

LANCASHIRE SCHOOLS FORUM
Date of meeting 13 January 2022

Item No 8

Title: Recommendations of the High Needs Block Working Group

Appendix A refers

Executive Summary

On 2 December 2021, the High Needs Block Working Group considered a number of reports, including:

- Appointment of HNB Chair and Possible Vice-Chair;
- Alternative Provision Strategy Group Update;
- High Needs Block Funding 2022/23;
- High Needs Block Commissioned Places 2022/23;
- School Teaching and Support Staff Supply Reimbursement Scheme;
- School Feedback on Covid Catch Up Funding;
- School Census data – special school termly redeterminations.

Recommendations

The Forum is asked to:

- a) Note the report from the High Needs Block Working Group held on 2 December 2021;**
- b) Ratify the Working Group's recommendations.**

Background

On 2 December 2021, the High Needs Block Working Group considered a number of reports. A summary of the information presented, and the Working Group's recommendations are provided below:

1. Appointment of HNB Chair and Possible Vice-Chair

Members elected Claire Thompson, Headteacher at Moorbrook school, as the new working group Chair.

The working group also supported the appointment of Vice-Chair for the group, in order to offer greater resilience to the group's arrangements and provide a wider perspective across the block at Chairs' group meetings.

Liz Lavery a governor at Shaftesbury High School PRU was elected as the new Vice-Chair of the working group.

The Working Group:

- a) Elected Claire Thompson as the new working group Chair;**
- b) Agreed to appoint a working group Vice-Chair**
- c) Elected Liz Lavery as the new working group Vice-Chair.**

2. Alternative Provision Strategy Group Update

Sally Richardson, Head of Inclusion Service attended the working group and provided an update on the Alternative Provision Strategy Group and wider SEND matters.

The presentation opened with an Alternative Provision definition, which is

- education 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-term exclusion
- education for pupils being directed by schools to off-site provision to improve their behaviour.

In Lancashire, there is a broad range of alternative provision on offer, provided by the local authority, independent schools, further education colleges, charities, and businesses. AP may be therapeutic in nature for example for children and young people with social, emotional, and mental health needs or it may offer vocational learning.

The Alternative Provision Strategy 2020 – 2024 was approved by the LCC cabinet in October 2020 and the Alternative Provision working group was then established. The group included PRU representatives, colleagues from other school sectors, and also partners from health and police and FE. An AP action plan was created to support implementation.

It was noted that consideration to alternative provision was also given in review of SEND sufficiency in June 2021.

Key principles of the Alternative Provision Strategy included:

- Increase the number of children and young people supported in mainstream provision
- Reduce the number of exclusions from schools

- Address the rising number of young people receiving home tuition
- Stop off-rolling, leaving young people without education
- Halt the increasing use of specialist provision
- Ensure specialist provision is in the right locations
- Increase the number of young people in education, employment and training

Strategic Priorities identified in the Strategy included:

- Identify children's needs much earlier
- Develop shared agreements about roles and responsibilities
- Work with partners
- Co-design and develop intervention support and local provision
- Co-design alternative Key Stage 4 and post-16 programmes
- Develop the role of alternative provision
- Agree outcomes
- Provide education for children and young people without a school place

A number of key issues were identified to support strategy implementation, including:

- Shared agreement about roles and responsibilities
- Review admissions guidance for alternative provision
- Tracking and monitoring
- Commissioning
- Quality assurance toolkit
- Build-on existing services

The SEND Sufficiency Review looked to introduce:

- More integrated approach – consideration of specialist provision alongside alternative provision
- Current position – take up of special school places and alternative provision based on age and need
- Use of school planning data – greater focus on secondary provision
- Forecasting tool

Outcomes of from the review included:

- East – more effective use of existing specialist provision at primary level, plus creation of SEN units and satellite units at primary and secondary level
- North - primary and secondary SEN units
- South – development of SEN units and satellite provision at primary and secondary level, particularly in Preston area
- Consideration of free school if no other options available

Officers commented that the implementation of the AP and wider strategies provided optimism going forward.

