harris Purley and Heathfield.

11.7 A detailed breakdown of the projects can be found in Appendix 3 – School Maintenance Plan – appended to this report.

11.8 Future savings/efficiencies

If additional free school providers are interested in opening schools in Croydon, the cost to the Council could be reduced further in the future years. Also, the Council's borrowing requirement may also be reduced if any further funding is allocated by the Department for Education. The fall in birth rate and associated demand for school places would however result in reduced demand and this would be monitored closely to make future savings.

11.9 The provision of more school places within the borough for children with special education needs and disability (SEND) will result in a reduction in the need for young people to travel outside of the borough, which will result in financial savings to the SEND budget.

11.10 Approved by: Charles Quaye Acting Head Of Finance - Education on behalf of Allister Bannin Director of Finance. (Date 05/01/2024)

## 12 LEGAL CONSIDERATIONS

12.1 Section 13 of the Education Act 1996 places a duty on local authorities to secure (so far as their powers enable them to do so) that efficient primary, secondary and further education are available to meet the needs of the population of their area. Section 13A requires local authorities to ensure that their relevant education and training functions are exercised (so far as they are capable of being so exercised) with a view to promoting high standards, ensuring fair access to opportunity for education and training and promoting the fulfilment of learning potential for children and young people in their area. Section 14 requires local authorities to secure sufficient schools for primary and secondary education for their area, and sufficient is defined by reference to number, character and equipment to provide appropriate education based on age, ability and aptitude, including practical instruction and training appropriate to their needs. These duties are overarching duties and apply regardless of whether schools are maintained by the local authority or independent of local authority support.

12.2 As the admission authority for community and voluntary controlled schools, the Council is required under The School Admissions (Admission Arrangements and Coordination of Admission Arrangements) (England) Regulations 2012 and the Admissions Code 2021 (updated 11 March 2022) to determine the admissions arrangements by 28 February 2024.

12.3 Under Section 6 of the Childcare Act 2006 (Duty to secure sufficient childcare for working parents) the Council is under a duty 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 18 for disabled children). In determining whether the provision of childcare is sufficient to meet these requirements, the Council

– (a) must have regard to the needs of parents in their area for – (i) the provision of childcare in respect of which the child care element of working tax credit is payable, (ii) the provision of childcare in respect of which an amount in respect of childcare costs may be included under section 12 of the Welfare Reform Act 2012 in the calculation of an award of universal credit, and (iii) the provision of childcare which is suitable for disabled children, and (b) may have regard to any childcare which they expect to be available outside their area.

- 12.4 The Department for Education has issued statutory guidance to local authorities titled 'Early Education and Childcare' (April 2023) which the Council is obliged to have regard to. The guidance provides a list of matters that local authorities should take into account to secure sufficient childcare places. They include the following: a) the state of the local childcare market, including the demand for specific types of providers in a particular locality and the amount and type of supply that currently exists; b) the state of the local labour market including the sufficiency of the local childcare workforce; c) the quality and capacity of childcare providers and childminders registered with a childminder agency, including their funding, staff, premises, experience and expertise; d) should encourage schools in their area to offer childcare from 8.00am until 6.00pm and in school holidays; e) should encourage existing providers to expand their provision and new providers to enter the local childcare market if needed. f) should encourage providers to take a sustainable business approach to planning and signpost providers to resources to support them.
- 12.5 The guidance further provides for annual report to elected members on how the duty to secure sufficient childcare is being met. The report should include: a) a specific reference to how they are ensuring there is sufficient childcare available to meet the needs of: children with special educational needs and disabilities; children from families in receipt of the childcare element of Working Tax Credit or Universal Credit; children with parents who work irregular hours; children aged two, three and four taking up free places; school age children; and children needing holiday care; b) information about the current and projected supply and demand of childcare for particular age ranges of children, and the affordability, accessibility and quality of provision; and c) details of how any gaps in childcare provision will be addressed".
- 12.6 Approved by Sandra Herbert, Head of Litigation & Corporate Law on behalf of the Director of Legal Services and Monitoring Officer. (Date 04/01/2024)

### **13 EQUALITIES IMPLICATIONS**

- 13.1 An equality analysis has been undertaken as part of the January 2024 report to help understand whether people with protected characteristics, as defined by the Equality Act 2010, will be disproportionately affected by the proposed changes and recommendations in the Education Estates Strategy report. The equality analysis indicates that the proposed changes and recommendations will not negatively impact on any groups that share protected characteristics and that no major change is required as the strategy meets the general and specific equality duties as required by the Equality Act. This is attached at Appendix 7.
- 13.2 The proposed strategy supports the Council's general equality duty to have due regard to the need to eliminate unlawful conduct under the Equality Act 2010; to advance

equality of opportunity and foster good relations between persons who share a protected characteristic and those who do not.

13.3 Approved by: Helen Reeves (Interim) Head of Strategy and Policy (Date 03/01/2024)

## **OTHER IMPLICATIONS**

### **14 HUMAN RESOURCES IMPACT**

14.1 There are no immediate HR implications arising from this report. However, any resultant future changes in staffing, following service delivery review options and consultation will be handled by schools' governing bodies in accordance with the appropriate school/council policy and procedures, and in consultation with the relevant impacted workforce and their trade union representatives.

14.2 Approved by: Dean Shoesmith, Chief People Officer, 18/12/2023.

### **15 ENVIRONMENT AND CLIMATE CHANGE IMPACT**

15.1 Through the delivery of the Education Capital Programme of works the Council will strive to deliver energy efficient solutions through design and construction methodologies with the intention to reduce energy use and associated carbon emissions in our schools.

15.2 The Council will work with schools to monitor the energy performance post works so that this can be captured in lessons learnt for future projects.

### **16 CRIME AND DISORDER REDUCTION IMPACT**

16.1 Children being in school will help prevent criminal and anti-social behavior or being victim of such behavior and reduce the number of children and young people in the criminal justice system.

## **17 APPENDICES**

A - Appendix 1 - Community Schools Admission Arrangements 2025/26- draft

B - Appendix 1b - PAN-LONDON CO-ORDINATED ADMISSION SYSTEM – draft

C - Appendix 2 – Capital Programme Budget summary

D - Appendix 3 – Schools Maintenance Plan

E - Appendix 4 & 4a - Available Primary & Secondary School Places vs SCAP 2023 Pupil Projections

F - Appendix 5 – SEND details works

G- Appendix 6 – Croydon's Childcare Sufficiency Assessment 2023

## **18 BACKGROUND DOCUMENTS**

18.1 Appendix 7 - Equality Impact Assessment

## DRAFT - Community Schools Admission Arrangements 2025/26

NB: No Changes proposed.

The criteria outlined below apply only to Croydon community schools.

Should any community school convert to academy status prior to September 2025, the admissions arrangements will apply as published below unless stated otherwise in their funding agreement.

Where the number of applications for a community school is higher than the published admission number, the following criteria will be applied in the order set out below to decide the allocation of places:

Children with an Education, Health & Care Plan (EHCP) that names a school will be admitted to the school before the admissions criteria are applied to all other applicants. (See note 7)

1. **Looked-after children and previously looked-after children** (see Note 1).

2. **Linked schools**

Children who are on the roll of their linked infant school at the time of application. (see Note 2).

3. **Siblings:**

Children with a brother or sister who will be in attendance at the school or the linked infant/junior school at the time of enrolment of the new pupil (see Note 3).

4. **Exceptional medical need:**

Pupils with a serious medical need for attending a particular school. (See Note 4)

Supporting professional evidence must provide specific reasons why a particular school is the only school that can meet your child's needs and the detriment that would be caused if your child had to attend another school. Your application must be supported by a GP or consultant.

**For primary age children, their need to attend a particular school because of a parent's serious and continuing medical condition may also be relevant.**

Supporting evidence should be set out on the online medical form. Please refer to the guidance which is available online at:

<https://www.croydon.gov.uk/education/schools-new/school-admissions/applications-due-to-a-medical-need> Both the completed medical

form and the supporting evidence from the GP or consultant must be submitted with the application (see Note 4).

By submitting your evidence to the local authority you consent to this information being shared with the local authority's medical advisor.

#### 5. **Distance:**

Priority will be given to pupils living nearest to the school as measured in a straight line (see Notes 5 and 6).

### **Tiebreaker**

In the event that the number of applications for places exceeds the number of places available, after application of the admissions criteria, distance will be used to decide between applications. Where distance is the same for two or more applications the authority will use random allocation.

**Note 1:** Looked-after children are defined as 'children in public care at the date on which the application is made'. Previously looked-after children are children who were looked after, but ceased to be so because they were adopted or became subject to a child arrangements order or special guardianship order, immediately after being looked-after. This includes children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation or any other provider of care whose sole or main purpose is to benefit society.

If an application is made under the 'looked-after' criterion, it must be supported by:

- a letter from the relevant local authority children's services department and/or relevant documents or
- evidence which demonstrates that a child was in state care outside of England and left that care as a result of being adopted.

**Note 2:** This criterion does not include siblings on the roll of the infant school's nursery class, if it has one.

A list of all infant and junior schools is provided in the table below. The shaded schools are their own admission authority, therefore, please refer to the individual school's admissions policy.

<b>Linked Infant School</b>	<b>Linked Junior School</b>
Beulah Infant	Beulah Junior
Elmwood Infant	Elmwood Junior
The Minster Nursery and Infant	The Minster Junior



Park Hill Infant	Park Hill Junior
St Joseph's Catholic Infant and Nursery	St Joseph's Catholic Junior
St Mary's Catholic Infant	St Mary's RC Junior
Whitehorse Manor Infant and Nursery	Whitehorse Manor Junior
Winterbourne Infant	Winterbourne Junior Girls
Winterbourne Infant	Winterbourne Junior Boys

**Note 3:** A sibling is defined as a brother or sister, half-brother or sister, step brother or sister, foster-brother or sister or adopted brother or sister whose main residence is the same address as the child for whom the school place application is being made.

Children with siblings allocated a place in the Reception or Year 3 class at a linked junior school to start in September will be eligible for priority under the sibling criterion from 1 August each year when this local authority opens waiting lists for the new academic year.

In the case of in-year admissions, eligibility for sibling priority will apply at the time of an offer.

This criterion does not include siblings on the roll of the school's nursery class, if it has one.

**Note 4:** All schools have experience in dealing with children with a range of medical needs and all schools are required to make reasonable adjustments in order to do this.

In a very few exceptional cases however, there may be reasons why a child needs to attend a specific school and this could be due to the child's medical need or the medical condition of the parent or the main carer with responsibility for the child. Providing evidence does not guarantee that a child will be given priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one particular school above any other.

If you feel there are exceptional reasons for your child to be considered for a priority placement at a particular school, you must indicate this in the section provided in your application and complete the online medical form. More information on the medical application process is available online at:

<https://www.croydon.gov.uk/education/schools-new/school-admissions/applications-due-to-a-medical-need>

All requests for priority consideration on medical grounds must be supported in writing by a doctor or consultant and this must make clear which school you are making a special case for, the reason why it is necessary for your child to attend this school in particular and the difficulties it will cause for your child to attend another school.

It is for you to decide how to support your case and what documents to provide but these must be submitted, together with the completed medical form and supporting statement by the GP/consultant, by the closing date of **15 January 2025**. The admissions team is not responsible for chasing you to submit medical evidence or for contacting professionals for information about your case. Any decision will be based on documents you submit by the closing date.

The local authority, using guidance received from Croydon's admissions panel (this is comprised of professionals from health and education), will decide whether an application for a school is to be prioritised on medical grounds, in light of the medical evidence submitted by the parent for their child to attend a particular school. Claims for priority of admission on medical grounds submitted after a decision on the original application has been made will only be considered if the documents submitted were not readily available at the time of application or if they relate to a new medical condition. Any submission made after the initial application must be supported by details of how the circumstances have changed since the original application and by further professional evidence.

Applicants who submit supporting information on medical grounds will not be advised whether their application is likely to be successful prior to the offer of places on 16 April 2025. If evidence is received after the closing date of 15 January 2025, it will not be taken into account until after places have been offered on 16 April 2025.

**Note 5:** 'Home' is defined as the address where the child normally resides Monday to Friday as their only or principal residence.

Addresses involving child-minding (professional or relatives) are excluded. There have been occasions when parents/carers have tried to use false addresses to obtain a place at a school. To prevent this happening, Croydon Council undertakes checks using an address verification tool called Datatank. If after these checks have taken place we cannot be satisfied that the address is the parent and child's normal place of residence, the parent/carer will be asked to provide further proof of their home address. In this instance two forms of address verification will be required: a solicitor's letter confirming completion of contract or a tenancy agreement along with a recent utility bill in the applicant's name.

If the parent/carer is found to have used a false address or deliberately provided misleading information to obtain a school place, the offer will be withdrawn.

Should there be doubts about the address to be used, parents/carers may be asked to provide evidence concerning the child's normal place of residence. This could include a court order stating where the child should live during the course of the week. The local authority would expect that the parent/carer with whom the child is normally resident receives the child benefit for the child. If the residence is split equally between both parents, the home address may be determined to be the address where the child is registered with the doctor. This may be used to determine the normal place of residence for the purpose of measuring the home to school distance.

If parents/carers have more than one property they may be required to provide proof of the normal place of residence for the child.

### **The processing of applications outside England for admission to school within the normal admissions rounds (excluding Crown servants)**

Applications with an address outside England can only be accepted for processing when this local authority is satisfied that there is **evidence of a link to an address in its area** and that **the child will be resident at that address on or before the date of admission** (i.e.start of September). Such evidence must include:

- Booked travel tickets and
- End of lease/notice to tenants in Croydon property or
  
- Start of employment contract in the Croydon area or
- End of employment contract abroad

The address outside England will apply until such time as there is evidence of a child's return to the linked address. In the event that a family does not return to the linked address provided by the start of September, this local authority will withdraw the application submitted and any offer made.

**Note 6:** The distance will be measured in a straight line from the child's home address to the designated entrance(s) of the school using a computerised measuring system (GIS) and geographical reference points as provided by the National Land and Property Gazetteer (NLPG). Those living closer to the school will receive higher priority.

If a child lives in a shared property such as flats, the geographical references will determine the start point within the property boundaries to be used for distance calculation purposes.

Distance measurements can be obtained using various internet sources however these do not replicate the system used by Croydon Council. Additionally, the distance measurement which can be obtained from the Croydon website using the 'Find It' link on the home page will not always be identical to that of the measurement obtained using the Croydon school admissions measuring tool (known as GIS) as the 'Find It' link is set up to measure to a range of council facilities and is not set up to measure for school admission purposes. It also does not give measurements to three decimal points.

