

Special Educational Needs and Disabilities (SEND)

SEND The Big Plan

SEND Sufficiency Strategy for Kirklees (Enough of the right stuff)



2025-2028

Table of Contents

SEND Sufficiency Strategy for Kirklees 2025-2028	1
What this plan covers	1
Where the data comes from	1
The Kirklees approach to planning school places	3
Our inclusive ambitions	4
Children have the best start in life and achieve their potential	4
Children and families are supported at the earliest opportunity	4
Our young people are educated in Kirklees	4
Our young people have a consistent and inclusive offer	4
Educational outcomes and whatever our young people are interested in - we want them to excel	4
Where are our children and young people currently being educated?	5
Current provision for children and young people with Special Educational Needs (SEN) in Kirklees	6
Inclusive mainstream schools and colleges	6
Additionally Resourced Provision in mainstream schools	6
Additionally Resourced Provision in mainstream schools	7
Alternative Provision	7
Special schools	9
Special school planned places for the 2025-2026 academic year	9
Special school satellite provision	10
Areas of demand	11
Social Emotional and Mental Health (SEMH) needs	11
Neurodiversity	11
Speech, language and communication	11
Multiple needs	11
Change of phase	12
Post-16 provision	12
Immediate place pressures	12
School clusters	12
Additionally Resourced Provisions (ARPs)	12
Primary assessment centre	12
Speech language and communication	13
Special schools	13
Special school satellites	13
Use of independent special school places	13
Alternative Provision Free School	14
Immediate place pressures	14

16+ provision	14
Next Steps	14
Conclusion and summary of needs.....	14
Key.....	15

SEND Sufficiency Strategy for Kirklees 2025-2028

What this plan covers

This plan is to help us to make sure we have the enough of the right type of learning places in Kirklees so that all children and young people can learn and thrive. It will show that we understand the needs of the local population and how those needs are changing. All local authorities have a legal duty to understand local needs and demands in terms of children and young people with Special Educational Needs and Disabilities (SEND). This plan and the data in the appendix will demonstrate that understanding.

The plan will set out the amounts of the different types of learning provision we have currently and what we need to develop more of, as well as what we might need less of in the future.

In Kirklees we call this 'enough of the right stuff'.

This plan sits alongside other strategies and plans:

- [Our Kirklees Futures](#) which describes our overall strategy for learning in Kirklees
- [SEND - The Big Plan!](#) Which describes our approach to transforming our SEND system
- Kirklees SEND Joint Commissioning Strategy which describes how the different partners work together in Kirklees to plan and deliver services
- [Securing High Quality Learning Places](#) which details the number of places in our whole school system

The plan will look at our longer-term intentions, as well as our more immediate needs for provision.

It will tell us where we need to invest more money in creating new places or provisions. This might include working with the independent education sector, building new schools or adapting existing schools for a different purpose.

It will help us to explain to providers (e.g. schools and health services) where we need to make changes to current provision to meet future needs.

It will help us to make sure our provision is sustainable and that we get the best value for money.

Where the data comes from

This plan has been created using a number of data sources. The aim is for the data to be accurate, consistent, and comparable with national data. For this reason, we have used the annual SEN2 extraction point (January 2023). All local authorities are required to make an annual return to the Department for Education (DfE) with information about our special

educational needs population and this is called the SEN2 return. It is completed in January every year.

We have also used data from the school census, which is carried out in the spring and autumn each year.

To inform our projections, in addition to this annual data set we have used intelligence from a number of other sources. This includes:

- population data and trends from the national census
- our recent Education, Health & Care plans (EHCPs)
- annual reviews of existing EHCPs
- SEN Support and My Support Plan documents
- information from schools and other learning establishments
- conversations with families
- complaints or tribunals

which have been produced and the subsequent decision-making processes.

We will hold termly discussions so that we continue to take this into account and adjust our plans accordingly.

We will update this document annually when new data becomes available.