Members sought clarification on various questions and commented about linking EY issues.

The Working Group:

- a) **Noted the report;**
- b) **Thanked Sally for her presentation.**

3. High Needs Block Funding 2022/23

On 27 October 2021, the Chancellor delivered his Autumn Budget and 2021 Spending Review. The speech made a number of announcements that will impact on school funding going forward.

Core school budget will increase by £4.7bn by 2024-25, compared to DfE's original 2022-23 plans. This includes £1.6bn in additional funding for 2022-23 budgets, on top of the year-on-year increase of £2.4bn already confirmed. This is intended to help the sector respond to the costs pressures faced by the sector including, for example increases in national insurance, on high needs, in managing Covid and in supporting children and young people to recover from the pandemic.

The additional funding announced by the Chancellor is on top of the previous funding DfE have already announced for 2022-23, which included that high needs funding will increase by £780 million, or 9.6%, in 2022-23 compared to 2021-22. DfE have indicated that they will confirm in due course how this funding will be allocated in 2022/23 for schools and high needs, and it is anticipated that this will be part of the annual DSG allocation announcement which are expected mid December 2021.

It is also understood that the additional £1.6bn will be paid as a grant outside DSG in 2022/23 because the NFF has already been announced. The grant will then be rolled into core school funding for 2023/24.

Informally, the increase in core school funding may be as follows

Year	Additional Funding		
	Already Announced	Announced in Spending Review	Total
	£bn	£bn	£bn
2022/23	2.4	1.6	4.0
2023/24		1.5	1.5
2024/25		1.6	1.6
Total	2.4	4.7	7.1

In addition to the core funding, announcements provide a further £1.8 bn dedicated to supporting young people to catch up on missed learning.

Alongside increases in revenue funding, the Chancellor confirmed £2.6bn investment between 2022 and 2025 to deliver new places and improve existing provision for pupils with Special Educational Needs and Disabilities or who require alternative provision.

Members noted that cost and demand led pressures in HNB continue to rise, at circa £10m per year. Whilst initial forecasts for 2022/23 suggest that it should be possible to set a balanced budget, there was much greater uncertainty in the budget position for future years.

The Working Group:

- a) Noted the report.

4. High Needs Block Commissioned Places 2022/23

The School and Early Years Finance (England) Regulations require that the Forum is consulted annually on the places to be commissioned by the local authority in different schools and other institutions, and on the arrangements for paying top-up funding.

This report provided an update about the proposed HNB places to be commissioned for 2022/23, including those place numbers submitted on the DfE on the annual place change notification submission. All the changes to commissioned places relate to the 2022/23 academic year.

High Needs Place Change Notification Process 2022/23

Each year the LA must submit a return to the DfE setting out the proposed changes to place numbers at certain types of institution, which are funded directly by the ESFA.

The 2022/23 High Needs Place Change Notification return for Lancashire was submitted by the deadline of 12 November 2021. The place change return included sections for:

- Special Academy Schools;
- FE Colleges;
- Mainstream Academy Schools - Post 16;
- Alternative Provision Academies
- Hospital Education Places.

The proposed 2022/23 commissioned places have been determined in consultation by authority services with the relevant providers.

Local Place Changes

In addition to those commissioned places that must be included on the DfE submission, the LA must commission other places locally, including:

- Maintained Special Schools - Pre 16;
- Maintained Special Schools - Post 16;
- Alternative Provision;
- Maintained Mainstream Provision – SEN units and SERF Units;
- Special Post 16 Institutions.

Independent and Non-maintained special schools

Separate arrangements exist for commissioning places at independent and non-maintained special schools.

There are currently 433 pupils attending independent and non-maintained special schools in the 2021/22 academic year, compared to 413 at the same time a year earlier.