### **Note 7: Education, Health and Care Plan**

An Education, Health and Care plan (EHCP) is an integrated support plan for children and young people with complex special needs and disabilities. The plan gives a detailed description of the range of difficulties a child is facing and the level and type of provision required to help the child make progress and achieve positive outcomes.

### **Child minding arrangements:**

Child-minding cannot be taken into account when allocating places at oversubscribed community schools.

### **Children attending a nursery class attached to an infant or primary school**

Parents of children attending the nursery class at an infant or primary school must apply for a reception class place in the usual way. These children are not guaranteed a reception place at the school where they are attending the nursery class.

All applications are considered strictly in accordance with a school's admission criteria. Unless otherwise stated, children on the roll of a school's nursery class are not given priority admission into a reception class.

### **Twins/triplets or other multiple births for admission into an infant class**

If you are applying for twins, or children from a multiple birth, and there is only one place available at the school, legislation allows us to admit them all i.e. all siblings from a multiple birth.

### **Waiting lists**

If you are offered a place at a school through the in-year admissions process and you have also expressed a higher preference for another school or other schools, you will not be placed on the waiting list for your higher preference school/schools. You may request for your child to be added to the waiting list by completing a new in-year application form using the online parent portal on the website.

In-year waiting lists are maintained for one academic year and applicants who have been unsuccessful for their preferred school(s) and who wish to remain on the waiting list are required to re-apply the following academic year.

Waiting lists for community schools for applicants who applied as part of the main admissions rounds are held for the first term of the reception year and thereafter, applicants are required to complete the local authority's in-year online application form if they wish to remain on the waiting list.

### **Admission of children below compulsory school age deferred entry to school**

Parents can defer the date their child is admitted to the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which the application was made. Parents can also take up a part-time place until later in the school year but not beyond the point at which they reach compulsory school age.

A child reaches compulsory school age the term after their fifth birthday. Therefore, if you are offered a reception class place at a school, you can opt to defer your child's start date, but they **MUST** start full time school following their fifth birthday by the dates given below:

- Children born on or between 1 September and the end of December must start full time school by the beginning of the spring term in January
- Children born from 1 January to the end of March must start full time school on 1 April
- Children born from 1 April to the end of August must start school at the beginning of the autumn term in September.

The local authority's expectation is that a child born between 1 April and 31 August should start the reception class at the beginning of the summer term at the latest. However, parents may choose that their child does not start school until the September (beginning of the autumn term) following their fifth birthday. Parents must note the place cannot be held open beyond the summer term, this will mean that as their child will be a year one pupil when they join, parents will need to apply for a year one school place, using the in-year application form.

### **Admission of children outside their normal age group**

Parents may request that their child is exceptionally admitted outside their normal age group. The admission authority will decide whether or not the individual child's circumstances make this appropriate on educational grounds.

*It is the expectation of Croydon Council that a child is educated alongside his/her age equivalent peers, in almost all cases. We would strongly advise that all children enter into their normal year group. The responsibility for addressing individual educational needs lies with the school through an appropriately differentiated and enriched curriculum.*

Parents must submit their request for their child to be educated outside their normal year group by completing the local authority online form at:

<https://www.croydon.gov.uk/education/schools-new/school-admissions/admission-outside-of-normal-year-group/admission-outside-normal-year-group-request>

Parents should include evidence from a relevant professional detailing their child's needs and circumstances which make education outside the normal age group necessary. This could include:

- Evidence from a health or social care professional who is involved in the care or treatment of the child e.g. speech and language therapist, social worker, paediatrician.
- The view of any nursery or other early years setting the child attends and any records of the child's development.
- The progress the child has made in an early years setting, including the rate of progress.
- Whether the child's premature birth has caused health problems or developmental delays that mean the child would benefit from a delayed school start.

Decisions are made on the basis of the circumstances of each case and in the best interest of the child. This will require the admission authority to take account of the child's individual needs and abilities and to consider whether these can best be met in reception or year one. It will also involve taking account of the potential impact on the child of being admitted to year one without first having completed the reception year. The admission authority will consider:

- Parents' views.
- Information relating to the child's academic, social and emotional development, where relevant medical history and the views of a medical professional.
- Any previous history of a child being educated outside of their normal age group.
- If a child was born prematurely, the age group the child would have fallen if the child had been born on time.
- Views of the head teacher of the school(s) concerned.

**DRAFT - PAN-LONDON CO-ORDINATED ADMISSION SYSTEM**

NB No proposed changes

**Template LA Scheme for Co-ordination of Admissions to Year  
7/Year 10 in Maintained Schools and Academies in 2025/26**

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## PAN-LONDON CO-ORDINATED ADMISSION SYSTEM

### Template LA Scheme for Co-ordination of Admissions to Year 7/Year 10 in 2025/26

#### Definitions used in the template schemes

“the Application Year”	the academic year in which the parent makes an application (i.e. in relation to the academic year of entry, the academic year preceding it)
“the Board”	the Pan-London Admissions Executive Board, which is responsible for the Scheme
“the Business User Guide (BUG)”	the document issued annually to participating LAs setting out the operational procedures of the Scheme
“the Common Application Form”	this is the form that each authority must have under the Regulations for parents to use to express their preferences, set out in rank order
“the Equal Preference System”	the model whereby all preferences listed by parents on the Common Application Form are considered under the over-subscription criteria for each school without reference to parental rankings. Where a pupil is eligible to be offered a place at more than one school within an LA, or across more than one participating LA, the rankings are used to determine the single offer by selecting the school ranked highest of those which can offer a place
“the Highly Recommended Elements”	the elements of the Template Scheme that are not mandatory but to which subscription is strongly recommended in order to maximise co-ordination and thereby simplify the application process as far as possible
“the Home LA”	the LA in which the applicant/parent/carer is resident
“the LIAAG Address Verification Register”	the document containing the address verification policy of each participating LA
“the Local Admission System”	the IT module for administering admissions in



(LAS)”	each LA and for determining the highest offer both within and between participating LAs
“the London E-Admissions Portal”	the common online application system used by the 33 London LAs and Surrey County Council
“the Maintaining LA”	the LA which maintains a school, or within whose area an academy is situated, for which a preference has been expressed
“the Mandatory Elements”	those elements of the Template Scheme to which authorities <b>must</b> subscribe in order to be considered as ‘Participating Authorities’ and to benefit from use of the Pan-London Register
“the Notification Letter”	the agreed form of letter sent to applicants on the Prescribed Day which communicates any determination granting or refusing admission to a primary or secondary school, which is attached as Schedule 2
“the Prescribed Day”	the day on which parents/carers are notified of their outcome. 1 March (secondary) in the year following the relevant determination year except that, in any year in which that day is not a working day, the prescribed day shall be the next working day.
“the Pan-London Register (PLR)”	the database which will sort and transmit application and outcome data between the LAS of each participating LA
“the Pan-London Timetable”	the framework for processing of application and outcome data, which is attached as Schedule 3A
“the Participating LA”	any LA that has indicated in the Memorandum of Agreement that they are willing to incorporate, at a minimum, the mandatory elements of the Template LA Scheme presented here.
“the Qualifying Scheme”	the scheme which each LA is required to formulate in accordance with The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) Regulations 2012, for co-ordinating

arrangements for the admission of children to maintained secondary schools and academies.

## PAN LONDON CO-ORDINATED ADMISSIONS SYSTEM

### Template Scheme for Co-ordination of Admissions to Year 7/Year 10 in 2025/26

*All the numbered sections contained in this scheme are mandatory, except those marked with an\* which are highly desirable.*

#### Applications

1. Croydon LA will advise home LAs of their resident pupils on the roll of this LA's maintained primary schools and academies who are eligible to transfer to secondary school in the forthcoming academic year.
2. Applications from residents of Croydon LA will be made on this LA's Common Application Form, which will be available and able to be submitted on-line. This will include all the fields and information specified in Schedule 1 to this Template LA Scheme. These will be supplemented by any additional fields and information which are deemed necessary by Croydon LA to enable the admission authorities in the LA area to apply their published oversubscription criteria.
3. Croydon LA will take all reasonable steps to ensure that every parent/carer who is resident in this LA and has a child in their last year of primary education within a maintained school or academy, either in Croydon LA or any other maintaining LA, is informed how they can access Croydon's composite prospectus and apply online. Parents/carers who do not live in Croydon LA will have access to this LA's composite prospectus which will advise parents/carers to contact their home LA for further details on the application process.
4. The admission authorities within Croydon LA will not use supplementary information forms except where the information available through the Common Application Form is insufficient for consideration of the application against the published oversubscription criteria. Where supplementary information forms are used by the admissions authorities within Croydon LA, the LA will seek to ensure that these only collect information which is required by the published oversubscription criteria, in accordance with paragraph 2.4 of the School Admissions Code 2021.
5. Where supplementary information forms are used by admission authorities in Croydon LA, they will either be available on the school's website, on the LA's website or a paper copy of the supplementary information form can be requested from the school directly. Such forms will advise parents that they must also complete their home LA's Common Application Form. Croydon LA's composite prospectus will indicate which schools in this LA require

supplementary information forms to be completed and where they can be obtained.

6. Where an admission authority in this LA receives a supplementary information form, Croydon LA will not consider it to be a valid application unless the parent/carer has also listed the school on their home LA's Common Application Form, in accordance with paragraph 2.3 of the School Admissions Code 2021.
7. \*Applicants will be able to express a preference for six maintained secondary schools or Academies within and/or outside the Home LA.
8. *Croydon LA will advise applicants that they will receive no more than one offer of a school place on 3 March 2025. Applicants will also be advised that a place will be offered at the highest preference school for which they are eligible for a place. If the parent nominates a school outside of a PAN-London LA, Croydon LA will pass relevant details on to that authority and will make every reasonable effort to resolve any multiple offers with them.*
9. The order of preference given on the Common Application Form will not be revealed to a school within the area of this LA. This is to comply with paragraph 1.9 of the School Admissions Code 2021 which states that admission authorities must not give extra priority to children whose parents rank preferred schools in particular order, including 'first preference first' arrangements. However, where a parent resident in Croydon LA expresses a preference for schools in the area of another LA, the order of preference for that LA's schools will be revealed to that LA in order that it can determine the highest ranked preference in cases where an applicant is eligible for a place at more than one school in that LA's area.
10. Croydon LA undertakes to carry out the address verification process as set out in its entry in the LIAAG Address Protocol. This will in all cases include validation of resident applicants against this LA's primary school data and the further investigation of any discrepancy using Council Tax and Electoral Register records. Where Croydon LA is not satisfied as to the validity of an address of an applicant whose preference has been sent to a maintaining LA, it will advise the maintaining LA no later than **17 December 2024**.
11. Croydon LA will confirm the status of any resident child for whom it receives a Common Application Form stating s/he is currently or previously a 'Child Looked After' and will provide any additional evidence on receipt of a reasonable request by the maintaining LA in respect of a preference for a school in its area by **14 November 2024**.

12. Croydon LA will advise a maintaining LA of the reason for any application which is made in respect of a child resident in the area of this LA to be admitted outside of their correct age cohort, and will forward any supporting documentation to the maintaining LA by **14 November 2024**.

## Processing

13. Applicants resident within Croydon LA must return the Common Application Form, which will be available and able to be submitted online, to this LA by **31 October 2024**.
14. Application data relating to all preferences for schools in the area of a participating LA, which have been expressed within the terms of this LA's scheme, will be up-loaded to the PLR by **14 November 2024**. Supporting documentation provided with the Common Application Form will be sent to maintaining LAs by the same date.
15. Croydon LA shall, in consultation with the admission authorities within its area and within the framework of the Pan-London timetable in Schedule 3A, determine and state its own timetable for the processing of preference data and the application of published oversubscription criteria.
16. *Supplementary information forms must be returned directly to the relevant school by the date specified by the school.* Under the requirements of the scheme, parents/carers will not have to complete a supplementary information form where this is not strictly required for the governing body to apply their admission criteria or where this is not a requirement in a school's admission arrangements.
17. *Admission authorities will start seeing details of their applications on the Schools Access Module (SAM) from **4 November 2024**. Schools that require a supplementary form will check that a supplementary form has been completed for each child and will contact parents/carers who have not completed a supplementary information form. Schools will also check that parents/carers who have completed a supplementary information form have completed the LA's Common Application Form. If a parent has not completed a Common Application Form, schools will share this information with Croydon LA.*
18. \*Croydon LA will accept late applications only if they are late for a good reason, deciding each case on its own merits. *The latest date that an application that is late for good reason can be accepted for a resident of this LA is **12 December 2024**.*
19. Where such applications contain preferences for schools in other LAs, Croydon LA will forward the details to maintaining LAs via the PLR as they are received. This LA will accept late applications which are considered to be on time within the terms of the home LA's scheme.

20. The latest date for the upload to the PLR of late applications which are considered to be on-time within the terms of the home LA's scheme is **17 December 2024**.
21. Where an applicant moves from one participating home LA to another after submitting an on-time application under the terms of the former home LA's scheme, the new home LA will accept the application as on-time up to **12 December 2024**, on the basis that an on-time application already exists within the Pan-London system.
22. *Applications which are late for no good reason and applications received after **12 December 2024** but before **3 March 2025** will be considered after all on-time applications have been processed.*
23. Croydon LA will participate in the application data checking exercise scheduled between **17 December 2024 and 2 January 2025** in the Pan-London timetable in Schedule 3A.
24. All preferences for schools within Croydon LA will be considered by the relevant admission authorities without reference to rank order to comply with paragraphs 1.9 of the School Admissions Code 2021. When the admission authorities within Croydon LA have provided a list of applicants in criteria order to this LA, this LA shall, for each applicant to its schools for whom more than one potential offer is available, use the highest ranked preference to decide which single potential offer to make. This is the 'Equal Preference System'.
25. *Schools must provide Croydon LA with an electronic list of their applicants ranked in criteria order by **13 January 2025**.*
26. Croydon LA will carry out all reasonable checks to ensure that pupil rankings are correctly held in its LAS for all maintained schools and academies in this LA before uploading data to the PLR.
27. Croydon LA will upload the highest potential offer available to an applicant for a maintained school or academy in this LA to the PLR by **31 January 2025**. The PLR will transmit the highest potential offer specified by the Maintaining LA to the Home LA.
28. The LAS of this LA will eliminate, as a Home LA, all but the highest ranked offer where an applicant has more than one potential offer across Maintaining LAs submitting information within deadline to the PLR. This will involve exchanges of preference outcomes between the LAS and the PLR (in accordance with the iterative timetable published in the Business User Guide) which will continue until notification that a steady state has been achieved, or until **13 February 2025**. Where a management decision is made that additional iterations are necessary, these will continue no later than **17 February 2025**.