The Kirklees approach to planning school places

Planning learning places is a complex process. It depends on numerous variables, many of which are difficult to predict over the given period of time. Therefore, it cannot be an exact science because it pulls together the effects of these changing variables. Variables include fluctuations and underlying trends in child population demographics, changes in housing developments, the migration of families between and within local authority areas, local geography, and the exercising of parental preference for schools in Kirklees and in neighbouring local authorities. The context for planning for future school places is set out, including the limited availability of capital funding, alongside the different opportunities and associated processes. This poses the challenge of finding creative, cost effective and value for money solutions that provide the sufficient numbers of high-quality learning places required, where they are needed and when they are needed, so that children and young people can access schools locally. The introduction of new places in the wrong place or at the wrong time can create sustainability challenges for existing schools, already under increasing financial pressures.

Our [Securing Sufficient High Quality Learning and Childcare Places](#) document looks at current child population, as measured by NHS GP registration data, to describe the size and distribution of the potential child population. This baseline information is used to determine the likely need for learning places in the future. Like most other local authorities, Kirklees has seen a significant change in the size of the school age population in recent years. There has been an increase of almost 20% since 2000, from approximately 5,000 per age cohort to around 6,000 in 2015/16. However, since this time, the size of Reception cohorts has been declining. Evidence suggests that this trend will continue towards 2025/26 before a slight increase in 2026/27 in North Kirklees only. It is not possible to tell at this stage whether this increase will be short-lived or more sustained, however, there is some evidence to suggest that beyond this time the population will start to stabilise, though caution is required as the children referred to here have not been born yet. Apart from a small increase in Batley East, there are no areas of Kirklees showing a growth in the size of Reception cohorts and some areas are showing a more rapid decline than others. The population growth previously experienced in the primary phase has now moved into the secondary phase, peaking in 2022/23 with demand for places remaining high in 2023/24, although below this Kirklees-level headline there was a small reduction in demand in the North, offset by increased demand in the South. However, a decline in demand for secondary places across the authority is expected in 2024/25 and beyond, with the only possible exception being where there will be significant housing development.

Both housing development and the impact of inward migration (from other parts of the country and those new to the country) are important considerations affecting the need for places. These factors are harder to predict but cannot be ignored when assessing the requirement for places.

The variation in localised child populations means that in some places, such as some of the more rural areas of Kirklees, there may be an increasing number of school places that are either unfilled or attract preferences from outside the area (an important factor when assessing basic need). This may also be the case where new schools have been introduced.

Our inclusive ambitions

In Kirklees we have high aspirations for our children and young people. We have developed a set of 'inclusive ambitions' as part of our SEND Transformation Programme which describe our approach to developing a high performing, inclusive education system. These ambitions are set out below, along with how they apply to SEND sufficiency.

Children have the best start in life and achieve their potential

We want all children and young people in Kirklees to receive appropriate high-quality education so that they can fulfil their potential and maximise their future opportunities.

Children and families are supported at the earliest opportunity

We will ensure that support is targeted towards early years so that needs are identified and support put in place.

Our young people are educated in Kirklees

Our ambition is that Kirklees CYP will be educated within the Kirklees area in state funded provision.

Our young people have a consistent and inclusive offer

We support an inclusive approach in schools and want the majority of our children and young people with SEND to be educated in inclusive mainstream provisions.

Educational outcomes and whatever our young people are interested in - we want them to excel

We will ensure that we have a range of provisions available that will inspire young people to achieve. This might include vocational, outdoor learning or similar.

Where are our children and young people currently being educated?

Establishment Type	% of All Age EHCP (SEN2 2024)	% of Statutory school age EHCP (SEN2 2024)
Alternative provision	2.0	2.4
Educated elsewhere	1.1	1.4
Further education	20.1	0
Mainstream	44.6	62.8
NEET (Not in Education, Employment or Training)	4.7	1.1
NEET - Other	0.1	0.0
Non-maintained early years	0.2	0.3
Other	1.4	0.2
Special schools	25.7	31.6

The table above shows that in line with our inclusive ambitions, the majority of children with SEND in Kirklees are supported to learn in a mainstream school.

To support this, we have developed a number of Additionally Resourced Provisions (ARPs) within mainstream schools and many schools have developed their own nurture bases or similar to help children to thrive.