Fortnightly panels meet to consider these placements and places are commissioned for those pupils where places at independent and non-maintained special schools are agreed

The costs of these places will be dependent on the needs of the individual children. Members will be aware that there are significant pressures on the 'out-county' budget and that

strategies are being implemented to ensure that more pupils are being supported in Lancashire schools going forward.

Arrangements for paying top-up funding to schools and other institutions.

Lancashire pupil related top up funding (pre and post 16) is currently calculated using Weighted Pupil Numbers (WPNs), which are used to fund the assessed need of each High Needs Pupil.

Top-up funding is re-determined up or down termly in line with the SEN counts in January, May and October.

School specific top-up funding will also be allocated to special schools for the total number of all pre and post 16 Lancashire pupils on the SEN count, to reflect different school related costs.

Similarly, the funding mechanism for AP provides a top-up based on the needs of individual pupils and also a Pupil Referral Unit Specific top-up.

Funded terms

April – August	September - December	January - March
5/12	4/12	3/12

Members considered the proposed commissioned places details contained in the report and the updated information circulated ahead of the meeting. Key issues highlighted included:

- Special school places calculated using formula agreed with LASSHTA , but adjustments made to 5 schools (including special academy) by the Inclusion Service to reflect changes circumstances and requirements for 2022/23
- Calculation of PRU formula not used for 2022/23 due to the impact of COVID on the PRU numbers and commissioned places have been agreed by the Inclusion Service at the 2021/22 levels, including the AP academy
- Significant increase in the number of SEN units in mainstream schools for 2022/23 compared to 2021/22, reflecting the implementation of the county council's SEND strategy

It was noted the Forum Chair had made some specific comments places and responses had been sent outside the meeting.

The group raised some queries about the information provided in connection with the SERF unit places and the strategy for increasing SEN unit places at mainstream schools, and associated quality and training issue. Comment was also made about the fact that special schools were already at capacity and increased commissioned numbers were placing considerable pressure on some schools.

Officers confirmed that the commissioned place methodology would be kept under review ahead of the process for 2023/24.

A copy of the latest commissioned places for 2022/23 are attached at **Appendix A**.

The Working Group:

- a) **Noted the report;**
- b) **Supported the Commissioned Place numbers for 2022/23 but asked the LA to be mindful of the comments made.**

5. School Teaching and Support Staff Supply Reimbursement Scheme

Each year, reports are presented to the Forum about the arrangements for the School Teaching and Support Staff Supply Reimbursement Scheme. This report set out proposals for the 2022/23 Scheme changes for consideration.

2020/21 Outturn Position

It was noted that the 2020/21 outturn report indicated that the Scheme reserve at 31 March 2021 was at circa £1.9m, following an in-year surplus of circa £0.9m.

The Forum recommended that the scheme reserve be held at that level to mitigate against the risk of high costs being incurred in 2021/22, particularly relating to the pandemic. It was agreed that the supply scheme position would be reassessed at March 2022, when judgements could be made about the appropriate level of reserves going forward.

2021/22 Scheme Arrangements

The scheme arrangements agreed with the Forum for 2021/22 looked to increase premiums to take account of the amended scheme operation, which included provision to support some additional COVID related absences, for example self-isolation, and the possible increase in the number of sickness absences that may occur in year as a result of the pandemic and the possible increased duration of absences eg from long Covid.

Following finalisation of the supply scheme arrangements with the Forum in January 2021, individual offers were issued to schools and academies for consideration.

It was noted that 416 schools joined the scheme in 2021/22, which was one fewer than in 2020/21.

2022/23 Scheme Proposals

Scheme Operation

The operation of the scheme has been flexible in recent years to respond to changes in general government advice on the pandemic, and it is proposed that the scheme should continue to react to any update government guidance throughout 2022/23. However, it is proposed that the scheme rules operating in 2021/22 should form the starting point for 2022/23, including:

- Self-isolation. Staff who are self isolating due to COVID-19 symptoms or as a result of test and trace will continue to be covered by the scheme, where the school is incurring additional costs by covering the absence as if staff were off ill, and subject to the normal scheme rules, for example, the waiting periods chosen by the school and subject to the school remaining open and scheme reimbursement rates.