29. Croydon LA will not make an additional offer between the end of the iterative process and **3 March 2025** which may impact on an offer being made by another participating LA.
30. Notwithstanding paragraph 29, if an error is identified within the allocation of places at a maintained school or academy in this LA, Croydon LA will attempt to manually resolve the allocation to correct the error. Where this impacts on another LA (either as a home or maintaining LA) Croydon LA will liaise with that LA to attempt to resolve the correct offer and any multiple offers which might occur. However, if another LA is unable to resolve a multiple offer, or if the impact is too far reaching, this LA will accept that the applicant(s) affected might receive a multiple offer.
31. Croydon LA will participate in the offer data checking exercise scheduled between **14 (18) and 26 February 2025** in the Pan-London timetable in Schedule 3A.
32. Croydon LA will send a file to the E-Admissions portal with outcomes for all resident applicants who have applied online no later than **27 February 2025**. (33 London LAs & Surrey LA only).

## **Offers**

33. Croydon LA will ensure that, if there are places available, each resident applicant who cannot be offered a place at one of the preferences expressed on the Common Application Form, receives the offer of an alternative school place in accordance with paragraph 2.11 of the School Admissions Code 2021. This will usually be the nearest school to the child's home address which has a place available, after the allocation of places has been completed.
34. Croydon LA will inform all resident applicants of their highest offer of a school place and, where relevant, the reasons why higher preferences were not offered, whether they were for schools in the Home LA or in other participating LAs.
35. This LA's online notification will include the information set out in Schedule 2.
36. *On **3 March 2025**, all resident applicants who applied online will be able to view their outcome online as well as accept or decline their offer. Croydon LA will not send outcome letters in the post.*
37. \*All maintained primary schools and academies in this LA will be able to view destination data of their resident applicants on the SAM portal by the end of the summer term 2025.

## Post Offer

38. Croydon LA will request that resident applicants accept or decline the offer of a place by **17 March 2025**, or within two weeks of the date of any subsequent offer.
39. Where an applicant resident in this LA accepts or declines a place in a school within the area of another LA by **17 March 2025**, Croydon LA will forward the information to the maintaining LA by **24 March 2025**. Where such information is received from applicants after **17 March 2025**, this LA will pass it to the maintaining LA as it is received.
40. Where a place becomes available in an oversubscribed maintained school or academy in this LA's area, it will be offered from a waiting list ordered in accordance with paragraph 2.15 of the School Admissions Code 2021.
41. Where a waiting list is maintained by an admission authority of a maintained school or academy in this LA's area, the admission authority will inform Croydon LA of a potential offer, in order that the home LA can offer the place.
42. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of an offer for a maintained school or Academy in this LA's area which can be made to an applicant resident in the home LA's area, in order that the home LA can offer the place.
43. When acting as a maintaining LA, this LA and the admission authorities within it, will not inform an applicant resident in another LA that a place can be offered.
44. When acting as a home LA, Croydon LA will offer a place at a maintained school or Academy in the area of another LA to an applicant resident in its area, provided that the school is ranked higher on the Common Application Form than any school already offered.
45. When acting as a home LA, when Croydon LA is informed by a maintaining LA of an offer which can be made to an applicant resident in this LA's area which is ranked lower on the Common Application Form than any school already offered, it will inform the maintaining LA that the offer will not be made.
46. When acting as a home LA, when Croydon LA has agreed to a change of preference order for good reason, it will inform any maintaining LA affected by the change. In such cases, paragraphs 44 and 45 shall apply to the revised order of preferences.



47. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of any change to an applicant's offer status as soon as it occurs.
48. When acting as a maintaining LA, Croydon LA will accept a change of preferences or preference order (including reinstated or additional preferences) from home LAs for maintained schools and academies in its area.
49. When acting as a maintaining LA, Croydon LA will accept new applications (including additional preferences) from home LAs for maintained schools and academies in its area.
50. This LA, when acting as a home LA, will allow applicants to express additional preferences before the start of the school term, after National Offer Day. The number of additional preferences will be unrestricted.
51. Croydon LA, when acting as a home LA, will aim to start filling any vacancies which become available after 3 March 2025 within four weeks of National Offer Day. Secondary schools will be asked to rank all applicants on their waiting list, including late applications received after 31 October 2024, in accordance with their oversubscription criteria. Secondary schools will then advise Croydon LA of the offers to be made.
52. *Resident applicants who receive an offer at their first preference school will only be placed onto a waiting list for a lower preference school in exceptional circumstances which would need to be supported with relevant evidence. In accordance with the Pan London agreement and to ensure that Croydon meets its duty to continue to coordinate admissions beyond National Offer Day and comply with the parents' highest possible preference, Croydon will ensure that waiting lists do not contain lower ranked preferences except where it has received a parent's request for a child to be placed on the waiting list for a lower preference school following a change of circumstances.*

### **Waiting lists**

Waiting lists will be maintained by Croydon secondary schools for at least one term until **31 December 2025** and places will be filled in accordance with each school's admission criteria. After this date, parents/carers will need to apply through the in-year application process if they wish their child to remain on a school's waiting list. Parents/carers must also refer to each school's admission policy for more information regarding the management of waiting lists.

Parents/carers' enquiries regarding waiting list positions or appeal procedures must be made directly to the schools.

The PAN London Coordinated Admission Scheme ends on **31 August 2025**. Applications for Year 7 received after this date will be treated as in-year applications. Please refer to Croydon Council's website and the in-year admissions guidance for more information.

## **PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME SCHEDULE 1**

### **Minimum Content of Common Application Form for Admissions to Year 7/Year 10 in 2025/26**

#### **Child's details:**

Surname

Forename(s)

Middle name(s)

Date of Birth

Gender

Home address

Name of current school

**Address of current school (if outside home LA)**

#### **Parent's details:**

Title

Surname

Forename

Address (if different to child's address)

Telephone Number (Home, Daytime, Mobile)

Email address

Relationship to child

#### **Preference details (x 6 recommended):**

Name of school

Address of school

Preference ranking

Local authority in which the school is based

#### **Additional information:**

Reasons for Preferences (including any medical or social reasons)

Does the child have an Education, Health and Care Plan Y/N\*

Is the child a 'Child Looked After (CLA)'? Y/N  
Is the child formerly CLA but now adopted or subject of a 'Child Arrangements Order or 'Special Guardianship Order'? Y/N  
If yes, name of responsible local authority  
Surname of sibling  
Forename of sibling  
DOB of sibling  
Gender of sibling  
Name of school sibling attends

**Other:**

Signature of parent or guardian

Date of signature

\*Where an LA decides not to request this information on the CAF, it must guarantee that no details of a child with an Education, Health and Care Plan will be sent via the PLR.

PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME

**SCHEDULE 2**

**Template Outcome Letter for Admissions to Year 7/Year 10 in 2025/2026**

From: Home LA

Date: **3 March 2025**  
(sec)

Dear Parent,

Application for a Secondary School

*I am writing to let you know the outcome of your application for a secondary/primary school. Your child has been offered a place at X School. The school will write to you with further details.*

I am sorry that it was not possible for your child to be offered a place at any of the schools which you listed as a higher preference on your application form. For each of these schools there were more applications than places, and other applicants has a higher priority than your child under the school's published admission criteria.

Your child's name has been automatically added on the waiting list for any higher preference school you have been unsuccessful.

*Offers which could have been made for any schools which you placed lower in your preference list, were automatically withdrawn under the co-ordinated admission arrangements, as a higher preference has been offered.*

If you would like more information about the reason that your child was not offered a place at any higher preference school, you should contact the admission authority that is responsible for admissions to the school within the next few days. Details of the different admission authorities for schools in the borough of X are attached to this letter. If the school is outside the borough of X, the admission authority will either be the borough in which the school is situated, or the school itself.

You have the right of appeal under the School Standards & Framework Act 1998 against the refusal of a place at any of the schools for which you have applied. If you wish to appeal, you must contact the admission authority for the school within the next few days to obtain the procedure and the date by which an appeal must be received by them.

*Please would you confirm that you wish to accept the place at X School by completing the reply slip below. If you do not wish to accept the place, you will need to let me know what alternative arrangements you are making for your child's education.*

*Please return the reply slip to me by **17 March 2025(sec)**. If you have any questions about this letter, please contact me on \_\_\_\_\_.*

Yours sincerely

*(First preference offer letters should include the paragraphs in italics only)*

**PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME  
SCHEDULE 3A**

Timetable for Admissions to Year 7/Year 10 in 2025/26

<b>Thurs 31 Oct 2024</b>	Statutory deadline for receipt of applications
<b>Thurs 14 Nov 2024</b>	Deadline for the transfer of application information by the Home LA to the PLR (ADT file)
<b>Thurs 12 Dec 2024</b>	Deadline for receipt of late applications considered as 'on-time' to Home LA
<b>Tues 17 Dec 2024</b>	Deadline for the upload of late applications considered as 'on-time' to the PLR
<b>Tues 17 Dec 2024 – Thurs 2 Jan 2025</b>	Checking of application data
<b>Fri 31 Jan 2025</b>	Deadline for the transfer of potential offer information from Maintaining LAs to the PLR (ALT file)
<b>Thur 13 Feb 2025</b>	Final ALT file to PLR
<b>Fri 14 (Tues 18) – Wed 26 Feb 2025</b>	Checking of offer data
<b>Thurs 27 Feb 2025</b>	Deadline for on-line ALT file to portal
<b>Mon 3 Mar 2025</b>	Outcomes published online.
<b>Mon 17 Mar 2025</b>	Deadline for return of acceptances
<b>Mon 24 Mar 2025</b>	Deadline for transfer of acceptances to maintaining LAs



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**Appendix 2 - Capital Programme Budget Summary**

Planning Area	Project Description	2023-2024	2024-2025	2025-2026	Total Budget
<b>Fixed Term Expansions / Bulges</b>					
South West	Smitham Primary School (Bulge)*	28,092			28,092
South	Gresham Bulge & Caretakers House	197,102			197,102
Various	Basic Need Fund			1,493,000	1,493,000
	<b>Total Fixed Term expansion</b>	<b>225,195</b>	<b>0</b>	<b>1,493,000</b>	<b>1,718,195</b>
<b>Permanent Expansion &amp; New Build</b>					
Central	Harris Purley Way (pka Fiveways) *	235,514	20,000		255,514
South	Heathfield Academy, Aberdeen Rd (pka Spicers Yard)*	7,158			7,158
South West	Smitham Primary School*	34,449			34,449
South	Greenvale Primary Expansion	20,000	1,138,000		1,158,000
	<b>Total Perm. Expansion</b>	<b>297,120</b>	<b>1,158,000</b>	<b>0</b>	<b>1,455,120</b>
<b>SEN</b>					
South East	Addington Valley Academy (For ESFA)	23,727	454,000	100,000	577,727
	Castlehill School places for children with ASD at primary ELP	50,000			50,000
South East	Redgates Staffroom Extension	36,171			36,171
South East	Redgates Playground Works	321,244			321,244
North East	Priory School Suitability & Safeguard Works	420,000			420,000
Central	Post 16 SEN Provision with Croydon College	45,000	100,000	100,000	245,000
South	Post 16 SEN Temp. Modular - Coulsdon College Site	82,089	60,840		142,929
South East	Red Gates Modular Building (bulge 2019)	31,665	22,464		54,129
South East	Red Gates permanent expansion (1FE bulge 2018)	34,900	27,648		62,548
South	St Giles 2 Classroom Additions 2020	75,616	59,099		134,715
South	St Nicholas (112 place SEN primary expansion)	220,000	296,095	100,000	616,095
	Post 16 SEN Temp provision sept 23 for 35 pupils subject to options appraisal	0	338,370	500,000	838,370
	Pathways programme Post 16 SEN Permanent Provision	0	1,000,000	2,000,000	3,000,000
North East	Priory Art Room and staffroom extension (requires feasibility estimated)	10,000	50,000		60,000
	SEN secondary expansion 30 pupils Sept 2023/2024 & 2024/2025(Estimated)	0	200,000	200,000	400,000
North East	Selhurst Nursery sensory room and small enclosed garden	0	25,000		25,000

Central	Crossfield's Nursery sensory room and small enclosed garden	0	25,000		25,000
South	St Giles 5 extra Places by 2023/2024	0	20,000		20,000
Various sites	ELP – MLD – 25 additional places needed by 2023/2024	0	125,000		125,000
Various sites	HI ELP 12 additional places required in the borough satellite site TBC	0	65,000		65,000
North West	Norbury Manor acoustic improvements	0	25,000		25,000
South East	Monks Orchard Sen Wing Refurbishment	250,000			250,000
	<b>Total SEN</b>	<b>1,600,411</b>	<b>2,893,516</b>	<b>3,000,000</b>	<b>7,493,927</b>
<b>Education - Miscellaneous</b>					
	Purley Oaks Primary Kitchen Refurbishment		75,000		75,000
	Ridgeway Primary Health and Safety Reconfiguration of toilets, ventilation, and drainage		25,000		25,000
	Gresham Primary Boys' toilets Refurbishment		30,000		30,000
North West	Winterbourne Nursery and Infants Boys' toilets Refurbishment		30,000		30,000
North West	Winterbourne Girls School Dining & Kitchen Facilities	15,000	600,000		615,000
south	Kenley Primary School Modular Replacement	100,579			100,579
	<b>Total Miscellaneous</b>	<b>115,579</b>	<b>760,000</b>	<b>0</b>	<b>875,579</b>
<b>Fire Safety Works</b>					
Various sites	Fire Safety Works	450,000			450,000
	<b>Total Fire Safety Works</b>	<b>450,000</b>	<b>0</b>	<b>0</b>	<b>450,000</b>
<b>Major Maintenance</b>					
Various	Major Maintenance Programme	3,411,514	3,777,268		7,188,782
Central	Provision (SCA) - not yet allocated	0	0	2,544,000	2,544,000
	<b>Total Maintenance</b>	<b>3,411,514</b>	<b>3,777,268</b>	<b>2,544,000</b>	<b>9,732,782</b>
<b>TOTAL CAPITAL PROGRAMME BUDGET</b>					
		<b>6,099,819</b>	<b>8,588,784</b>	<b>7,037,000</b>	<b>21,725,604</b>

\*These budgets are related to historical works on Furniture, Fixtures and Equipment's. Those schools will be funded after completion and submission of evidence with receipts.