We have commissioned a range of Alternative Provisions (AP) which schools can access through our Inclusion Multi-Agency Panel (IMAP) process to provide additional support to children where it is needed. Alternative Provision is described in further detail below.

We have seen an increasing number of children who are electively home educated in the last 5-years.

To address the number of older young people who are not in education, employment or training we are increasing the number of opportunities for our learners post-16. Options will cover a range of education, employment and training opportunities.

Current provision for children and young people with Special Educational Needs (SEN) in Kirklees

We already have some very effective learning provision in place for children and young people in Kirklees, with a skilled and committed workforce across the partnership. This section will describe the range of options currently available.

Inclusive mainstream schools and colleges

We support all of our learning establishments to provide an inclusive learning environment so that as many children and young people with additional needs as possible can learn alongside their peers. This ensures that they can attend local schools and make friends within their local community, that they have positive emotional health, strong social connections and make good progress with learning. Investing in our learners and their families at the earliest opportunity will support us to help them achieve their best possible outcomes.

We have developed a range of toolkits to support schools to implement the 'graduated approach' which enable teachers to identify children and young people who need something additional or different to their peers to make progress. The toolkits help school staff identify the provision that can be put in place to meet the needs of such children and young people and to monitor the impact of that provision. Additional support is provided by our Specialist SEND Outreach and Educational Psychology teams who provide training, advice, guidance and strategies to assist schools and colleges. Many of our schools have developed their own 'nurture bases' as a dedicated resource within the school.

We have worked closely with our mainstream schools to develop a 'cluster' approach to meeting needs at an earlier stage which involves schools being grouped together in clusters based on location. Cluster schools work together to share resources, expertise and good practice which enables children and young people to get the support that they need more quickly. Each cluster is supported by a team of professionals for example from Early Support and Educational Psychology who provide advice, guidance and training to support with meeting the needs of children with SEND.

Additionally Resourced Provision in mainstream schools

Additionally Resourced Provision (ARP) is a provision in a mainstream school, designed to provide specialist and targeted support for children with special educational needs and disabilities (SEND). ARPs receive additional funding, which means they can offer additional support and resources for the pupils who attend the provision offering:

- Teaching and support staff with additional knowledge, skills, expertise and allocated time in a particular area of SEND

- Specialist environments which support the learning, behaviour and social and emotional needs of each pupil
- Systems to identify, plan for and track small-step progress to inform next steps
- Lessons in mainstream classes, but with additional specialist resources and teaching
- Additional Educational Psychologist and specialist health input as necessary
- Accommodation and environment that is adapted to meet need

Each ARP specialises in a particular area of special educational need and places are allocated according to the specific needs of the child or young person (as described in the table below). The ARP is an integral part of the school, with pupils sharing spaces and interactions.

Admissions to the ARPs is through the statutory EHCP process. Children and young people must have an EHCP to access an ARP place and requests for a place are made through the annual review process. Schools will have sought additional specialist advice and have documented evidenced use of the graduated approach in the review paperwork. If this indicates that provision is now required which is over and above what can be provided in the mainstream school, an ARP may be considered. Requests are then considered in the SEND Decision-Making Groups.

Additionally Resourced Provision in mainstream schools

Strand	Primary	Secondary
Hearing Impairment	Lowerhouses CE (VC) JI & EY School - 14 Places	Newsome Academy - 14 Places
Visual Impairment	Dalton School - 14 Places	Moor End Academy - 14 Places
Physical Impairment	N/A	Newsome Academy - 14 Places
Complex Communication and Interaction Needs	Windmill Church of England Primary School (Communication & Interaction) - 6 Places Netherhall St. James (CE) VC I&N School- 12 Places Netherhall Learning Campus Junior School - 12 Places	Royds Hall Community School (SLCN) 24 Places Netherhall Learning Campus High School - 20 Places Honley High School - 20 Places Thornhill Community Academy - 20 Places
Cognition and Learning	Old Bank Academy - 16 Places	N/A
Social, Emotional and Mental Health Needs	Beaumont Primary Academy - 6 Places Carlinghow Academy – 12 Places	N/A

Alternative Provision

Alternative provision is education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period suspension; and pupils being directed by schools to off-site provision to improve their behaviour.