- In year changes to the level of cover provided will remain suspended in 2022/23 so that the scheme reserve can be protected in order to cope with the demands caused by the pandemic.
- Ongoing government guidance for workers who are Clinically Extremely Vulnerable (CEV) is that they no longer needed to shield. Staff in Lancashire schools can return to work as long as the workplace is COVID secure and supply cover is not therefore supported by the scheme in 2022/23. However, the scheme will respond to any specific guidance or in year changes to government/LCC Schools HR advice in respect of Clinically Extremely Vulnerable (CEV) staff.
- No other changes are proposed to the Scheme SLA.

Scheme Premiums

During 2021/22, the demands on the supply scheme have fluctuated depending on the government guidance applicable for schools at the time.

This uncertainty made assessing the scheme's financial position more difficult, but information on the end of November 2021 position was shared with the working group at the meeting.

- The scheme has paid out circa £0.5m more at this point in 2021/22 than it had in 2020/21,
- This may broadly mean that the outturn position could be net nil for the scheme at March 2022.
- A number of uncertainties with the comparison remain, and current year supply costs appear to be highest since September 2021, so there is a risk the scheme will overspend this year.

Another factor to consider for 2022/23 relates to possible pay awards. A 3% increase is currently forecast for both teaching staff and support staff. It is usual practice to increase teaching and support staff premiums annually so that reimbursement rates can also increase in line with likely pay rises for the different categories of staff.

The Scheme reserve was held at an increased level at the end of the 2020/21 financial year to mitigate the risks associated with the pandemic, it is therefore judged that premiums from April 2022 should simply be increased by 3% for both the teaching staff and support staff elements, to match the forecast pay awards, a number of uncertainties with the comparison remain, and current year supply costs appear to be highest since September 2021, so there is a risk the scheme will overspend this year.

Reimbursement rates

It is proposed that the reimbursement rates be increased by 3% for 2022/23 to mirror forecast pay awards, in line with the proposed increase in scheme premiums.

Alternative options were also considered including:

- The level of increase on premiums for 2022/23 could be scaled back in recognition of the cost pressures facing schools, but this increases the risk that the scheme reserve would be exhausted, placing a greater burden on the DSG reserve;

- Premiums could be increased further in order to reduce the risk to the scheme reserve, which is underwritten by the DSG reserve.

Service Offer to Schools

Once scheme arrangements and charging/reimbursement rates are finalised by the Forum in January 2022, a formal individualised 2022/23 scheme offer will be issued to all schools and academies.

The Working Group:

- a) Noted the report;**
- b) Noted the uncertainties around the current scheme monitoring position for 2021/22;**
- c) Supported the proposed 3% increase on premiums and reimbursements.**

6. School Feedback on Covid Catch Up

The Government has made a number of additional funding streams available to schools to assist with the educational recovery from the COVID-19 pandemic. This has included:

- The Coronavirus catch-up premium;
- The National Tutoring Programme;
- The Recovery Premium funding for the 2021/22 academic year;
- The school-led tutoring grant.

The County Council's Education and Children's Services Scrutiny Committee receives regular reports about pupil attainment in Lancashire, but at a recent meeting questions were raised about the impact of the DfE catch up funding. It was agreed that this supplementary information should be presented to the Committee as part of the attainment report due to go to the committee in February 2022.

School Improvement colleagues will collate a report about attainment data and any intelligence on the impact of covid and catch up funding on pupil performance.

However, Forum members were specifically asked about funding related feedback on the catch up grants.

Members welcomed the additional funding from government to assist in the educational recovery but expressed a view that there was too much 'jumping through hoops' to access the funding.

