



Wokingham SEND Sufficiency Statement 2025-2030

Version 6i – Final

Date: 13/1/2025

1) Introduction - The Wokingham SEND context

Rising needs and budget pressures mean the current arrangements for specialist Special Educational Needs & Disabilities (SEND) educational placements are not financially sustainable in the long term.

This document sets out the current and planned supply of specialist provision and maps this against forecast requirements for education health and care plans – any gap between the two informs our commissioning plans for new provision and places in the coming years. The Statement concludes with recommendations for development of new specialist provision.

These projections were originally developed as part of the Safety Valve programme and factor in the projected impact of SEND Transformation Programme activity. Mitigation measures are expected to slow the pace of growth in EHC Plan numbers by meeting needs at an earlier stage, developing a wider range of provision and improving the effectiveness of the SEND system. These measures will not reduce the total number of EHC Plans, which are expected to continue to increase.

Wokingham is aiming to maintain an inclusive SEND system and the area supports the presumption of mainstream education for the majority of learners with SEND, but there is compelling evidence (based on benchmarking with statistical neighbours, the regional position and the national picture) that *the area faces a significant shortfall in specialist provision and continues to experience increasing demand for special school placements*. This being the case the focus of this sufficiency statement is on gaps in specialist provision rather than on the many measures being taken to support inclusion in mainstream.

2) Summary Findings

- Wokingham has seen considerable growth in the number of EHC Plans since the SEND reforms in 2014; *since 2019 rates of growth have been faster than all comparators* and this growth looks set to continue in the coming years
- Development of capacity in the local SEND system has not kept pace with this increased demand, which has led to an increased reliance on out of area and independent sector placements and Alternative Provision
- Wokingham's strategic focus in recent years has been on rapid development of new specialist capacity across the area, through the development of new special schools and specialist resource provision and SEND Units attached to mainstream schools.
- Current development plans will have a significant impact in addressing the projected gaps. However, ***between 2024-2028 Wokingham's SEND system faces an acute challenge arising from historical gaps in provision and the time lag in developing the required additional specialist capacity.***
- This position has been exacerbated by the likely later-than-expected opening by DfE of the two new special free schools (now scheduled for September 2028). If this current gap in capacity results in increased use of the independent and non-maintained special school (INMSS) sector this will place acute financial pressure on the local system.
- There are remaining gaps in specialist provision by 2028/29, dependent on the rates of growth in the coming years and the development of increased capacity of mainstream to support these needs; this is a priority in the area's SEND & Inclusion Strategy.
- Measures are in place in the shape of commissioning additional support for mainstream schools in meeting complex needs, individual funding packages and usage of Alternative Provision but all of these measures will be stretched in the coming years and need proactive monitoring, review and innovation.

SUMMARY RECOMMENDATIONS

- This sufficiency plan recommends additional capital investment to 'bridge the gap' to meet identified demand whilst also investing in support services to empower mainstream schools to provide quality support for EHCP children in their schools.
- There are currently acute gaps in post 16 provision that need addressing, which results in most of the area's young people with EHCPs travelling out of area.
- Remaining gaps in school-age provision that will not be fully addressed by the two new special free schools may be addressed through development of increased SEND Resource Base and SEND Unit provision as this meets needs within Borough; aligns with parental preference; and makes efficient use of spare capacity in mainstream schools.

3) Demand – Historical Trends and Future Projections

i. Methodology

The current projections are presented below, based on the actual rates of growth in recent years, which have remained higher than originally projected but are still considered to represent the best available modelling from real-world data.

ii. Comment Regarding Categories of Need

All the data in this document uses the DfE's categories of SEN, which are used across England's education system and enable benchmarking with comparable areas. It should be stressed that for the purposes of commissioning SEND provision these primary need labels are limited in their usefulness as they explain very little about the child's underlying needs and the type of provision they may require; this is particularly true with Autism which covers a huge range of levels of need and is often (but not always) linked with other types of need.

Autism is not a learning disability, but around half of autistic people may also have a learning disability¹. This could mean around half of the pupils designated ASD are likely to have a learning difficulty as well.