**Appendix 3 - Schools Capital Maintenance plan 2023-2025**

<b>SCHOOL</b>	<b>WORKS DESCRIPTION</b>	<b>2023/24 Budget</b>	<b>2024/25 Budget</b>	<b>Comments</b>
<b>GENERAL BUILD WORKS PROGRAMME</b>				
Bensham Manor School	Windows replacement including Survey	3,500	30,000	
Beulah	Front playground resurfacing	29,000		
Beulah Junior	Installation of new windows - subject to survey	334,471		
Beulah Junior	External Brickwork Survey and repairs and possible rainwater goods replacement		40,000	
Crossfield's nursery	Rubber crumb and replacement and play area improvements	25,000		
Downsview Primary	Survey KS2 windows in Block C only		2,000	
Elmwood Infants	Replacement of doors/window units to 3 areas including Survey	2,000	55,000	
Forestdale Primary	Repairs to Main Building Brickwork and Flat Roof		12,000	
Greenvale Primary	Window Replacement to Main Building including Survey	1,500	50,000	
Gresham Primary	Dining Block - repair external decorations to render and external stair wall.		30,000	
Howard Primary	Repairs to Flooding Playground	20,000		
Norbury Manor Primary	Phase 1 - Roof Replacement works to include rainwater goods replacement	2,500	110,000	Works to be phased over 2 years
Priory School	Timber façade and window finishes to all outbuildings require exterior painting solar reflective external robust finishing	25,000		
Priory School	Structural survey and review of damp proofing options to main building and Gym (chemical injection type)	60,000		
Priory School	Window and window sill repairs survey, including all rooflights	45,000		
Priory School	Timber façade and window finishes to all outbuildings require external painting solar reflective external robust finish		25,000	
Purley Oaks Primary	Final Phase Window Replacement including Survey	2,500	200,000	
Red Gates School	Phase 1 - Roof Replacement		100,000	Works to be phased over 2 – 3 years
Ridgeway Primary	Survey Roof, Rooflight and Rainwater Goods Replacement		100,000	
Selhurst Nursery	Roof Repairs phase 1 (flat roof replacement 2022) phase 2 (pitch roof repairs 2023)	20,000		
Selsdon Primary	Rainwater Goods Replacement		10,000	

Selsdon Primary & Nursery	Windows replacement Survey and main block, canteen block, C & B	2,500		
Smitham Primary school	Windows replacement including Survey	3,500		
St Giles	Roof works phase 2	332,000		
The Hayes Primary	Roof and Rainwater Remedial Works to include to works to external walls, doors, and window surrounds		25,000	
Winterbourne Nursery and Infants	Phase 1 Window Replacement including survey	2,000	100,000	Works to be phased over 2 years
Winterbourne Nursery and Infants	Phase 1 - Roof and external wall survey including outbuildings and works to include replacement of rainwater goods in school/Nursery and Jenden Building		100,000	Works to be phased over 2 years
Allow for contingency 15% due to market conditions			155,475	
<b>Sub-Total General Build</b>		<b>910,471</b>	<b>1,144,475</b>	
<b>ELECTRICAL WORKS PROGRAMME</b>				
Beaumont Primary	Replace existing HRC/Rewireable boards with new metal clad MCB/RCBO split load/split metered power and lighting lockable distribution boards in Boiler room	42,000		
Beaumont Primary	To survey and replace Fluorescent Lighting with LED throughout the school		50,500	Subject to the outcome of surveys and costs
Downsview	Replace all 25+ year luminaries throughout school – end of life	66,000		
Elmwood infants	Electricals	1,817		
Elmwood Infants	To survey and replace Fluorescent Lighting with LED throughout the school		47,000	Subject to the outcome of surveys and costs
Elmwood Junior	To survey and replace Fluorescent Lighting with LED throughout the school		47,000	Subject to the outcome of surveys and costs
Heavers Farm Primary	To survey and replace Fluorescent Lighting with LED throughout the school		27,100	Subject to the outcome of surveys and costs
Norbury Manor	Replace all 25+ year luminaries throughout school – end of life	80,000		
Ridgeway Primary	To survey and replace Fluorescent Lighting with LED throughout the school		50,000	Subject to the outcome of surveys and costs
Ridgway primary	Lighting upgrade survey and electrical work from 21/22	6,978		
Selsdon Primary	General electrical upgrades of distribution board	89,000		
Selsdon Primary	To survey and replace Fluorescent Lighting with LED throughout the school		50,000	Subject to the outcome of surveys and costs

Selsdon Primary school	Lighting upgrade survey	4,762		
Smitham Primary	Replace all 25+ year luminaries throughout school – end of life	57,000		
St. Giles School	To survey and replace Fluorescent Lighting with LED throughout the school		44,750	Subject to the outcome of surveys and costs
Winterborne Junior Girls	Electrical work from 21/22	18,459		
Allow for contingency 15% due to market conditions			47,453	
<b>Sub-total Electrical Works</b>		<b>366,016</b>	<b>363,803</b>	
<b>MECHANICAL WORKS PROGRAMME</b>				
Bensham Manor	Hot and cold storage	13,000		
Crosfield Nursery	Individual water heaters (hot and cold-water services)		7,898	Subject to the outcome of surveys and costs
Downsview Primary	Full Boiler Room Survey		10,000	
Elmwood Infants	Full boiler room survey and boiler replacement to include associated plant room works		310,000	Subject to the outcome of surveys and costs
Elmwood Infants	Replace 500l Unvented Indirect HW Heater (Hot & Cold-Water Services)		25,000	Subject to the outcome of surveys and costs
Greenvale primary	Pipework rad replacements	300,000		
Heavers Farm Primary	Replace outdated Stokvis heat exchangers. (Hot & Cold-Water Services)		18,850	
Red Gates School	Full Boiler Room Survey		10,000	Subject to the outcome of surveys and costs. A conversation will need to be had with Quest Academy who shares the boilers with /Red Gates School as there will be a cost implication
Ridgeway	Plant room boilers and rads (slipped) uplift needed for additional work found 2022	909,400		
Selhurst	Plant	53,000		
St Giles	Plant room boilers and rads Phase 2	309,938		
Allow for contingency 15% due to market conditions			57,262	
<b>Sub-total Mechanical Works</b>		<b>1,585,338</b>	<b>439,010</b>	
<b>HEALTH AND SAFETY /COMPLIANCE WORKS</b>				
All Schools	Undertake Surveys for Legionella compliance work for completion 2024-2026 surveys 2k + work element to commence programme	25,000	125,000	

All Schools	Asbestos - AMP/Re-inspections. Annual re-inspection survey/required remedial works in schools	20,000	30,000	
All Schools	Rainwater goods clearance PPM checks and Upgrading rainwater goods in schools	15,000	43,500	Check that schools are completing regular rainwater goods maintenance and leaf clearance, which should ensure we get less water ingress from blocked gutters and downpipes
CDM and Urgent Health and Safety Works	Engage consultants to manage and ensure compliance on all maintenance and urgent H+S works		50,000	
Downsview Primary	Grease Trap remedial Works, and Roller Shutter Works. To include fire evacuation works in Nursery Block/linking fire alarm system to main building (2-way system)		130,000	
Fire Strategy in Schools - 2024 onwards	For continuous compliancy, create a holistic approach and template for future fire safety work in maintained schools		70,000	
Howard Primary	Fire safety -H&S and Compliance Works	150,000	50,000	
Priory School	Carry our remedial Fire Safety Works		50,000	
RAAC register	RAAC surveys in identified schools and creation of a schools RAAC register and set up of an annual survey programme for inspection of at risk properties	60,689		
RAAC/CLT Monitoring	As a preventive measure, monitor woodwool and CLT panels in 13 schools (used instead of RAAC concrete in construction but is as dangerous)		20,000	
Red gate	Fire safety works to move dry riser Position of dry riser outlet within Gilbert Scott Academy grounds nearer to block 4 modular as I identified on the 2020 condition report	15,000		
Redgate's	Tarmac pedestrian path beside the roadway to be extended	15,000		
Ridgeway primary	Replacement of timber decking	10,000		
Selhurst Nursery School	Survey and replacement of defective rubber crumb and planters in playground		25,000	
Smitham Primary	Survey and Replacement of 9 defective external doors – end of life		10,000	
St. Giles School	Additional path from new modular needed for wheelchair fire escape to rear of school to create a	17,000		

	larger/easier accessible fire assembly point			
St. Giles School	Survey and Remedial Works to loosen paving stones at the main entrance of the school.		5,000	
St. Giles School	Survey and Remedial work to defective masonry at various locations to include fire exit ramps where the railings have loosened.		5,000	
Winterbourne Nursery & Primary	Reinstatement and repairs to paths	22,000		
Allow for contingency 15% due to market conditions			76,275	
<b>SUB-TOTAL Health and Safety/Compliance Works</b>		<b>349,689</b>	<b>689,775</b>	
<b>HISTORICAL DEFECTS</b>				
Forestdale Primary	Manage repair works in the school - Water Damage Repair		20,000	
Priory School	Manage repair works in school - Drainage issues /Rising Damp/Wall		80,000	
Red Gates School	Manage repair works in the school - Replacement of defective doors/ thresholds plus defective drainage and walls.		50,000	
Allow for contingency 15% due to market conditions			22,500	
<b>SUB-TOTAL Historical Defects</b>		<b>0</b>	<b>172,500</b>	
<b>REACTIVE MAINTENANCE WORKS</b>				
Various Schools	Undertake emergency works in schools throughout the year - 10%	200,000	275,206	
<b>SUBTOTAL REACTIVE</b>		<b>200,000</b>	<b>275,206</b>	
<b>Grand TOTAL</b>		<b>3,411,514</b>	<b>3,084,768</b>	
<b>SLIPPAGE 2023-2024</b>				
<b>GENERAL BUILD</b>				
Bensham Manor	Full roof and full school structural survey and remedial works to main façade		125,000	
Beulah Junior	External brickwork Survey and repairs and possible rainwater goods replacement		22,000	
Beulah Junior	Replacement of cast Iron Guttering - rotten brackets subject to survey		50,000	
Elmwood Infants	External walls survey and repairs, replacement guttering and additional drainage outlets to roof		26,000	

Forestdale Primary	Main building brickwork and flat roof survey		2,500	
Forestdale Primary	New External Access Stairs and Ramp		40,000	
Heavers Farm	Replace rooflight film		15,000	
Norbury Manor	Survey extension and remedial work		50,000	
Parkhill infants	Structural survey and remedial work & review of existing modulares for suitability		75,000	Existing modulares to be reviewed for suitability due to rotted floor/ mould on walls in Class 1 and rotting fire door and stairs in Starlight Room
Purley Oaks Primary	Roof and external wall survey and works roofline goods (flat roofs) for replacement 23/24		45,000	
Ridgeway Primary	Roof and external wall survey, rainwater goods replacement rooflight replacement works for 24/25		30,000	
Selsdon Primary and Nursery	Roof survey possible felt replacement and rainwater goods works 24/25 structural brickwork survey		2,500	
Smitham Primary	External structural survey and works to be scheduled for 2024		2,500	
The Hayes Primary	Roof and rainwater goods survey and external wall (door and window surrounds) survey and works		3,000	
Winterbourne Girls	Window survey/replacement HT office, Dep HT office, Class 62 1st floor, 1st and 2nd floor landing		45,000	
Winterbourne Infants and Nursery	Roof and external wall Survey including outbuildings and works to include replacement rainwater goods school/Jensen building and nursery building		55,000	
<b>SUBTOTAL GENERAL BUILD</b>			<b>£588,500</b>	
<b>HEALTH &amp; SAFETY WORK</b>				
Review of Client/landlord Compliance responsibilities	Internal review of process and due diligence, with training on fire safety and update training on H&S legislation and site inspection work		15,000	
			<b>£15,000</b>	
<b>MECHANICAL WORK</b>				
Thornton heath	Boiler and pumps, underfloor heating and controls main building replacement plus ventilation extraction survey and possible works		89,000	
<b>SUBTOTAL MECHANICAL</b>			<b>89,000</b>	
<b>TOTAL SLIPPAGE</b>			<b>692,500</b>	
<b>MAJOR MAINTENANCE TOTAL</b>			<b>3,411,514</b>	<b>3,777,268</b>



#### Appendix 4 – Available Primary School Places vs SCAP 2023 Pupil Projections

Planning Area	Academic Year	Available Places (Year R)	Forecast (Year R)	Surplus / Deficit	Forms of Entry	% Surplus / Deficit
Borough Wide	2023-24	5040	4420	620	21	12
	2024-25	4980	4387	593	20	12
	2025-26	4980	4265	715	24	14
	2026-27	4980	4172	808	27	16
	2027-28	4980	4043	937	31	19
North West	2023-24	1350	1165	185	6	14
	2024-25	1320	1156	164	5	12
	2025-26	1320	1132	188	6	14
	2026-27	1320	1110	210	7	16
	2027-28	1320	1055	265	9	21
East	2023-24	1350	1079	271	9	21
	2024-25	1350	1088	262	9	19
	2025-26	1350	1066	284	9	21
	2026-27	1350	1051	299	10	22
	2027-28	1350	1010	340	11	25
Central	2023-24	660	642	18	1	3
	2024-25	630	621	9	0	1
	2025-26	630	595	35	1	6
	2026-27	630	593	37	1	6
	2027-28	630	581	49	2	8
South	2023-24	660	590	70	2	11
	2024-25	630	566	64	2	10
	2025-26	630	542	88	3	14
	2026-27	630	530	100	3	16
	2027-28	630	522	108	4	17
South East	2023-24	330	259	71	2	21
	2024-25	330	261	69	2	21
	2025-26	330	250	80	3	24
	2026-27	330	243	87	3	26
	2027-28	330	239	91	3	28
South West	2023-24	690	685	5	0	1
	2024-25	690	695	-5	0	0
	2025-26	690	680	10	0	1
	2026-27	690	645	45	2	7
	2027-28	690	636	54	2	8

**Appendix 4a - Available Secondary School Places vs SCAP 2023 Pupil Projections**

Planning Area	Academic Year	Available Places (Year 7)	Forecast (Year 7)	Surplus / Deficit	Forms of Entry	% Surplus / Deficit
Borough Wide	2023-24	4199	3853	346	12	8
	2024-25	4139	3761	378	13	9
	2025-26	4139	3694	445	15	11
	2026-27	4139	3675	464	16	11
	2027-28	4139	3798	341	11	8
	2028-29	4139	3744	395	13	9
	2029-30	4139	3627	512	17	12
North	2023-24	2655	2358	297	10	11
	2024-25	2595	2257	338	11	13
	2025-26	2595	2216	379	13	15
	2026-27	2595	2205	390	13	15
	2027-28	2595	2279	316	11	12
	2028-29	2595	2246	349	12	13
	2029-30	2595	2176	419	14	16
South	2023-24	1544	1495	49	2	3
	2024-25	1544	1504	40	2	3
	2025-26	1544	1478	66	2	4
	2026-27	1544	1470	74	2	5
	2027-28	1544	1519	25	1	2
	2028-29	1544	1498	46	2	3
	2029-30	1544	1451	93	3	6