Alternative provision can take many different forms, depending on the individual needs of the child. It is important the school or local authority service, commissioning the provision, is clear on whether the provision is a registered school with a DfE number, or an unregistered setting as this will have considerations regarding how many hours a pupil can access the provision.

In all cases, the provision should be both efficient in its delivery of education and suitable to the child's age, ability, and aptitude; and to any special educational needs they may have.

Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:

- good academic attainment on par with mainstream schools, particularly in English
- mathematics, and science (including IT), with appropriate accreditation and qualifications
- the specific personal, social, and academic needs of pupils are properly identified and met to help them to overcome any barriers to attainment
- improved pupil motivation and self-confidence, attendance, and engagement with education; and
- clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment

Alternative provision should be good quality, registered where appropriate, and delivered by high quality staff with suitable training, experience, and safeguarding checks. It should have clearly defined objectives relating to personal and academic attainment. Where an intervention is part-time or temporary, to help minimise disruption to a pupil's education, it should complement and keep up with the pupil's current curriculum, timetable, and qualification route.

In Kirklees we have commissioned a range of alternative provision from relevant providers as part of a framework contract. This is described in more detail on our [Local Offer website](#). The offer includes medical provision, outdoor learning and online learning provision, as well as assessment places. Admissions into the alternative provision will be through the Kirklees Inclusion Multi-Agency Panel (IMAP). The IMAP includes representation from the EHCP team, Educational Psychology, Designated Clinical Officer, Designated Social Care Officer, School Head Teachers/Special Educational Needs & Disabilities Co-ordinators, and other multi agency professionals.

Special schools

In Kirklees we have six special schools which provide the specialisms shown in the table below. Some special school places are commissioned from other Local Authorities or independent providers to meet specific pupil needs.

Special school planned places for the 2025-2026 academic year

Specialism	School	Places	Total places
Complex Communication and Interaction Difficulties (including Autism)	Woodley School & College	180 places (approval to gradually increase to 194 places in the lead up to completion of a new school building)	180 places
Social Emotional and Mental Health Difficulties (age 7 - 16)	Joseph Norton Academy	80 places (approval to gradually increase to 132 places in the lead up to completion of a new school building)	80 places
Complex needs (age 5 - 19)	Southgate School	184 places	394 places
Complex needs (age 5 - 19)	Ravenshall School	210 places	
Profound and Multiple Learning Difficulties (age 3 - 19)	Fairfield School Castle Hill School	124 places 124 places	248 places
TOTAL	-	-	902 places

We are in the process of rebuilding two of our special schools. This will give us modern, state of the art facilities which will not only increase our capacity but will provide high quality, accessible learning environments.

Our SEMH special school, Joseph Norton Academy will relocate to a new site in the centre of Kirklees. Capacity will increase to 132 places. The age range will be expanded to include KS1 and KS2 children, as well as increased provision for girls.

Image 1 Artist impression of the proposed new SEMH school rebuild, Huddersfield



To meet the need for additional places for children with autism Woodley School & College will move to a new site in Almondbury and capacity will increase to 194 by late 2026. In advance of the new school building opening, we have already increased the capacity of the school by opening two satellite provisions. The first at Woodley Moor has a capacity of 25, and a shop facility has been created in Huddersfield town centre to provide learning for post 16 young people with a capacity of 13.

Special school satellite provision

Special school satellite provision is where a special school increases its capacity by expanding onto an additional site. The additional site may be on the site of a mainstream school which provides some physical space for satellite purposes, or it could be a suitable building not occupied by another school.

This applies to:

- Ravenshall Special School hosted by Headfield CE (VC) Junior School
- Ravenshall post-16 provision based in a former library building
- Southgate Special School hosted by Newsome Academy
- Woodley Moor based in a former children's centre building
- Woodley post-16 provision based in a shop in Huddersfield town centre

As pupils accessing satellite provision remain on the roll of the special school, the number of places in the table above includes satellite provision.