The Department for Education (DfE) recognises autistic spectrum disorder (ASD) as the most common type of need for pupils with an Education, Health, and Care (EHC) plan. Nationally 33% of pupils with an EHC plan have ASD as their primary need and within Wokingham this figure is even higher at around 40%. However this label gives little indication of the type of support the individual pupil may need, which requires a more targeted response than the primary needs labels allow for. Section 4 below sets out the range of provision that Wokingham has on offer; the categories of needs served by each; and the plans for future development to meet these needs.

a. Projected Growth – All EHC Plans Maintained by Wokingham Borough Council according to Primary Need 2024-2030

0-25 YEARS	2024	2025	2026	2027	2028	2029	2030
Autistic Spectrum Disorder	765	897	997	1,062	1,096	1,117	1,144
Hearing Impairment	35	38	40	41	44	44	44
Moderate Learning Difficulty	181	199	217	231	239	245	248
Multi- Sensory Impairment	3	3	5	5	5	6	6
Physical Disability	80	88	94	98	102	102	104
Profound & Multiple Learning Difficulty	42	52	57	60	63	64	65
Social, Emotional and Mental Health	424	487	525	556	575	585	599
Speech, Language and Communications Needs	212	270	328	374	425	466	508

¹ [https://www.mencap.org.uk/learning-disability-explained/learning-disability-and-conditions/autism-and#:~:text=Autism%20\(ASD\),also%20have%20a%20learning%20disability](https://www.mencap.org.uk/learning-disability-explained/learning-disability-and-conditions/autism-and#:~:text=Autism%20(ASD),also%20have%20a%20learning%20disability)

Severe Learning Difficulty	106	123	145	152	168	174	175
Specific Learning Difficulty	30	34	36	39	41	43	44
Visual Impairment	9	10	11	13	14	14	14
Other Difficulty/Disability	60	57	55	53	48	43	37
TOTAL	1,948	2,259	2,509	2,684	2,818	2,903	2,990
PROJECTED ANNUAL INCREASE	15.4%	16.0%	11.1%	7.0%	5.0%	3.0%	3.0%

**b. Projected Growth – Children and Young People 0-25yrs with EHC Plans
Requiring Specialist Provision 2024-2030 – All ages**

0-25 YEARS	2024	2025	2026	2027	2028	2029	2030
Autistic Spectrum Disorder	378	443	496	530	552	563	576
Hearing Impairment	16	16	16	15	13	12	12
Moderate Learning Difficulty	55	64	71	76	80	82	84
Multi- Sensory Impairment	3	3	5	5	5	6	6
Physical Disability	31	34	35	35	41	40	38
Profound & Multiple Learning Difficulty	37	46	51	54	56	59	59
Social, Emotional and Mental Health	175	212	243	261	276	285	290
Speech, Language and Communications Needs	54	66	75	85	95	103	112
Severe Learning Difficulty	89	108	120	127	137	138	140
Specific Learning Difficulty	10	10	10	10	10	9	9
Visual Impairment	3	4	5	4	5	5	7
Other Difficulty/Disability	11	13	15	16	15	13	13
TOTAL	862	1,018	1,140	1,218	1,282	1,315	1,346
ANNUAL INCREASE	15%	18%	12%	7%	5%	3%	2%
As a % of all EHCPs	44.3%	45.1%	45.5%	45.4%	45.5%	45.3%	45.0%

**c. EHC Plans Maintained by WBC – Projections of Demand for Specialist
Provision 2025 – 2030 according to phase**

i. Projected EHCPs in the Early Years (0-5 yrs) requiring specialist provision

	ACTUAL	PROJECTIONS					
Early Years (under 5 yrs)	2024	2025	2026	2027	2028	2029	2030
Autistic Spectrum Disorder	23	28	33	35	37	38	38
Hearing Impairment	1	1	1	1	1	1	1
Moderate Learning Difficulty	0	0	0	0	0	0	0
Multi- Sensory Impairment	0	0	0	0	0	0	0
Physical Disability	2	2	2	2	2	2	2