### Special Educational Needs and Disabilities

The following table details works completed, underway or proposed for Specialist provision:

<b>SEND WORKS COMPLETED ACADEMIC YEAR 2023/ 24 &amp; PLANNED FOR ACADEMIC YEAR 2024 / 2025 WITH VALUES</b>						
<b>SITE</b>	<b>DESCRIPTION OF WORKS</b>	<b>WORKS VALUE (In total) £000`s</b>	<b>YEAR 2023/2024 £000`s</b>	<b>YEAR PLANNED / CONTINUED 2024/2025 £000`s</b>	<b>YEAR PLANNED / CONTINUED 2025/2026 £000`s</b>	<b>COMMENTS</b>
Addington Valley	New Build SEN	20	20	0	0	Completed with 20k to spend on BMS system 2023 - 2024
Addington Valley	New Build SEN Extension	2500	200	1800	500	increase size of all teaching areas and facilities expected near double in size
Broadmead	Waddon centre replacement building for pathways provision	3000	200	1800	1000	New Build unit Broadmead playing fields
Monks Orchard	New SEN Wing to Monks Orchard Academy	625	500	125	0	Majority complete 2023 - 2024

St Nicholas	SEN Reconfiguration works	260	260	0	0	Completion year 2023 - 2024
The Crescent	SEN Classroom creation	125	125	0	0	Completion year 2023 - 2024
The Priory	SEN Safeguarding works projects	180	180	0	0	Completion year 2023 - 2024
The Priory	SEN major maintenance works	350	350	0	0	Completion year 2023 - 2024
The Priory	SEN School Fire safety and H & S projects	180	180	0	0	Ongoing and partially completed within year 2023 – 2024 TBC
The Priory	SEN School Classrooms addition and reconfiguration	460	0	460	0	TBC dates and firm costs
Selhurst Nursery	Sensory room and small enclosed garden	25	0	25	0	TBC dates and costs
Crossfield Nursery	Sensory room and small enclosed garden	25	0	25	0	TBC dates and costs

Red Gates Primary School	Remodelling of SEN Big playground - 10 areas	285	285	0	0	Completion year 2023 - 2024
Red Gates Primary School	Phased roof replacement	1000	100	500	400	Phased works 2023 - 2025
Red Gates Primary School	Modular / perm expansion	400	100	300	0	Completion years 2023-2024/5
Red Gates Primary School	Fuschia class rebuild	70	70	0	0	Completion year 2023 - 2024
Croydon College	SEN provision new classes	180	9	171	0	Delayed due to OFSTED start again April 2024
Woodlands Family Hub	Reconfiguration areas	65	65	0	0	To complete 2023 - 2024
St Giles	Additional places	20	0	20	0	TBC
Norbury Manor	SEN Acoustic places	25	0	25	0	TBC

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# **Croydon's Childcare Sufficiency Assessment 2023**

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**4 Funded early education**

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**7 Quality of childcare in our area**

**8. Parents/carers and providers views of sufficiency in our local area**



## 1. Summary

Croydon Council is required by law to 'report annually to elected council members on how they are meeting their duty to secure sufficient childcare and make this report available and accessible to parents'. We have prepared this report in order to meet this duty.

Having sufficient childcare means that families are able to find childcare that meets their child's learning needs and enables parents to make a real choice about work and training. This applies to all children from birth to age 14, and to children with disabilities. Sufficiency is assessed for different groups, rather than for all children in the local authority.

In this report, we have made an assessment of sufficiency using data about the need for childcare and the amount of childcare available.

We use information about childcare sufficiency to plan our work supporting the local childcare economy.

This report was compiled using data from the Office for National Statistics; Ofsted; the Croydon Observatory; and the Early Years Sufficiency Team. Views of parent/carer and childcare providers were gathered using an online questionnaire.

In the March 2023 Budget, the government announced plans to extend the existing 30-hour funded entitlement, which is currently available to eligible working families of three- and four-year-olds, to all eligible working families of children aged nine months and above by September 2025.

- From April 2024, working parents of two-year-olds will be able to access 15 hours of free childcare.
- From September 2024, 15 hours of free childcare will be extended to all children from the age of nine months.
- From September 2025, working parents of children under the age of five will be entitled to 30 hours free childcare per week.

This staggered approach will give childcare providers time to prepare for the changes, ensuring there are enough providers ready to meet demand.

At this point in time, we believe we have sufficient childcare available across the borough for all age groups. The age groups in early years, which are determined by the adult:child ratios set out in the Statutory framework for the early years foundation stage, are 0-2 years; 2-3 years; 3-4 years.

We also believe we have sufficient capacity across the Borough to provide enough places from April 2024 when the first phase of the funding for 2 year olds of eligible working parents/carers begins with 15 hours per week x 38 weeks per year.

To qualify for this funding, each parent needs to be working and earning the equivalent of 16 hours a week at national minimum/living wage and under £100,000 adjusted net income per year. This means that each parent needs to earn from just over £8,600 per year to be eligible for 15 hours a week of childcare during term time. Coupled with the current eligibility criteria for receiving funding (families in receipt of certain benefits and with a household income of £16,190 a year or less before tax), it is likely that *almost every* 2 year will be entitled to 15 hours a week of funded childcare.

Fewer settings current provide for children in the 0-2 years age group. The adult:child ratio is 1:3 and settings are finding it difficult to recruit staff. The Early Years Sufficiency Team is working to evaluate demand and capacity of places for babies, ahead of phase 2 of the reforms which see 15 hours per week x 38 weeks of funded childcare for working families of children from the term after they turn 9 months old.

Local authorities and schools will be given funding for what's known as "wraparound care". This is to ensure that all parents of school-age children can access childcare in their local area from 8am – 6pm. It is expected that, by September 2026, most primary schools will be able to provide their own before and after school care.

There is a growing number of young children being identified as having additional Special Educational Needs and Disabilities (SEND) in Croydon. The needs of these children will need to be taken into account when considering both early years childcare and school "wraparound" childcare.

The Council's Early Learning Team continue to work to support settings in offering high quality early education and childcare to all of Croydon's very young children. Croydon's Family Hub model with foci on early health and education for under 5s will further support the Borough's youngest children.

## 2 Demand for childcare

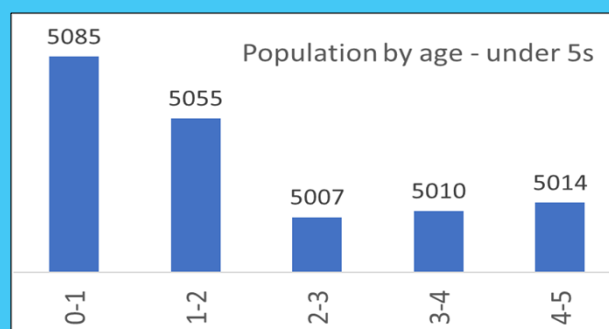
### 2.1 Population of early years children

In total, there are 25,200 children under the age of five living in Croydon<sup>1</sup>. These children may require early years childcare.

Table 1. Numbers by age<sup>2</sup>

Age	Number of children
Age 0	5,085
Age 1	5,055
Age 2	5,007
Age 3	5,010
Age 4*	5,014

\* Some four-year-olds will have started reception



Graph 1

### 2.2 Population of school age children

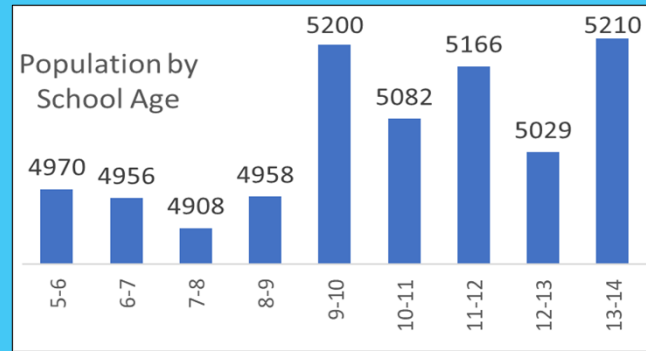
In total there are 37,644 children aged 5-11, and 15,855 children aged 12-14 living in our local authority. Families are entitled to support with childcare for children up to the age 14. These children may require childcare before and after school, and/or during the school holidays.

<sup>1</sup> Census 2021 Englan5210d and Wales Dec 2022

<sup>2</sup> ONS, Mid Year Population Estimates, 2021, Released Dec 2022.

Table 2. Numbers by age

Age	Number of children
Age 5	4,970
Age 6	4,956
Age 7	4,908
Age 8	4,958
Age 9	5,200
Age 10	5,082
Age 11	5,166
Age 12	5,029
Age 13	5,210



Graph 2

### 2.3 Number of children with special educational needs and disabilities

Children with special education needs and disabilities (SEND) are entitled to support with childcare up to the age of 18. The number of children/young people with an Education, Health and Care (EHC) Plan in our local authority is: 4,556\*

Age Group	Number of children with an EHCP
Birth to school age	155
Primary school (reception to year 6)	1,742
Secondary school (year 7 to 13)	2,017
Post secondary school (ages 18-25)	642

Table 3. \*as at November 2023.

- 2.4 Children's needs change over time and are identified at different ages. Among the youngest children, SEND may only be identified when they start in a setting or school, and it can take some time from needs being identified to an EHC plan being issued.
- 2.5 The portage team support pre-school children with complex needs both at home and in groups. Currently 62 children with highly complex needs are being supported in the home. This is an increase from last year (November 2022) when 46 children were accessing portage support.
- 2.6 There are currently two specialist nursery classes in Croydon. St Giles School, in the south of the Borough, offers 6 full time equivalent (fte) places for children with complex medical needs, complex physical disabilities and / or Severe (SLD) or Profound and Multiple Learning Difficulties (PMLD) Learning Difficulties and Winterbourne Infant and Nursery School, in the north of the Borough, has an Enhanced Learning Provision (ELP) as part of their Nursery provision. The ELP provides high quality specialist teaching for up to 6fte children with social communication difficulties. Willow Tree Nursery, at Red Gates School, which provided an Enhanced Learning Provision (ELP) setting for 6 fte children with severe learning difficulties and autism is currently suspended.
- 2.7 Many children have SEND but do not have an EHC plan. Pre-school settings apply to the LA for Special Educational Needs Inclusion Funding (SENIF) to support children with additional needs. The number of children receiving SENIF is increasing year on year.  
September 2021 - August 2022 - 178 pre-school children received SENIF

September 2022 - August 2023 - 250 pre-school children received SENIF

In the Autumn term last year (2022) there were 45 successful applications for SENIF. This year (September 2023- November 2023) there have been 146 successful applications for SENIF. This represents a 224% increase in the number of pre-school children being identified as supported with additional needs.

## Supply of childcare

### 3.1 Number of early years providers and places

There are a number of different types of Early Education and Childcare providers, each offering a variety of options for families:

	Provision	Description of offer	Ofsted
PVI's	Day Nursery	Generally open all year round; usual core hours 8am – 6pm; registered with Ofsted to take children from 3 months – 5 years; can be a stand-alone setting or part of a chain of nurseries; often privately run with a single proprietor	Must join the Early Years register if caring for children aged from birth to 31 August after their fifth birthday.  Need to meet all the safeguarding and welfare and the learning and development requirements of the Statutory requirements for the early years foundation stage.
	Pre-school	Usually operate in line with school hours so open term time only, 9am – 3.30pm; often run from church/community halls; often “pack-away” (need to clear rooms on a daily or weekly basis to allow for other uses); Often committee run	
	Independent	Operate as part of an independent school; term-time only; hours based on the school day	Not required to register on early years register unless taking children under 2 years
	Childminder	Most commonly a lone practitioner working from own home; all year round provision; usually core hours 8am-6pm; able to work with assistants; several now registered with a Childminding Agency	Must join the Early Years register if caring for children aged from birth to 31 August after their fifth birthday.  Need to meet all the safeguarding and welfare and the learning and development requirements of the Statutory requirements for the early years foundation stage.
School	Maintained Nursery School	Stand-alone nursery school with head teacher and at least one Qualified Teacher Status staff member; qualified school SENDCo (Special Educational Needs Co-ordinator); term-time only; usual hours 9am-3.30pm	Not required to register on early years register unless taking children under 2 years

Nursery Class	Operate as part of a school or academy, led by school headteacher/principal; term-time only; usual hours 9am-3.30pm	
Nanny/Au pair	Also known as 'home childcarers'; look after children of any age in the child's own home. Can look after children from 2 different families at the home of one of the families.	Only need to register on the voluntary part of the Childcare Register if want parents to be able to get help with childcare costs.

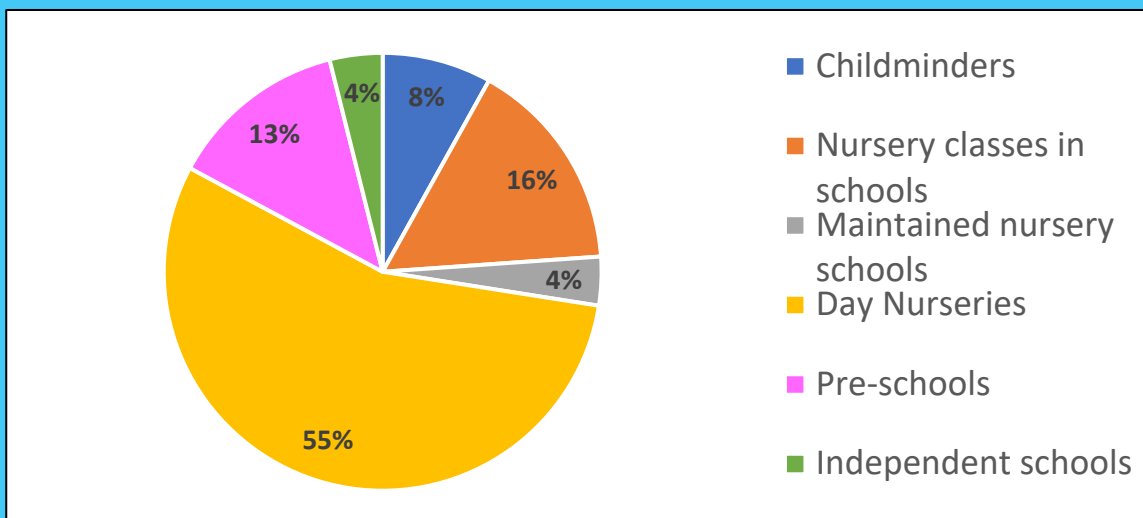
Table 4

In total, there are 543 early years childcare providers in our local authority, offering a *maximum* of 10,273 full time equivalent<sup>3</sup> early years childcare places (see table 5).