Areas of demand

Our data and intelligence (Appendix 1) tell us that we have the following pressures in our SEND system which we need to address:

Social Emotional and Mental Health (SEMH) needs

We are seeing increasing SEMH needs particularly for:

- younger children in primary settings
- young people in secondary school who are at risk of exclusion or have low attendance
- there is a significant cohort of young people with identified SEMH needs in secondary provision who will need suitable 16+ provision

Neurodiversity

In line with national trends, we have seen a significant increase in children with identified needs relating to neurodiversity (e.g. autism, ADHD). There is also a significant number of children in primary settings who will need suitable provision as they move into secondary and post-16 education. It is important that we consider the impact of growing recognition of neurodiversity in our mainstream schools, as well as the need for special school places.

Speech, language and communication

We have seen a significant increase in the identification of speech, language and communication needs in younger children since the Covid 19 pandemic. If these needs are identified and addressed in early years, children will stand a better chance of catching up with expected levels of achievement and reduce the need for more specialist provision in later years.

Multiple needs

It is being increasingly recognised that many children and young people have needs which do not always fit into individual categories, e.g. many children with SEMH needs will also have neurodiversity needs. It is essential that our education provisions are equipped with the appropriate knowledge and skills to meet these needs.

Change of phase

We know that many children with SEND are thriving in inclusive primary schools but can struggle with the change of phase to a busy secondary school. We need to ensure that there are suitable inclusive provisions in secondary schools and post-16 provisions to meet the needs of these young people.

Post-16 provision

The increasing number of children in specialist education provision will lead to an increased future demand for more specialist post-16 provision. We need to ensure that we expand our current offer and develop a range of education, employment and training opportunities for young people when they leave school at 16.

Immediate place pressures

In line with our inclusive ambitions, we want more of our children with SEND to be educated in mainstream schools which have an inclusive approach. We are working on a number of schemes to support this which are listed below. We will also support our inclusive approach by developing satellite or ARP provision within mainstream schools to enable more children and young people with additional needs to learn alongside their friends and peers.

School clusters

We will continue to support the development of our school 'clusters' to help them to provide a more inclusive environment for children and reduce the need for more specialist provision.

Clusters will be able to pool their resources and locally commission services and support where required.

Additionally Resourced Provisions (ARPs)

We will continue to expand our ARP provision.

We have identified a need for ARP in secondary schools for children presenting with SEMH issues. We will work with our secondary schools to open at least one north and one south SEMH ARP by 2026.

Primary assessment centre

We will develop a primary provision for primary age children who are at risk of exclusion, or have been excluded, or have low attendance. The emphasis will be on short term assessment and re-engagement, with the aim of returning to their mainstream school.

Speech language and communication

We will invest in additional support for early years and primary settings to address the speech, language and communication needs of our younger children to enable them to make progress and reduce the need for more intensive support or specialist places in later years.

Special schools

In Kirklees we have some well-established special schools, providing a high standard of education and care for our children. It is essential that we make the most efficient use of the places we have available. We are working with our special schools to ensure that their admissions criteria match the needs outlined in this document, to be confident that places are available for those children with the highest levels of need. It is essential that our decision making, and allocations processes are consistent with this approach.

We also need to be confident that our special schools have the resources, facilities, staff and skills to provide a high-quality learning experience.

We are in the process of rebuilding our CCI and SEMH schools with increased capacity, as described above.

Special school satellites

An effective way to increase capacity of our special schools are satellite provisions. These are classes based in mainstream schools that are staffed by Special School teachers and support staff. We have already successfully opened five satellites.

We intend to open new satellite provision for up to 20 primary age children with SEMH needs to add temporary capacity until the new school building is completed. It is likely that this temporary facility will be decommissioned at that point.

Use of independent special school places

Due to a shortage of capacity in local state funded schools we have placed children in independent and/or out of area special schools. This has been primarily for children with autism and SEMH needs, particularly older children, as well as younger children with profound and multiple learning difficulties. Whilst there will always be a small number of children whose level of need requires a very specialist provision which is not available locally, this tells us that we need to increase our provision in Kirklees to meet our ambition for children to be educated close to where they live.