	ACTUAL	PROJECTIONS					
Early Years (under 5 yrs)	2024	2025	2026	2027	2028	2029	2030
Profound & Multiple Learning Difficulty	1	1	1	1	1	1	1
Social, Emotional and Mental Health	5	6	7	7	6	6	6
Speech, Language and Communications Needs	13	16	18	20	22	23	25
Severe Learning Difficulty	3	3	3	3	3	3	3
Specific Learning Difficulty	1	1	1	1	1	1	1
Visual Impairment	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0
TOTAL	49	58	66	70	73	75	77
ANNUAL INCREASE	8.6%	19.6%	14.3%	6.4%	4.6%	2.9%	2.8%
AS A % OF ALL EHCPs	5.6%	5.7%	5.8%	5.8%	5.7%	5.7%	5.7%

ii. Projected EHCPs in the Primary Phase requiring specialist provision according to category of need

	ACTUAL	PROJECTIONS					
Primary Phase (5-10 yrs)	2024	2025	2026	2027	2028	2029	2030
Autistic Spectrum Disorder	133	149	166	178	181	184	185
Hearing Impairment	5	5	6	6	5	5	5
Moderate Learning Difficulty	19	21	24	26	27	27	27
Multi- Sensory Impairment	1	1	2	2	1	2	2
Physical Disability	11	13	14	15	16	16	15
Profound & Multiple Learning Difficulty	13	16	17	18	19	20	21
Social, Emotional and Mental Health	48	54	60	65	79	80	80
Speech, Language and Communications Needs	18	24	26	31	36	39	46
Severe Learning Difficulty	30	36	40	41	45	46	47
Specific Learning Difficulty	4	4	4	4	4	4	5
Visual Impairment	1	1	2	2	2	2	3
Other Difficulty/Disability	4	4	5	5	5	5	5
TOTAL	286	328	366	393	420	431	440
ANNUAL INCREASE	11.7%	14.6%	11.5%	7.4%	6.9%	2.6%	1.9%
AS A % OF ALL EHCPs	33.2%	32.2%	32.1%	32.3%	32.8%	32.7%	32.5%

iii. **Projected EHCPs requiring specialist provision - Secondary Phase according to category of need**

Secondary Phase (11-15 yrs)	ACTUAL	PROJECTIONS					
	2024	2025	2026	2027	2028	2029	2030
Autistic Spectrum Disorder	133	161	179	193	201	205	210
Hearing Impairment	7	6	7	5	6	5	5
Moderate Learning Difficulty	20	21	25	26	28	29	30
Multi- Sensory Impairment	1	1	2	2	2	2	2
Physical Disability	12	13	15	15	16	16	15
Profound & Multiple Learning Difficulty	15	18	20	21	22	24	25
Social, Emotional & Mental Health	63	75	87	93	91	95	99
Speech, Language and Communications Needs	14	17	21	24	27	28	28
Severe Learning Difficulty	34	41	46	48	54	55	56
Specific Learning Difficulty	3	3	3	3	3	3	2
Visual Impairment	1	1	1	1	2	2	2
Other Difficulty/Disability	4	5	6	6	4	4	4
TOTAL	307	364	411	438	455	467	478
ANNUAL INCREASE	17.2%	18.7%	12.9%	6.6%	3.9%	2.6%	2.4%
AS A % OF ALL EHCPs	35.6%	35.7%	36.0%	36.0%	35.5%	35.4%	35.3%

iv. **Projected EHCPs requiring specialist provision in the Post-16 (16-25) phase according to category of need**

	ACTUAL	PROJECTIONS					
Post-16 (16-25 yrs)	2024	2025	2026	2027	2028	2029	2030
Autistic Spectrum Disorder	92	107	118	127	132	136	143
Hearing Impairment	2	2	2	1	1	1	1
Moderate Learning Difficulty	16	20	22	24	25	26	27
Multi- Sensory Impairment	1	1	1	1	1	2	1
Physical Disability	6	7	7	7	7	7	6
Profound & Multiple Learning Difficulty	9	11	12	13	14	14	12
Social, Emotional & Mental Health	59	77	89	96	100	103	105
Speech, Language and Communications Needs	8	9	9	9	10	13	14
Severe Learning Difficulty	23	28	30	32	35	34	34
Specific Learning Difficulty	2	2	2	2	2	1	1
Visual Impairment	1	1	1	1	1	1	1
Other Difficulty/Disability	3	3	4	4	4	4	4
TOTAL	221	268	297	317	332	342	350
ANNUAL INCREASE	16.7%	21.5%	10.8%	6.7%	4.7%	3.0%	3.8%
AS A % OF ALL EHCPs	25.6%	26.3%	26.0%	26.0%	25.9%	26.0%	26.2%