The school led tutoring grant was felt to be very bureaucratic and members indicated that many schools had no capacity to undertake the administration associated with grants, or release staff to support to undertake the pre-requisite training. It was also noted that the DfE contribution was to reduce over time. Some schools may therefore not apply for the funding in future years as the burden of apply outweighed the benefits as the funding reduced.

Concern was also expressed about the lack of clarity around some of the outcomes data that would be required. Members felt that the required data should be much clearer in advance.

There was also a view that some of the recovery funding was replacing other funding streams that had been discontinued, for example Y7 literacy and numeracy catch up funding.

The Working Group:

- a) **Noted the report;**
- b) **Asked that the views expressed about Covid Catch-Up Funding be considered fed into the wider Scrutiny report.**

7. School Census data – special school termly redeterminations

School census data seems to be taking longer to be available to the school funding team than was previously the case and this can impact on special school termly redeterminations. On a couple of occasions during the pandemic, census data was delayed, and the Forum supported the issuing of a simple eform to special schools, asking for pre and post 16 pupil numbers on roll on census date, to facilitate redeterminations.

The team are making further enquiries to ascertain the likely availability of data from the January 2022 census, but are considering whether the reintroduction of the eform may be necessary to ensure that special school spring term 2022 redeterminations can be processed in a timely manner, especially given the proximity of financial year end.

If agreed, the eform for spring 2022 could coincide with census date, so that data for the form is readily available.

The Working Group:

- a) **Noted the report;**
- b) **Supported the reintroduction of the special school termly redeterminations eform in spring 2022, if necessary to facilitate timely redeterminations.**

Special Academy Schools - Pre 16

Sch No	School Name	2021/22 Academic Pre 16 Place Numbers	2022/23 Academic Pre 16 Place Numbers	Movement in Pre 16 Place Numbers	% Change
14130	Tor View Community Special School	159	170	11	7%
	Total Special Academy Schools Pre 16 Place Numbers	159	170	11	

Special Academy Schools - Post 16

Sch No	School Name	2021/22		2022/23	% Change
		Agreed Academic Post 16 (no change allowable)	Academic Post 16 Place Numbers	Movement in Post 16 Place Numbers	
14130	Tor View Community Special School	36	43	7	19%
	Total Special Academy Schools Post 16 Place Numbers	36	43	7	

FE Colleges - Post 16

Institution Name	2021/22 Current Place Numbers	2022/23 Revised Place Numbers	Movement in FE College Place Numbers	% Change
Accrington and Rossendale College	0	0	0	0%
Burnley College	132	132	0	0%
Cardinal Newman College	35	38	3	9%
Lancaster and Morecambe College	110	127	17	15%
Myerscough College	316	358	42	13%
Nelson and Colne College	89	103	14	16%
Preston College	100	95	-5	-5%
Runshaw College	76	80	4	5%
Total	858	933	75	

Mainstream Academy Schools - Post 16

Sch No	School Name	2021/22 Current Place Numbers	2022/23 Revised Place Numbers	Movement in Post 16 Place Numbers	% Change
01502	Lancaster Royal Grammer	3	3	0	0%
01503	Ripley St Thomas CE Academy	1	0	-1	-100%
11502	Clitheroe Royal Grammer School	2	3	1	50%
11505	Accrington St Christopher's CE High School	25	25	0	0%
	Total	31	31	0	

Alternative Provision Academies

Sch No	School Name	2021/22 Current Place Numbers	2022/23 Revised Place Numbers	Movement in Post 16 Place Numbers	% Change
12504	Coal Clough Academy	140	140	0	0%
	Total	140	140	0	