Type of provision	Number of providers	Number of registered places
Childminders*	332	830
Nursery classes in schools	47	1,624
Maintained nursery schools	5	369
Day Nurseries	109	5,689
Pre-schools	40	1,360
Independent schools	10	401

Table 5. The data in this table was correct in November 2023

\*Childminders usually have 2 or 3 early years aged children. For the purpose of this table, an average of 2.5 children has been assumed.



Graph 3. Percent of places by setting type.

3.2 For private, voluntary and independent nurseries and childminders, the number of registered places represents the maximum number of children who can be on the premises at any given time. In practice, many providers choose to operate below their number of registered places.

<sup>3</sup> Full time places record children who attend for as many hours as a setting is open on a daily basis. In many cases two children may attend part time, taking up a full time equivalent place (fte).

### 3.3 Early years vacancies

In Croydon we ask providers to report vacancies to us so we can help promote them. Not all choose to do this and therefore we do not have current data on the number of vacancies each setting type has. In general, vacancy rates are higher in the autumn, after older children have moved to school. As stated above, many providers do not operate at capacity numbers to ensure a lower adult:child ratio.

### 3.4 Early years atypical hours

Childcare is most commonly delivered during the typical working day – between 8am and 6pm on weekdays. Some parents require childcare outside these times in order to fit with their work or other responsibilities.

70 day nurseries in Croydon offer atypical hours on weekdays, with the majority of these settings operating from 7.30/7.45am and/or until 6.30pm. There are no known settings operating at weekends. It is unknown how many childminders offer childcare outside of the typical hours or at weekends.

### 3.5 Number of school age providers and places

In total, there are 55 providers of childcare for primary school age children during term time, and 22 providers of childcare for primary school age children during the holidays.

Type of provision	Number of providers	Number of registered places
Breakfast club – primary school	55	2,023
After-school club – primary school	55	2,371
Holiday club	22	1,378
Childminders	332	830

Table 6 . \*Childminders usually have 2 or 3 school aged children. For the purpose of this table, an average of 2.5 children has been assumed.

## 4 Funded early education

### 4.1 Introduction to funded early education

- ❖ All children aged 3<sup>4</sup> and 4 are entitled to 15 funded hours per week over 38 weeks (570 hours) until they start reception class in a maintained school or academy. This is known as the ‘universal offer’. Parents can access these 570 hours over more weeks, with less hours per week, depending on each setting’s offer. This is known as a ‘stretched offer’.
- ❖ Children aged 3 and 4, where both parents are working, or from lone parent families where that parent is working, are entitled to an additional 15 funded hours per week (1140 total hours) until they start reception class in school
- ❖ Some children, from the term after their 2<sup>nd</sup> birthday, are entitled to 15 hours per week, over 38 weeks per academic year. The criteria for these funded hours is:

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<sup>4</sup> From the term after a child’s 3rd birthday

- Families are in receipt of certain benefits (including low income families in receipt of in-work benefits)
- Child is looked after by a local authority
- Child has an education, health and care (EHC) plan
- Child gets Disability Living Allowance
- Child has left care under an adoption order, special guardianship order or a child arrangements order
- Some families who have ‘no recourse to public funds’ linked to an economic criteria

4.2 Nationally, about 40% of 2 year olds are entitled to this offer, but the proportion varies by area.

4.3 Parents do not have to use all the hours of their funded entitlement. They may also choose to split them between providers.

4.4 In April 2023 the Chancellor of the Exchequer introduced a number of significant changes to early years education and childcare. These childcare reforms will change the offer provided to parents and carers significantly over the next 3 years. Table 7 explains the changes the reforms will bring and timeline of when these will be implemented.

Timescale	Reforms
September 2023	<ul style="list-style-type: none"> <li>• Childminder grants to become available to those entering the profession.</li> </ul>
April 2024	<ul style="list-style-type: none"> <li>• 15 hours of childcare each week for 38 weeks a year for eligible working parents of 2YO's.</li> </ul>
September 2024	<ul style="list-style-type: none"> <li>• 15 hours a week of childcare for 38 weeks a year for eligible working parents of children aged 9 months plus.</li> <li>• The National Wraparound Care support begins.</li> </ul>
September 2025	<ul style="list-style-type: none"> <li>• 30 hours of childcare each week for 38 weeks a year for eligible working parents of children aged from 9 months to school age.</li> </ul>
September 2026	<ul style="list-style-type: none"> <li>• All schools able to offer 8am-6pm wraparound on their own or in partnership</li> </ul>

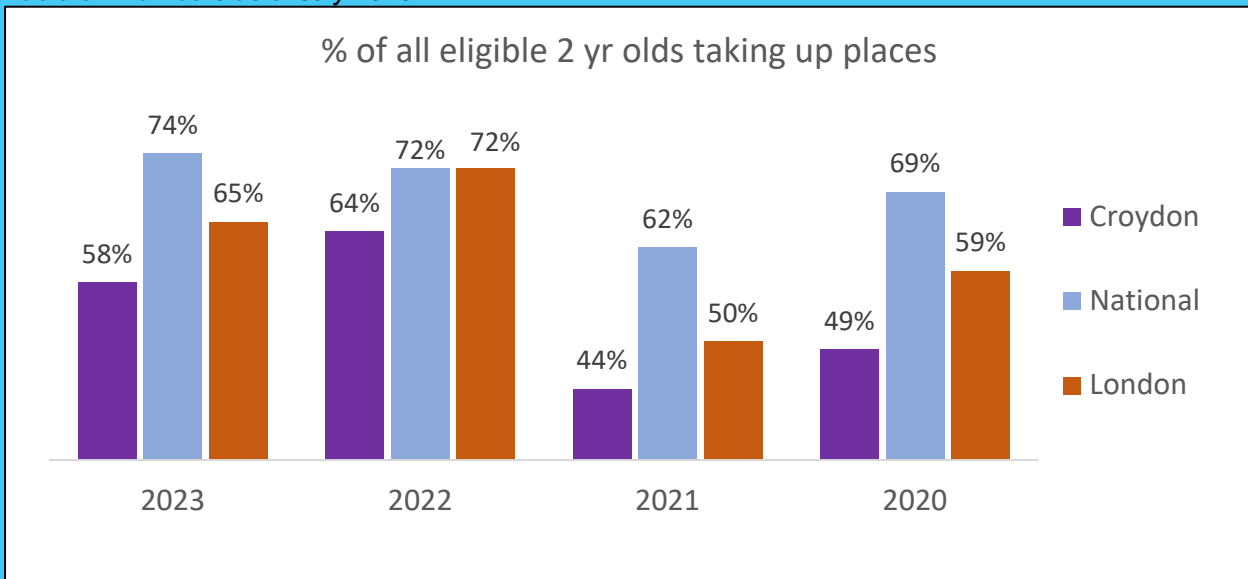
Table 7

#### 4.5 **Take up of funded early education - 2 year olds (2YOs)**

In Croydon, the number of eligible 2 year olds who take up a funded place is lower than both National and London figures. The uptake of 2YO funded places is shown in the table below: As of November 2023, the number of funded 2 year olds in Croydon settings is 911.

Year	No of 2YOs eligible for funding - Croydon	No. of funded 2YOs - Croydon	% of all eligible 2YOs - Croydon	% of all eligible 2YOs - Nationally	% of all eligible 2YOs - London
2023	1549	890	57.5%	73.9%	65.2%
2022	1410	903	64%	72%	72%
2021	1825	803	44%	62%	50%
2020	2069	1014	49%	69%	59%

Table 8. \*Numbers as of July 2023



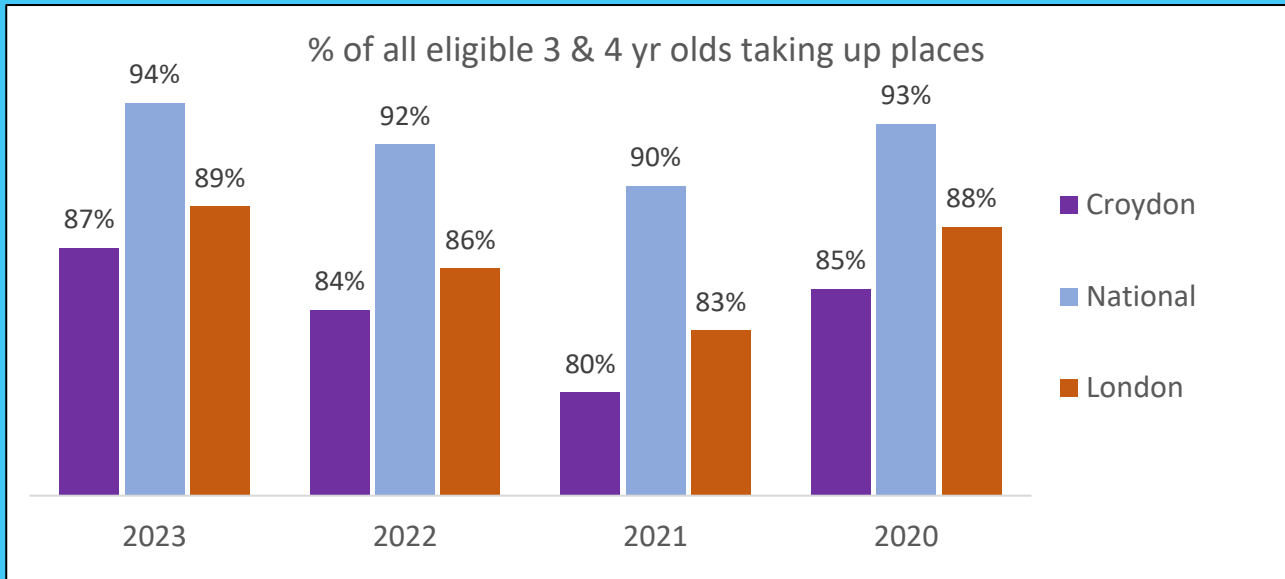
Graph 4.

#### 4.6 Take up of funded early education - 3 and 4 year olds – universal offer (15 hours p.w)

Year	No. of funded 3/4YOs - Croydon	% of all eligible 3/4YOs - Croydon	% of all eligible 3/4YOs - National	% of all eligible 3/4YOs - London
2023	8,819	87%	94%	89%
2022	8,915	84%	92%	86%
2021	8,935	80%	90%	83%
2020	9,624	85%	93%	88%

Table 9. This data is based on Department for Education data released July 2023





Graph 5. Take up of 3/4 year old funding by year.

#### 4.7 3 and 4-year-old funded entitlement applications (extended hours, 30 hours p.w)

This funding is for working parents and, if eligible, starts from the beginning of the term after the child's 3<sup>rd</sup> birthday. Parents who think they are entitled to a 30 hour extended hours place apply for this online through the Government's Childcare Support website. The same website is used to apply for tax free childcare and parents can apply for either or both. If a parent is eligible, the system creates a code which they can use with their chosen childcare provider. If they are ineligible, they will still be entitled to the universal 15 hours of early education and childcare.

Year	Number of Children Accessing Extended Hours Funding - Croydon
2023	As at November 2023, 1,697 children are accessing extended hours funding
2022	2,092
2021	2,115
2020	2,248

Table 10. This data is based on Department for Education data released June 2022. Data for 2023 not yet available

#### 4.8 Providers offering funded early education places

Providers are paid directly by government for delivering funded early education. They are not required to offer funded places to parents, but of course parents may choose to use a different provider if they do not. Some providers offer a restricted number of funded places.

## 5 Sufficiency of places

### 5.1 Places required from April 2024

The Department for Education supplied all local authorities with estimates of the number of places which could be required to fulfil the demand of the expanded funding streams available to children of working families from April 2024. Tables 11-13 below show, by locality, the estimated increase in demand for the wards in Croydon. Please note, figures shown are full time equivalent places (fte) which is assumed as 2 children each receiving the 15 hours funded places.

Central	Additional places (fte) required April 2024	Further Additional places (fte) required Sept 2024	Further Additional places (fte) required April 2024
Addiscombe East	2	1	11
Addiscombe West	6	4	33
Broad Green	7	4	36
Park Hill & Whitgift	2	1	11
Selhurst	3	2	16
Shirley North	2	1	12
Shirley South	4	2	21
Waddon	8	5	43
Woodside	5	3	26
	38	23	210

Table 11

North	Additional places (fte) required April 2024	Further Additional places (fte) required Sept 2024	Further Additional places (fte) required April 2024
Bensham Manor	5	3	26
Crystal Palace & Upper Norwood	4	2	20
Norbury & Pollards Hill	3	2	15
Norbury Park	5	3	29
South Norwood	6	4	33
Thornton Heath	6	3	31
West Thornton	9	6	52
	37	23	206

Table 12

South	Additional places (fte) required April 2024	Further Additional places (fte) required Sept 2024	Further Additional places (fte) required April 2024
Coulsdon Town	3	2	18
Kenley	5	3	27

New Addington North	2	1	11
New Addington South	3	2	17
Old Coulsdon	3	2	14
Purley & Woodcote	5	3	29
Purley Oaks & Riddlesdown	4	2	19
Sanderstead	4	2	19
Selsdon & Addington Village	2	1	10
Selsdon Vale & Forestdale	4	2	23
South Croydon	12	7	64
	46	26	250

Table 13

5.2 Across the Borough, it is estimated that an additional 121 fte places will be required for April 2024; a further 72 fte places in September 2024; and a further 666 places in September 2025 when the funding increases from 15 hours per week to 30 hours per week for all eligible children of working families.

## 6 Prices

### 6.1 Prices of early years childcare

The Government funding is paid at an hourly rate. Currently the rates in Croydon are: £9.63 per hour for funded 2 year olds and £5.99 per hour for funded 3 and 4 year olds (both the universal 15 hours and the extended hours are paid at this rate). For early years childcare outside the funded entitlements, most settings offer a range of options for families. Table 12 below shows average hourly rates, as reported to us by settings. There may be variations to prices based on the number of hours a family uses, with reductions for longer hours, or discounts for sibling groups. There may be additional payments for additional services, e.g. lunch and other meals which are not included in these prices.

Generally the charges vary by age group in line with statutory adult:child ratios which are 1:3 for 0-2 year olds; 1:5 for 2-3 year olds and 1:8 for 3-4 year olds (1:13 when a qualified teacher or EY teacher is present).