4) Mapping existing SEND provision & planned developments

Expansion of Wokingham's specialist SEND provision is planned over the coming years across all age ranges.

SEND Resource Bases / SEND Units

- WBC reviewed this provision in 2022 and identified the need for significant changes to the existing offer, which was not a close match for local needs; this review led to a significant transformation and expansion of provision that is now underway.
- Benchmarking demonstrated Wokingham has lower than average % of placements in this type of mainstream-led provision, which reinforced the case for its development and expansion. Engagement with parents / carers indicates that this is a key priority area for meeting parental preference and the inclusion agenda. There is a clear expressed desire for:
 - A greater number of Resource Bases / SEND Units
 - A greater range of Resource Bases / SEND Units (in terms of need types catered for)
 - A better geographical spread of Resource Base / SEND Unit provision, especially in terms of the key growth areas of ASD and SEMH
 - A potential need for new secondary HI provision, in particular – the provision at primary level is currently not matched at secondary
- Planned development of SEND Resource Bases / SEND Units in the coming years (see below table) will alleviate pressure on mainstream schools and to some extent contribute to the mitigation for gaps in special school capacity.
- Plans are in place for two phases of development; the first phase is already well underway with new provision opening in September 2024 with a second phase scheduled and funding allocated.

Special Schools

- Wokingham's vision for SEND is to sustain an inclusive education system with a higher-than-average percentage of learners with EHC Plans in mainstream compared with statistical neighbours, regional and national averages. Mainstream schools are being proactively supported to deliver and sustain this vision with funding for adaptations and a growing offer of specialist training and support. Support for inclusion in mainstream schools should continue to be a key focus for investment and partnership working to empower schools for early intervention and to boost parental confidence in mainstream schools.
- Whilst inclusion and early intervention are a key focus there is also recognition that for some children and young people specialist provision provides the best possible outcome and the area is investing in the development of a wide range of new specialist provision.
- For the purpose of this analysis special school provision is categorised according to four different categories of provision: i) Communications and Interaction / Autism; ii) Social

Emotional and Mental Health; iii) Moderate Learning Disabilities and; iv) Broad Spectrum²; (see below for respective gap analysis).

- Current gaps in this sector have led to a significant increase in use of independent and non-maintained special school (INMSS) provision, which is often out of area and comes at significant cost without delivering better outcomes. Our strategic aim is to minimise usage of such provision to the absolute minimum by ensuring we are better able to meet needs within the local education system.
- The gap analysis below shows that by 2030 specialist provision will have increased significantly. However, there are challenges during the growth phase; the local SEND system faces an acute challenge between 2024-2029 arising from historical gaps in provision and the time lag in developing the required additional capacity.
- Demand continues to outstrip supply for special school places for pupils with autism and a broad spectrum of cognition and learning needs and at current rates of growth this will remain the case even when the new free schools reach capacity. This demand is currently being met in out of area placements and costly INMSS provision.
- WBC has no maintained specialist SEMH specialist provision currently and this will continue to cause pressures until the new SEMH free school grows to capacity in 2028/29; this demand is currently being met in out of area placements and is spilling over into demand for INMSS provision and to some extent Alternative Provision. The recommendations of this analysis are for additional development of SEND Units to address this need over and above what will be provided by Rooks Nest school.