As of January 2025, we have 183 children placed in independent schools. It is our aim to have less reliance on the independent sector for our new school places. The additional places created by the special school rebuilds, satellites and other means will contribute to the reduction.

Alternative Provision Free School

We have applied to the Department for Education to open a new Alternative Provision Free School in Kirklees. The bid has been submitted in partnership with a multi-academy trust and if approved will provide additional alternative provision capacity.

Immediate place pressures

We will address our immediate requirement for places by working with our school system to rapidly put in place additional special school satellite and ARP provisions, along with commissioning appropriate alternative provisions.

16+ provision

We will review our 16+ provision to ensure it meets the growing needs of young people with SEMH and/or neurodiversity currently in the school system.

Next Steps

This plan will form a key pillar of the SEND Transformation Programme in Kirklees. It will be published on our Local Offer website and shared with key stakeholders, including our schools.

This plan will also be used to engage with independent sector providers to develop and shape the SEND market in Kirklees.

A SEND sufficiency group has been established, which will meet on a termly basis to review the available data and intelligence. The membership of the group includes Local Authority and Health commissioners, EHCP team, SEND leads and representation from the Schools Forum. The group will examine the outcomes from recent EHCPs created and Decision-Making Panel recommendations, as well as intelligence gathered from across the learning system to inform commissioning or decommissioning decisions.

This plan will be reviewed annually, in line with the availability of the SEN2 dataset.

Conclusion and summary of needs

We recognise that many of our children have complex needs which means that they cross over multiple need categories. We will help all of our provisions adapt in recognition of this. For the purpose of this summary, we have used primary need as the descriptor.

Key

Key	Description
↑	We will develop more of this type of provision
→	We have the right amount of this type of provision/ demand remains the same
↓	We will reduce the amount of this type of provision
↗	Demand is rising for this type of provision
↘	Demand is reducing for this type of provision

Provision Type	Early Years	Primary	Secondary	Post-16	What are we doing?
Special school (including satellites) <ul style="list-style-type: none"> • SEMH • ASC • Complex needs • Visual Impairment/Hearing Impairment 	↑ ↗ ↑ ↗ ↑ ↗ ↓ ↘	↑ ↗ ↑ ↗ ↑ ↗ ↓ ↘	↑ ↗ ↑ ↗ ↑ ↗ ↓ ↘	↑ ↗ ↑ ↗ ↑ ↗ ↓ ↘	Building a new SEMH school to add places and increase age range. Building a new ASC/CCI school. Develop additional satellite provision for SEMH and complex needs.
Additionally Resourced Provision (ARP) <ul style="list-style-type: none"> • SEMH • ASC • Complex Needs • Visual Impairment/Hearing Impairment 	N/A N/A N/A N/A	↑ ↗ ↑ ↗ N/A → →	↑ ↗ ↑ ↗ N/A → →	N/A N/A N/A N/A	We will open 2 new secondary SEMH ARPs. We will expand ASC ARP provision.
Alternative Provision <ul style="list-style-type: none"> • Full time AP • Complementary (or wraparound) alternative provision • Day 6 	N/A N/A N/A	↑ ↗ ↑ ↗ ↑ ↗	↑ ↗ ↑ ↗ ↑ ↗	N/A N/A N/A	We are reviewing our commissioned AP provision and will revise contracts to increase or decrease number of places for each type of need and age group where required.

Provision Type	Early Years	Primary	Secondary	Post-16	What are we doing?
<p>Ordinarily Available Inclusive Provision (i.e. education in mainstream provisions)</p> <ul style="list-style-type: none"> • SEMH • ASC • Complex Needs • Visual Impairment/Hearing Impairment 	<p>↑ ↗</p> <p>↑ ↗</p> <p>N/A</p> <p>→</p>	<p>We will support our mainstream provisions to improve their skills and facilities to accommodate more children with additional needs in an inclusive environment.</p> <p>This will include support within clusters, support and training from specialist outreach and additional commissioned support where required.</p>			