Setting type	Average Hourly Rate 0-2 year olds			Average Hourly Rate 2-3 year olds			Average Hourly Rate 3-4 year olds		
	South	Central	North	South	Central	North	South	Central	North
Day Nursery	£7.40	£6.80	£7.50	£7.30	£7.00	£6.80	£7.00	£6.70	£6.80
Pre-school	N/A	N/A	N/A	£6.70	£6.60	£8.25	£6.00	£6.40	£7.90
Schools	N/A	N/A	N/A	£6.00	£7.80	£7.30	£5.80	£6.80	£6.70
Childminders	Average £7.30								

Table 14.

## 6.2 Prices of school age childcare

For school age children, families can access childcare through breakfast clubs (these are usually run by schools); after-school clubs (again, usually run by schools); childminders and holiday clubs (often using schools as venue by run by independent businesses). The average cost per hour for each of these services is detailed below in localities:

Provision type	Average Hourly Rate		
	South	Central	North
Breakfast club	£4.80	£4.30	£4.10
After-school club	£4.80	£4.80	£4.40
School age childminder	Average £7.30		
Holiday club	£4.68	£3.20	£3.90

Table 15

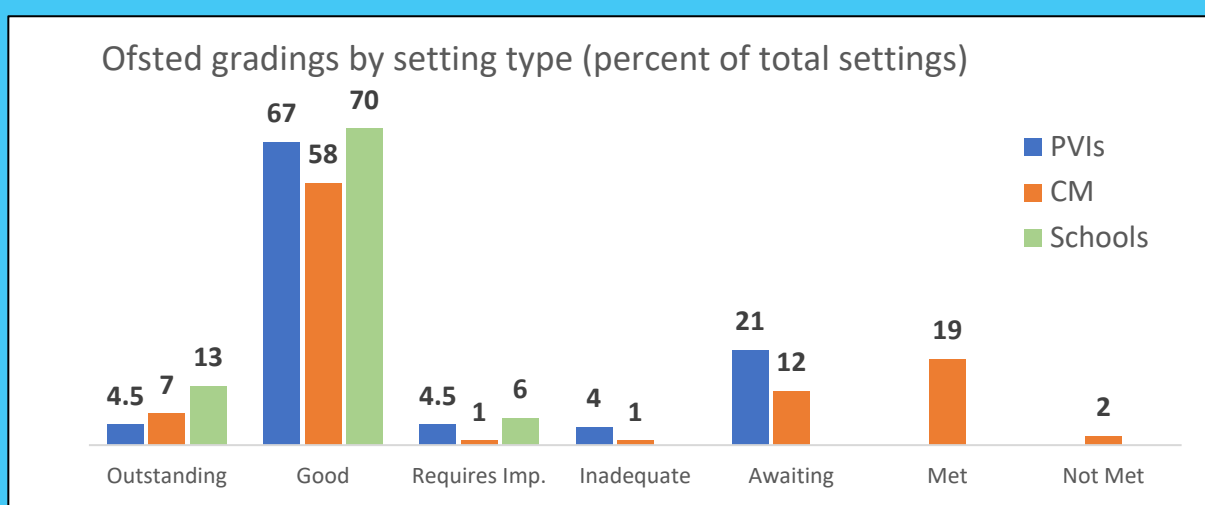
6.3 In addition, a small number of tuition centres offer places for children after school and at the weekends/during holidays. These include academic tuition centres and arts centres. Prices vary from £10-£30 per hour.

## 7 Quality of childcare in our area

### 7.1 Ofsted inspection grades

All childcare providers must register with and be inspected by Ofsted, who give them an overall grade for the quality of their provision. Childminders and private and voluntary providers are on the Early Years Register, and schools and standalone maintained nursery schools are on the Schools' register. The grades for both registers are equivalent. Schools with nurseries have an overall inspection grade for the whole school and most also have a separate early years grade.

7.2 Both schools and early years providers have four possible Ofsted grades: 'outstanding', 'good', 'requires improvement', and 'inadequate'.<sup>5</sup> Some providers are still awaiting their first full inspection.



<sup>5</sup> For more information see <https://reports.ofsted.gov.uk/about-our-inspection-reports>

- 7.3 To receive funding from the Local Authority, settings cannot be graded as ‘inadequate’; to receive funding for 2 year old places, settings must be judged ‘good’ or ‘outstanding’. Settings are able to offer funded places for 2, 3 and 4 year olds whilst they are awaiting their first Ofsted grading.
- 7.4 When providers do not have any children on site at the time of their first inspection, they are given an Ofsted grade of ‘met’ or ‘not met’. This shows whether they are meeting the requirements for Ofsted registration, and usually happens when new providers are being set up. The graph below shows the percent of Ofsted gradings for Croydon settings.

**8 Parents/carers and providers views of sufficiency in our local area**  
*(Copy of full responses available on request)*

**8.1 Parent/carers survey**

An online questionnaire was sent out to parents/carers of children currently attending early years settings across the Borough to assess the need for places in light of the Childcare Reforms being rolled out from April 2024.. There were a total of 939 responses. 857 respondents said they were currently accessing childcare and 82 said they were not.

8.2 Respondents were asked what type of childcare they used.

Type of Provider	No. of children
Childminder	66
Day nursery	589
Pre-school	60
Nursery school	58
School nursery class	37
Blended childcare	47

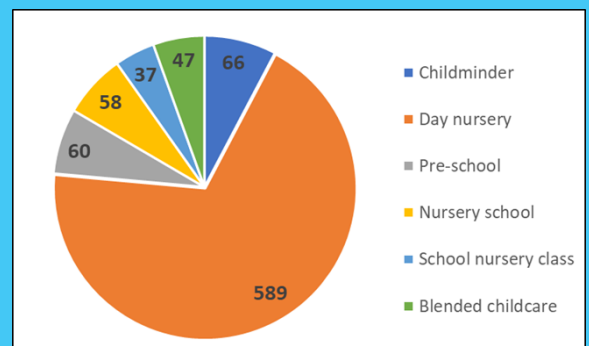


Table 16

Graph 7

- 8.3 Respondents, who are currently accessing places, were asked how those places were paid for.  
 497 respondents were paying for all of their childcare hours.  
 222 respondents were blending both government funded hours with paid for hours.

138 respondents were accessing funded hours only.

Of the 138 respondents who were only accessing funded hours, 87 were accessing 2 yr old funding; 114 were accessing 15 hours of 3/4 yr old funding; and 159 were accessing the 30 hours (extended) 3/4 yr old funding.

8.4 Almost all respondents were interested in accessing funding places.

The majority were keen to access 2 yr old funding for both 15 hours p.w. and 30 hrs p.w. (477 respondents);

266 respondents would access both the 2 yr old funding (15 hrs p.w. and 30 hrs p.w.) *and* the funding available to children from 9 months old (15 hrs p.w. and 30 hrs p.w.);

94 respondents were interested in the funding for 9 months old (15 hrs p.w. and 30 hrs p.w.) only.

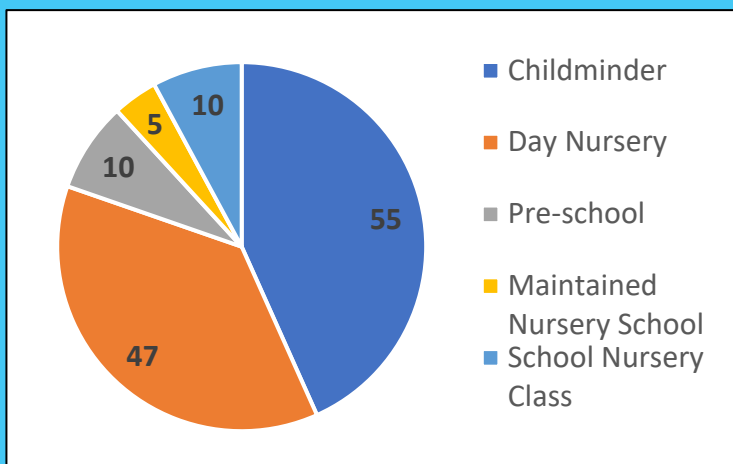
8.5 Finally respondents were asked how the funding available under the Childcare Reforms would affect them. There were 829 responses:

346 said that they would use the funding to increase the number of hours their child attended an early years setting.

483 said that they would not increase the number of hours attended but it would reduce their childcare costs.

8.6 **Provider survey**

Providers of early years childcare were sent a questionnaire in relation to their capacity to increase the number of places available when the Childcare Reforms were rolled out from April 2024. A total of 127 responses were received.



The majority of responses were from childminders and day nurseries. All 5 maintained nursery schools responded.

Graph 8

8.7 Settings were asked about numbers of children and funded places. Of the 127 respondents, 100 accepted funded children and 27 only provided for fee-paying children. The majority of settings currently provide for 2 yr olds and of the 27 settings which do not, 12 said they are considering it from April 2024 (it was mostly school settings which are not considering taking 2 yr olds). The main reasons cited for *not* expanding provision for 2 yr olds included lack of accommodation space and concerns over funding rates.

8.8 Settings were then asked about taking babies (from 9 months old). 40 of the 127 settings currently provide for babies and a further 57 settings said they were considering providing for babies from September 2014. The main reasons cited for *not* expanding provision for babies included lack of suitable accommodation and availability of staff.

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## 1. Introduction

### 1.1 Purpose of Equality Analysis

The council has an important role in creating a fair society through the services we provide, the people we employ and the money we spend. Equality is integral to everything the council does. We are committed to making Croydon a stronger, fairer borough where no community or individual is held back.

Undertaking an Equality Analysis helps to determine whether a proposed change will have a positive, negative, or no impact on groups that share a protected characteristic. Conclusions drawn from Equality Analyses helps us to better understand the needs of all our communities, enable us to target services and budgets more effectively and also helps us to comply with the Equality Act 2010.

An equality analysis must be completed as early as possible during the planning stages of any proposed change to ensure information gained from the process is incorporated in any decisions made.

In practice, the term '**proposed change**' broadly covers the following:-

- Policies, strategies and plans;
- Projects and programmes;
- Commissioning (including re-commissioning and de-commissioning);
- Service review;
- Budget allocation/analysis;
- Staff restructures (including outsourcing);
- Business transformation programmes;
- Organisational change programmes;
- Processes (for example thresholds, eligibility, entitlements, and access criteria).

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## 2. Proposed change

<b>Directorate</b>	<b>Children, Young People and Education</b>
<b>Title of proposed change</b>	<b>Education Estates Strategy / School Admission Arrangements</b>

## 2.1 Purpose of proposed change

Briefly summarise the proposed change and why it is being considered. Please also state if it is an amendment to an existing arrangement or a new proposal.

The proposed Education Estates Strategy will ensure that the Council is compliant with its statutory requirements relating to school place sufficiency duties across three stages of education: early years, primary, and secondary and in relation to special school provision. The Strategy includes:  
**School Place Planning** - Early Years; Alternative Provision / Pupil Referral Unit (PRU); Special Educational Needs and Disability (SEND);  
**School Admissions** - proposed Admission Arrangements for Croydon's community schools for the 2025/26 academic year and adoption of the proposed Pan London co-ordination arrangements;  
**School Maintenance and Compliance** - proposed Schools' Maintenance Plan for 2023/24 including asbestos management; and fire safety works in Croydon community schools.

All of the proposed changes are amendments to existing arrangements.

### **School Place Planning**

In accordance with the Education and Inspections Act 2006, the Council has a statutory duty to "secure that sufficient schools for providing— (a) primary education, and (b) [secondary] education are available for their area" as well as to "secure diversity and increase opportunities for parental choice when planning the provision of school places" in the borough. The strategy aims to ensure that there are sufficient and suitable school places available for all of Croydon's children; admission arrangements and policies are fair and lawful; the education estate is maintained to a good standard and comply with our duties under equalities and health and safety legislation and compliance with statutory safety legislation and mandatory fire safety requirements.

### Early Years

Local authorities are required by legislation - Childcare Act 2006 and Children and Families Act 2014 - to secure early education places for three and four year olds, as well as disadvantaged two year olds Early Years, until the child reaches compulsory school age. Croydon has a wide range of provision offering funded places ranging from day nursery, preschool; schools with nursery places and funded childminders. Cabinet has been asked to note the information contained in the Education Estates Strategy report. There are no proposed changes.

### Alternative Provision / Pupil Referral Unit (PRU)

Under Section 19 of the Education Act 1996 Local Authorities have a statutory duty to arrange suitable education for permanently excluded pupils, and for pupils who – because of illness or other reasons – would not receive suitable education without such provision. Education outside of school, when it is arranged by Local Authorities or schools is called alternative provision. There are no immediate proposed changes.

### Special Educational Needs and Disability (SEND)

Nationally and in Croydon, about 97% of children are educated in the state-funded school system without the need for help or support beyond that which a mainstream school can provide. Of these children between 11-12% need some additional support at some stage to address a learning need for varying periods of time. The Council as an education authority has specific duties in relation to provision of education for children with special educational needs

(SEN). The main duties include: to identify whether a child for whom they are responsible has SEN; and to assess a child who in their opinion has SEN. If the assessment shows that it is necessary, to make an EHC Plan: determining the child's needs and the educational provision required and to ensure the specific provision set out in the Plan is provided. The proposed strategy / changes, include change of provider of Rainbow nursery from September 20120 with a related consultation on the extension of the age range for St Giles School. This change will contribute to improved care, and early years educational outcomes and life chances for all children with Special Educational Needs and/or Disabilities. Consultation will be undertaken on a proposal to extend the age range of St Giles Special School to provide specialist education for children with learning difficulties from 3 - 4 years old, to enable Croydon's offer of early education to be provided effectively for all children.

The Council is undertaking feasibility studies and suitability/quality survey of a number of special schools (Red Gates; Priory and St Giles Schools) to inform options for the development of the Education Estate, specifically to ensure equality of opportunity to access good or outstanding special education provision in the Borough for children and young people with a wide range of special educational needs and disabilities.

### **School Admissions**

In line with the Schools Admission Code, 2014, Admission Authorities, including Local Authorities are responsible for ensuring that admission arrangements are compliant with the School Admissions Code. This includes consulting on proposed changes to admission arrangements annually and at least every 7 years where there have been no changes. Consultation was held for 2018/19 academic year.

### Managing surplus places

Falling rolls is a pressing issue for most primary schools across the borough. Currently, there are more places than necessary for pupils at primary schools. The local authority is working in partnership with local school leaders, including Voluntary Aided and Multi Academy Trusts to discuss and agree a collective strategy to manage the high level of surplus school places. This includes reduction of published admission number (PAN). Some schools have already reduced their PAN via consultation in determining their admission arrangements; or their in-year admission number via the Office of the Schools Adjudicator.

### **School Maintenance**

The Council is the employer for community schools, community special schools, maintained nursery schools and pupil referral units and is responsible for larger condition and maintenance works. It has a duty to ensure that appropriate arrangements are in place to monitor and review any preventative and protective measures that have been implemented. The programme of works / maintenance plan will ensure that schools are properly maintained and remain open and supports educational performance and the health & safety of pupils, staff and school community.