PROVISION TYPE KEY AND DESCRIPTION

For the purposes of this exercise this analysis distinguishes between three broad categories of specialist provision using the following colour key:

PROVISION CATEGORY	DESCRIPTION
SEMH	The assumption is that this covers pupils who are cognitively able to access aspects of the national curriculum but may require sensory or curriculum adaptations, and smaller group sizes and are not able to thrive in a mainstream classroom
Communication & Interaction / Autism	Provision for pupils with speech language and communication needs or autism who are cognitively able to access aspects of the national curriculum but may require sensory or curriculum adaptations, and smaller social groupings and are not able to thrive in a mainstream classroom. The assumption is that this represents 75% of pupils with Autism requiring specialist placement

² A 'Broad Spectrum' special school is one generally meeting the needs of a wide range of pupils who cannot access any aspect of the mainstream national curriculum, including those with learning disabilities, complex sensory or physical needs and complex communication difficulties. Addington School is a local example of such a school. For the purpose of this exercise this collates a variety of different SEN including SLD, PMLD, PD, MSI, HI, VI.

Moderate & Specific Learning Disabilities (Cognitions & Learning)	Provision for pupils with moderate learning disabilities (MLD) and specific learning disabilities (SpLD) who are cognitively able to access aspects of the national curriculum but may require curriculum adaptations and additional learning support and are not able to thrive in a mainstream classroom.
Broad Spectrum Special School Provision:	
Complex Learning Disabilities	Including SLD and PMLD
Autism with Complex Needs	Provision for pupils with autism who are cognitively unable to access any elements of the national curriculum, who may have other complex cognitive and physical needs – The assumption is that this represents 25% of pupils with Autism who require specialist placement
Physical & Sensory Needs	Pupils with EHC Plans at the moderate level can thrive in mainstream with adaptations, whereas more complex level needs may be cognitively unable to access aspects of the national curriculum but may require sensory or curriculum adaptations, and smaller group sizes and require specialist provision
Complex Speech Language & Communication Needs	Most SLCN needs can be met in mainstream. However, some at the more complex end of the spectrum are likely to be cognitively unable to access aspects of the national curriculum, therefore, they will not be able to thrive in a mainstream classroom and may require sensory or curriculum adaptations and smaller group sizes.

i. Early Years – Existing and Planned Provision

- Wokingham has a good track record of inclusion of children with SEND in local mainstream early years settings and there is overwhelming evidence of the benefits that this provides for children in the early years with additional needs.
- Wokingham benefits from having Dingley's Promise in the area, a specialist charitable early years provider with a national profile, currently offering 15 part-time places. Plans are underway to expand this capacity, but there have been challenges in finding suitable accommodation.
- Available evidence indicates:
 - There is a small but growing number of children whose parents are seeking specialist provision at the Early Years phase.
 - As a long-term vision, the local area continues to explore new ways of working and focus resources on supporting inclusion within mainstream provision.
 - There are current constraints on the availability of local early years' special school placements, so plans are underway to explore expansion of a local specialist early years provider (Dingley's Promise) to meet demand.
 - Advice, support, guidance and funding to support inclusion is available for mainstream early years settings from a range of sources, including the Wokingham's early years team and from Dingley's Promise in and it is anticipated that this capacity will increase in the coming years, so the projected gaps in provision set out below are expected to reduce.

	September opening:	2023	2024	2025	2026	2027	2028	2029	2030	
Early Years Provision	Category of Need									
Dingley's Promise (Specialist Early Years Provider)	Various	15	15	30	30	30	30	30	30	Expansion planned - but subject to delays so date TBC
Addington School Early Years	Various	16	16	16	16	16	16	16	16	Based on 2024 WBC Cohort
Wokingham Total Early Yrs Provision for EHCPs		31	31	46	46	46	46	46	46	

ii. Planned & Existing Specialist Provision in the Primary Phase 2024-2030

- There is significant planned capital investment in primary age provision both in SEND Resource bases / SEND Units and the new free schools catering for a range of needs.

Primary Phase Provision	September opening: Category of Need	2023	2024	2025	2026	2027	2028	2029	2030	COMMENTARY
Resource Bases & SEND Units	C&I / Autism	31	44	51	53	51	49	45	44	Assumes 10% of places taken up by OLA pupils
Resource Bases & SEND Units	SEMH	0	0	0	7	14	18	18	18	Assumes 10% of places taken up by OLA pupils
Resource Bases & SEND Units	Physical & Sensory	18	16	16	20	20	20	20	20	Assumes 10% of places taken up by OLA pupils
TOTAL PRIMARY SPECIALIST RESOURCE BASES & UNITS		49	60	68	73	71	68	65	64	Numbers dip as some older bases are phased out

Primary Phase Provision	September opening: Category of Need	2023	2024	2025	2026	2027	2028	2029	2030	COMMENTARY
Maintained Special Schools & Academies:										
Chiltern Way	C&I / Autism	8	8	8	8	8	8	8	8	Based on current placements
Oak Tree	C&I / Autism	12	18	27	32	32	32	32	32	Assumes 10% of places taken up by OLA pupils
Rooks Nest School	SEMH	0	0	0	0	0	14	27	54	Assumes 10% of places taken up by OLA pupils
Addington School	Broad Spectrum	75	75	75	75	75	75	75	75	Assumes 25% of places taken up by OLA pupils (current position)
Strawberry Fields School	Broad Spectrum	0	0	0	0	0	14	27	54	Assumes 10% of places taken up by OLA pupils
Special School Sub-Total for Primary		95	101	110	115	115	142	169	223	
Total Wokingham Primary Phase Specialist Provision for EHCPs		144	161	178	187	186	210	233	286	Total Projected Wokingham Primary Phase Specialist Provision for EHCPs

iii. Planned & Existing Specialist Provision in the Secondary Phase 2024-2030

There is significant planned capital investment in secondary age provision both in SEND Resource bases / SEND Units and the new Free Schools catering for a range of needs.

Secondary Phase Provision	September opening: Category of Need	2023	2024	2025	2026	2027	2028	2029	2030	COMMENTARY
Resource Bases & SEND Units	C&I / Autism	23	23	27	32	36	41	45	45	Assumes 10% of places take up by non WBC pupils
Resource Bases & SEND Units	SEMH	0	0	0	4	7	11	14	14	Assumes 10% of places take up by non WBC pupils
Resource Bases & SEND Units	Physical & Sensory Needs	0	0	0	4	7	7	7	7	Commissioning new secondary phase HI resource base
TOTAL SECONDARY SPECIALIST RESOURCE BASES		23	23	27	39	50	59	66	66	Secondary resource bases - assumes 10% of places taken up by non-WBC pupils
Maintained Special Schools & Academies:										
Chiltern Way	C&I / Autism	28	28	34	39	45	45	45	45	Assumes 20% of places taken up by OLA pupils based on current position
Oak Tree	C&I / Autism	12	24	36	36	36	36	36	36	Assumes 10% of places taken up by OLA pupils

Secondary Phase Provision	September opening: Category of Need	2023	2024	2025	2026	2027	2028	2029	2030	COMMENTARY
Phoenix CAMHS	SEMH	2	2	2	2	2	2	2	2	Very few places are for Wokingham pupils -based on current occupancy
Rooks Nest School	SEMH	0	0	0	0	0	14	27	54	Based on revised opening date of 2028. Assumes 10% of places taken up by OLA pupils
Addington School	Broad Spectrum	90	92	92	92	92	92	92	92	Assumes 20% of places taken up by OLA pupils based on current position
Strawberry Fields School	Broad Spectrum	0	0	0	0	0	14	27	54	Assumes 10% of places taken up by OLA pupils
TOTAL SPECIAL SCHOOL CAPACITY – SECONDARY PHASE		132	147	164	169	175	202	229	283	
Total Wokingham Secondary Phase Specialist Provision for EHCPs		155	169	191	208	225	261	295	349	

iv. Post-16 – Existing and Planned Provision

- Post-16 provision for young people with EHC plans covers a broad array of provision across multiple educational sectors including: sixth forms (mainstream and special both in the state funded and independent sector); sixth form colleges; colleges of further education; independent specialist colleges; work-based learning providers delivering apprenticeship, traineeships or supported internships; home education (up to age 18). Young people may also work full- or part-time and study part-time alongside their employment.
- The demand projections for Post-16 set out below reinforces that there will be further growth in demand. Further work is underway to determine the precise nature of the demand to ensure that capital is invested to maximise the impact of the new provision in meeting local need.
- Demand is currently being met in out of area placements and. If provision is not developed to meet rising EHCP numbers, it will increasingly spill over into demand for Independent Specialist post-16 provision. The financial implications are considerable and are likely to increase as pupils who have attended special school move through the system.