The main aim of the Education Estates Strategy is to ensure that as an education authority the Council fulfils its statutory duties relating to school place planning, school admission and school maintenance. Local authorities are required to meet their statutory duty by providing a school place for every child that requires one, regardless of race, ethnicity, gender or disability and the other protected characteristics. Admission arrangements for all Croydon community schools must be determined annually. All schools are required by law to have oversubscription criteria for admissions, which are used to determine the offer of places if a school receives more applications than there are places available. The criteria must be clear, fair, and objective in line with the School Admission Code, Equality Act and other relevant legislations, promoting equality and inclusiveness for residents.

### **Implications for Equalities**

One of the key aims of the Education Estates Strategy is to improve diversity and choice of schools, the right amount of and different types of schools to improve parental choice. This will help to ensure that all pupils have equitable access to school and ensure that the Council's duty to provide sufficient school places for pupils of statutory school age is fulfilled.

The Council is the employer for community schools, community special schools, maintained nursery schools and pupil referral units and is responsible for larger condition and maintenance works ensuring that school buildings meet minimum standards.

As part of the consultation process on any proposed changes, respondents will be asked to complete an equality and diversity questionnaire, looking at Gender, Age, Ethnicity and Disability. The information collected will help to identify any special requirements; promote equality; and improve choice and diversity.

### 3. Impact of the proposed change

**Important Note:** It is necessary to determine how each of the protected groups could be impacted by the proposed change. If there is insufficient information or evidence to reach a decision you will need to gather appropriate quantitative and qualitative information from a range of sources e.g. Croydon Observatory a useful source of information such as Borough Strategies and Plans, Borough and Ward Profiles, Joint Strategic Health Needs Assessments <http://www.croydonobservatory.org/> Other sources include performance monitoring reports, complaints, survey data, audit reports, inspection reports, national research and feedback gained through engagement with service users, voluntary and community organisations and contractors.

#### 3.1 Additional information needed to determine impact of proposed change

**Table 1 – Additional information needed to determine impact of proposed change**

If you need to undertake further research and data gathering to help determine the likely impact of the proposed change, outline the information needed in this table.		
Additional information needed	Information source	Date for completion

For guidance and support with consultation and engagement visit <https://intranet.croydon.gov.uk/working-croydon/communications/consultation-and-engagement/starting-engagement-or-consultation>

#### 3.2 Deciding whether the potential impact is positive or negative

**Table 2 – Positive/Negative impact**

For each protected characteristic group show whether the impact of the proposed change on service users and/or staff is positive or negative by briefly outlining the nature of the impact in the appropriate column. If it is decided that analysis is not relevant to some groups, this should be recorded and explained. In all circumstances you should list the source of the evidence used to make this judgement where possible.

Protected characteristic group(s)	Positive impact	Negative impact	Source of evidence								
Age	<p>In line with the School Admissions Code, school places are allocated using the agreed/published admissions criteria. The proposed criteria relate to children and young people of statutory school age. Admissions to schools are a function that operates within a statutory framework. Croydon is the admission authority for community schools and there are arrangements and criteria for the admission of pupils to nursery, primary and secondary mainstream maintained schools.</p>		<p><a href="https://www.gov.uk/school-admissions-code">School admissions code - GOV.UK</a></p> <p><a href="https://www.croydonobservatory.org/borough-profile/">https://www.croydonobservatory.org/borough-profile/</a></p> <p>Croydon Population Estimates by age bands</p> <table border="1"> <thead> <tr> <th>Age (years)</th> <th>Numbers</th> </tr> </thead> <tbody> <tr> <td>0-4 years</td> <td>27,372</td> </tr> <tr> <td>5-10 years</td> <td>32,451</td> </tr> <tr> <td>11-17 years</td> <td>35,486</td> </tr> </tbody> </table> <p><a href="https://www.croydonobservatory.org/ons-census-2021-croydon-highlights-from-each-data-release/">https://www.croydonobservatory.org/ons-census-2021-croydon-highlights-from-each-data-release/</a></p> <p>Croydon has 23.1% of its residents aged 0-17 years (90,241)</p> <p><a href="https://www.statistics.gov.uk/population-estimates">Population estimates - Office for National Statistics</a></p>	Age (years)	Numbers	0-4 years	27,372	5-10 years	32,451	11-17 years	35,486
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Disability	<p>Children and young people with special educational needs and/or disability are given priority in the admissions criteria or attend special schools. All schools are required to admit a child if their Education and Health Care Plan names the school.</p>		<p><a href="https://www.croydonobservatory.org/borough-profile/">https://www.croydonobservatory.org/borough-profile/</a></p> <p><a href="https://www.croydonobservatory.org/ons-census-2021-croydon-highlights-from-each-data-release/">https://www.croydonobservatory.org/ons-census-2021-croydon-highlights-from-each-data-release/</a></p> <p><a href="#">Disability - Croydon Observatory</a></p>								

			<p>Disability category</p> <table> <thead> <tr> <th></th> <th>Numbers</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Day-to-day activities limited a lot</td> <td>24,380</td> <td>6.7%</td> </tr> <tr> <td>Day-to-day activities limited a little</td> <td>28,733</td> <td>7.9%</td> </tr> <tr> <td>Day-to-day activities not limited</td> <td>310,265</td> <td>85.4%</td> </tr> <tr> <td>Total of all categories.</td> <td>363,378</td> <td>100.0%</td> </tr> </tbody> </table> <p>Source : ONS, Census 2011, Table QS303UK.</p>		Numbers	Percentage	Day-to-day activities limited a lot	24,380	6.7%	Day-to-day activities limited a little	28,733	7.9%	Day-to-day activities not limited	310,265	85.4%	Total of all categories.	363,378	100.0%
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Total of all categories.	363,378	100.0%																
Gender Reassignment			<p><a href="https://www.croydonobservatory.org/borough-profile/">https://www.croydonobservatory.org/borough-profile/</a>  <b>No relevant data available on this for Croydon</b></p>															
Sex	<p>Children are allocated school place in line with Admissions Code. The proposed changes are not sex specific. The admission arrangements do not contain criteria that impact differently on people with a particular sex.</p> <p>N.B. Croydon also has a 'local' characteristic of 'gender': the same analysis applies.</p>		<p><a href="https://www.croydonobservatory.org/borough-profile/">https://www.croydonobservatory.org/borough-profile/</a></p> <p><a href="https://www.croydonobservatory.org/ons-census-2021-croydon-highlights-from-each-data-release/">https://www.croydonobservatory.org/ons-census-2021-croydon-highlights-from-each-data-release/</a></p> <p><b>Croydon is made up of 52% females and 48% males.</b>  <i>Source : ONS, Mid Year Estimates 2019, released June 2020.</i></p> <p><a href="https://www.croydonobservatory.org/8-gender/">https://www.croydonobservatory.org/8-gender/</a></p> <p><a href="#">Population estimates - Office for National Statistics</a></p>															
Marriage or Civil Partnership			<p><b>This is not applicable as this is for children of statutory school age.</b></p>															
Pregnancy and Maternity			<p>This is not relevant for children of statutory school age.</p>															
Race	<p>The Admission Criteria, based on the Schools Admissions Code, are used to allocate school places and do not include ethnicity or race as criteria.</p>		<p><a href="https://www.croydonobservatory.org/borough-profile/">https://www.croydonobservatory.org/borough-profile/</a></p>															

	The are no proposed changes that will have any negative impact on pupils from different ethnic groups		<a href="https://www.croydonobservatory.org/ons-census-2021-croydon-highlights-from-each-data-release/">https://www.croydonobservatory.org/ons-census-2021-croydon-highlights-from-each-data-release/</a>  <a href="#">Population estimates - Office for National Statistics</a>
Religion or belief	<p>The admission arrangements for voluntary aided school could contain a denominational criterion within the policy, to enable priority or children whose parents are active members of their church and who request admission to a church school on denominational grounds. However, all applications, including those with no faith basis for applying, are considered applying the published arrangements.</p> <p>The admission criteria are based on determined admission arrangements compliant with the relevant legislation, Schools Admission Code and is unlikely to discriminate unlawfully.</p>		<a href="https://www.croydonobservatory.org/borough-profile/">https://www.croydonobservatory.org/borough-profile/</a>  <a href="https://www.croydonobservatory.org/ons-census-2021-croydon-highlights-from-each-data-release/">https://www.croydonobservatory.org/ons-census-2021-croydon-highlights-from-each-data-release/</a>  <a href="#">Population estimates - Office for National Statistics</a>
Sexual Orientation			This is not relevant for children of statutory school age.

**Important note:** You must act to eliminate any potential negative impact which, if it occurred would breach the Equality Act 2010. In some situations this could mean abandoning your proposed change as you may not be able to take action to mitigate all negative impacts.

When you act to reduce any negative impact or maximise any positive impact, you must ensure that this does not create a negative impact on service users and/or staff belonging to groups that share protected characteristics.

### 3.3 Impact scores

#### Example

If we are going to reduce parking provision in a particular location, officers will need to assess the equality impact as follows;

1. Determine the Likelihood of impact. You can do this by using the key in table 5 as a guide, for the purpose of this example, the likelihood of impact score is 2 (likely to impact)
2. Determine the Severity of impact. You can do this by using the key in table 5 as a guide, for the purpose of this example, the Severity of impact score is also 2 (likely to impact )
3. Calculate the equality impact score using table 4 below and the formula **Likelihood x Severity** and record it in table 5, for the purpose of this example - **Likelihood (2) x Severity (2) = 4**

Table 4 – Equality Impact Score

<b>Severity of Impact</b>	3	3	6	9
	2	2	4	6
	1	1	2	3
		1	2	3
	<b>Likelihood of Impact</b>			

#### Key

Risk Index	Risk Magnitude
6 – 9	High
3 – 5	Medium
1 – 3	Low



# Equality Analysis

Table 5 – Impact scores

Column 1 PROTECTED GROUP	Column 2 LIKELIHOOD OF IMPACT SCORE  Use the key below to <b>score</b> the <b>likelihood</b> of the proposed change impacting each of the protected groups, by inserting either 1, 2, or 3 against each protected group.  <b>1 = Unlikely to impact</b> <b>2 = Likely to impact</b> <b>3 = Certain to impact</b>	Column 3 SEVERITY OF IMPACT SCORE  Use the key below to <b>score</b> the <b>severity</b> of impact of the proposed change on each of the protected groups, by inserting either 1, 2, or 3 against each protected group.  <b>1 = Unlikely to impact</b> <b>2 = Likely to impact</b> <b>3 = Certain to impact</b>	Column 4 EQUALITY IMPACT SCORE  Calculate the <b>equality impact score</b> for each protected group by multiplying scores in column 2 by scores in column 3. Enter the results below against each protected group.  <b>Equality impact score = likelihood of impact score x severity of impact score.</b>
Age	2	2	4
Disability	2	2	4
Gender reassignment	2	2	4
Sex	3	3	9
Marriage / Civil Partnership	1	1	1
Pregnancy or Maternity	1	1	1
Race	3	2	6
Religion or belief	2	2	4
Sexual Orientation	2	2	4

# Equality Analysis

## 4. Statutory duties

### 4.1 Public Sector Duties

Tick the relevant box(es) to indicate whether the proposed change will adversely impact the Council's ability to meet any of the Public Sector Duties in the Equality Act 2010 set out below.

Advancing equality of opportunity between people who belong to protected groups

Eliminating unlawful discrimination, harassment and victimisation

Fostering good relations between people who belong to protected characteristic groups

**Important note:** If the proposed change adversely impacts the Council's ability to meet any of the Public Sector Duties set out above, mitigating actions must be outlined in the Action Plan in section 5 below.

## 5. Action Plan to mitigate negative impacts of proposed change

**Table 5 – Action Plan to mitigate negative impacts**

Complete this table to show any negative impacts identified for service users and/or staff from protected groups, and planned actions mitigate them.

Protected characteristic	Negative impact	Mitigating action(s)	Action owner	Date for completion
Disability				
Race				
Sex				
Gender reassignment				
Sexual orientation				
Age				
Religion or belief				

## Equality Analysis

Pregnancy and maternity				
Marriage/civil partnership				

### 6. Decision on the proposed change

Based on the information outlined in this Equality Analysis enter <b>X</b> in column 3 ( <b>Conclusion</b> ) alongside the relevant statement to show your conclusion.		
Decision	Definition	Conclusion - Mark 'X' below
No major change	Our analysis demonstrates that the policy is robust. The evidence shows no potential for discrimination and we have taken all opportunities to advance equality and foster good relations, subject to continuing monitoring and review. <b>If you reach this conclusion, state your reasons and briefly outline the evidence used to support your decision.</b> The Education Estates Strategy is designed to be inclusive. The EQIA process did not identify any direct or indirect discrimination through the Education Estates Strategy and identified some groups where opportunities for children and young people with protected characteristics might be advanced. The School Admissions Code sets out what schools and the local authority must do to comply with the law. The Strategy is also in line with the Public Sector duty to consider or think about how their policies or decisions affect people who are protected under the Equality Act.	X
Adjust the proposed change	We will take steps to lessen the impact of the proposed change should it adversely impact the Council's ability to meet any of the Public Sector Duties set out under section 4 above, remove barriers or better promote equality. We are going to take action to ensure these opportunities are realised. <b>If you reach this conclusion, you must outline the actions you will take in Action Plan in section 5 of the Equality Analysis form</b>	
Continue the proposed change	We will adopt or continue with the change, despite potential for adverse impact or opportunities to lessen the impact of discrimination, harassment or victimisation and better advance equality and foster good relations between groups through the change. However, we are not planning to implement them as we are satisfied that our project will not lead to unlawful discrimination and there are justifiable reasons to continue as planned. <b>If you reach this conclusion, you should clearly set out the justifications for doing this and it must be in line with the duty to have due regard and how you reached this decision.</b>	
Stop or amend the	Our change would have adverse effects on one or more protected groups that are not justified and cannot be mitigated. Our proposed change must be stopped or amended.	

## Equality Analysis

proposed change		
Will this decision be considered at a scheduled meeting? e.g. Contracts and Commissioning Board (CCB) / Cabinet		Meeting title: Cabinet Date: January 2024

### 7. Sign-Off

<b>Officers that must approve this decision</b>		
<b>Equality lead</b>	<b>Name: Helen Reeves</b>	<b>Date: 03/01/2024</b>
	<b>Position: (Interim) Head of Strategy and Policy</b>	
<b>Director</b>	<b>Name:</b>	<b>Date:</b>
	<b>Position:</b>	