Post-16 Provision	September opening: Category of Need	2023	2024	2025	2026	2027	2028	2029	2030	
Chiltern Way	C&I / Autism	0	0	8	8	8	8	8	8	New development - Assumes 10% of places will be OLA students
Post-16 SEND Hub	Various	0	0	0	14	26	32	32	32	Assumes 10% of places taken up by OLA students
Rooks Nest School	SEMH	0	0	0	0	0	0	5	10	Assumes 10% of places taken up by OLA students
Addington School	Broad Spectrum	36	36	36	36	36	36	36	36	Assumes 10% of places taken up by OLA students
Strawberry Fields School	Broad Spectrum	0	0	0	0	0	0	5	9	Assumes 10% of places taken up by OLA students
Wokingham Total Specialist Provision		36	36	44	58	70	77	86	95	

5) Gap Analysis - Supply vs Demand

a. Early Years Specialist Provision Gap Analysis

	ACTUAL		PROJECTIONS					
	2023	2024	2025	2026	2027	2028	2029	2030
Total Projected Demand - Early Years	44	49	58	66	70	73	75	77
Early Years Capacity	31	31	46	46	46	46	46	46
Early Years Place Deficit/ <u>Surplus</u>	-13	-18	-12	-20	-24	-27	-29	-31

b. Primary Phase Specialist Provision Gap Analysis

GAP ANALYSIS ACCORDING TO SCHOOL TYPE	ACTUAL		PROJECTIONS					
Primary Phase (5-10 yrs)	2023	2024	2025	2026	2027	2028	2029	2030
SEMH Demand	46	48	54	60	65	79	80	80
SEMH Capacity	0	0	0	7	14	32	45	72
SEMH Place Surplus / Deficit	-46	-48	-54	-53	-51	-48	-35	-8
MLD / SpLD Demand		22	23	25	28	30	31	31
MLD / SpLD Capacity (in Resource Bases)		0	1	2	3	4	5	6
MLD / SpLD Place Surplus Deficit		-22	-22	-23	-25	-26	-26	-25
% of ASD pupils requiring this provision	75%							
Communication & Interaction / Autism - Demand	87	100	112	125	134	136	138	139
Communication & Interaction / Autism - Capacity	51	70	86	93	91	88	85	84
Communication & Interaction / Autism - Place Surplus / Deficit	-36	-30	-25	-32	-43	-48	-54	-55

BROAD SPECTRUM PROVISION:								
% of ASD pupils requiring this provision	25%				v			
Autism - with complex needs	29	33	37	42	45	45	46	46
Physical & Sensory - with complex needs	18	18	20	24	25	24	25	25
Complex Learning Disabilities	38	43	52	57	59	64	66	68
SLCN - with complex needs	14	18	24	26	31	36	39	46
TOTAL DEMAND BROAD SPECTRUM SPECIAL SCHOOL	99	112	133	149	160	169	176	185
Broad Spectrum School Capacity	93	91	91	95	95	108	122	149
Broad Spectrum Place Surplus / Deficit	-6	-21	-42	-54	-65	-61	-54	-36

a. Secondary Phase Specialist Provision Gap Analysis

GAP ANALYSIS ACCORDING TO SCHOOL TYPE	ACTUAL		PROJECTIONS					
Secondary (11-15 yrs)	2023	2024	2025	2026	2027	2028	2029	2030
SEMH - Demand	46	63	75	87	93	91	95	99
SEMH Capacity	2	2	2	6	9	26	43	70
SEMH Place Surplus / Deficit	-44	-61	-73	-81	-84	-65	-53	-30
MLD / SpLD Demand		19	23	24	28	29	31	32
MLD / SpLD Capacity (in Resource Bases)		0	0	0	0	0	0	0
MLD / SpLD Place Surplus Deficit		-19	-23	-24	-28	-29	-31	-32
% of ASD pupils requiring this provision	75%							
Communication & Interaction / Autism - Demand	86	100	121	134	145	151	154	158
Communication & Interaction / Autism - Capacity	63	75	97	107	117	121	126	126
Communication & Interaction / Autism - Place Surplus / Deficit	-23	-25	-24	-28	-28	-29	-28	-32

BROAD SPECTRUM PROVISION:								
% of ASD pupils requiring this provision	25%							
BROAD SPECTRUM PROVISION:								
Autism with Complex Needs - Demand	29	33	40	45	48	50	51	53
Physical & Sensory Needs - Demand	19	21	21	25	23	26	25	24
Complex Learning Disabilities - Demand	43	49	59	66	69	76	79	81
Complex SLCN - Demand	10	14	17	21	24	27	28	28
Total Demand Broad Spectrum Special School	101	117	137	157	164	179	183	186
Broad Spectrum Capacity	90	92	92	96	99	113	126	153
Broad Spectrum Place Surplus / Deficit	-11	-25	-45	-61	-65	-66	-57	-32

a. Post-16 Specialist Provision Gap Analysis

GAP ANALYSIS SUMMARY	ACTUAL		PROJECTIONS					
Post-16 (16-25 yrs)	2023	2024	2025	2026	2027	2028	2029	2030
SEMH - Demand	47	59	77	89	96	100	103	110
SEMH Capacity	36	36	36	36	36	36	36	36
SEMH Place Surplus / Deficit	-11	-23	-41	-53	-60	-64	-67	-74
MLD / SpLD Demand	15	18	22	24	26	27	27	28
MLD / SpLD Capacity	0	0	0	0	0	0	0	0
MLD / SpLD Place Surplus Deficit	-15	-18	-22	-24	-26	-27	-27	-28

Communication & Interaction / Autism - Demand	59	69	80	89	95	99	102	107
Communication & Interaction / Autism Capacity	0	0	8	8	8	8	8	8
Communication & Interaction / Autism Place Surplus / Deficit	-59	-69	-72	-80	-87	-91	-94	-99
BROAD SPECTRUM PROVISION:								
Autism - with complex needs	20	23	27	30	32	33	34	36
Physical & Sensory - with complex needs	13	17	22	24	26	27	29	29
Learning Disabilities - with complex needs	43	50	61	66	71	76	75	74
SLCN - with complex needs	8	8	9	9	9	10	13	14
Total Demand Broad Spectrum Post-16	84	98	119	129	138	146	151	153
Broad Spectrum Capacity	36	36	36	50	62	68	73	77
Broad Spectrum Place Surplus / Deficit	-48	-62	-83	-79	-76	-78	-78	-75

6) RECOMMENDATIONS

Based on the gap analysis above the following recommendations are made to address the growing demand for specialist provision, which are in addition to the 'Existing and Planned' developments detailed in Section 4:

PHASE	EXISTING PLANS (SEE SECTION 4 ABOVE)	PROJECTIONS AS TO REQUIRED PROVISION
EARLY YEARS	Discussions underway between Children's Commissioning and existing providers to address need	
PRIMARY	2 New Free Schools RESOURCE BASES / SEND UNITS Phase 1: Development of Primary RB and Primary Unit, both for Autism (Loddon and Radstock Primaries) Phase 2; Development of Primary RB and Primary Unit, both for SEMH	2*21 place additional Autism provision 1* 21 place Cognition & Learning provision 1* 8 place SEMH provision
SECONDARY	2 New Free Schools RESOURCE BASES / SEND UNITS Phase 1: Development of Secondary Unit for C&I/Autism Development of Secondary Resource Base for HI Phase 2: Development of Secondary Unit for SEMH	1*21 place additional Autism provision 1*21 place additional Cognition & Learning provision 2* 15 place SEMH provision
POST-16	New Post-16 Hub (40 places) New Post-16 VI Form (10 places)	SEND Vocational Centre (40 places) Specialist Post-16 Phase 3 (40 places)