Maintained Special Schools - Pre 16

Sch No	School Name	2021/22 Academic Pre 16 Place Numbers	2022/23 Academic Pre 16 Place Numbers	Movement in Pre 16 Place Numbers	% Change
00131	Wennington Hall School	54	34	- 20	-37%
00133	Bleasdale School	24	25	1	4%
00134	Royal Cross Primary School	21	27	6	29%
00139	Hillside Specialist School and College	83	87	4	5%
01130	Morecambe And Heysham Morecambe Road School	158	156	- 2	-1%
01131	The Loyne Specialist School	77	75	- 2	-3%
02130	Great Arley School	100	106	6	6%
02131	Brookfield School. Poulton-Le-Fylde	70	68	- 2	-3%
02132	Thornton Cleveleys Red Marsh School	73	97	24	33%
04133	Kirkham Pear Tree School	80	84	4	5%
06131	Moorbrook School	46	53	7	15%
06134	Acorns Primary School	74	73	- 1	-1%
06135	Sir Tom Finney Community High School	121	140	19	16%
07130	Moor Hey School - A Specialist Mathematics And Computing College	110	112	2	2%
07131	The Coppice School	56	54	- 2	-4%
08135	Hope High School	73	82	9	12%
08136	Kingsbury Primary School	79	83	4	5%
08137	West Lancashire Community High School	71	76	5	7%
08138	Elm Tree Community Primary School	106	126	20	19%
09130	Chorley Astley Park School	173	171	- 2	-1%
09131	Mayfield Specialist School	99	104	5	5%
11130	Oswaldtwistle White Ash School	109	112	3	3%
11131	Broadfield Specialist School For Sen (Cognition And Learning)	110	153	43	39%
12134	The Rose School	72	69	- 3	-4%
12135	Holly Grove School	113	112	- 1	-1%
12136	Ridgewood Community High School	118	131	13	11%
13133	Pendle View Primary School	128	127	- 1	-1%
13134	Pendle Community High School And College	100	115	15	15%
14132	Rawtenstall Cribden House Community Special School	88	90	2	2%
	Total Maintained Special Schools Pre 16 Place Numbers	2,488	2,742	156	

Maintained Special Schools - Post 16

Sch No	School Name	2021/2022 Agreed Post 16 Place (no change allowable)	2022/23 Post 16 Place	Movement in Post 16 Place Numbers	% Change
00131	Wennington Hall School	-	-	-	0%
00133	Bleasdale School	10	8	- 2	-20%
00134	Royal Cross Primary School	-	-	-	0%
00139	Hillside Specialist School and College	12	9	- 3	-25%
01130	Morecambe And Heysham Morecambe Road School	-	-	-	0%
01131	The Loyne Specialist School	40	35	- 5	-13%
02130	Great Arley School	-	-	-	0%
02131	Brookfield School. Poulton-Le-Fylde	-	-	-	0%
02132	Thornton Cleveleys Red Marsh School	21	18	- 3	-14%
04133	Kirkham Pear Tree School	20	19	- 1	-5%
06131	Moorbrook School	-	-	-	0%
06134	Acorns Primary School	-	-	-	0%
06135	Sir Tom Finney Community High School	52	63	11	21%
07130	Moor Hey School - A Specialist Mathematics And Computing College	-	-	-	0%
07131	The Coppice School	8	10	2	25%
08135	Hope High School	-	-	-	0%
08136	Kingsbury Primary School	-	-	-	0%
08137	West Lancashire Community High School	35	37	2	6%
08138	Elm Tree Community Primary School	-	-	-	0%
09130	Chorley Astley Park School	-	-	-	0%
09131	Mayfield Specialist School	23	19	- 4	-17%
11130	Oswaldtwistle White Ash School	-	-	-	0%
11131	Broadfield Specialist School For Sen (Cognition And Learning)	37	38	1	3%
12134	The Rose School	-	-	-	0%
12135	Holly Grove School	-	-	-	0%
12136	Ridgewood Community High School	34	38	4	12%
13133	Pendle View Primary School	-	-	-	0%
13134	Pendle Community High School And College	37	34	- 3	-8%
14132	Rawtenstall Cribden House Community Special School	-	-	-	0%
	Total Maintained Special Schools Post 16 Place Numbers	329	328	- 1	

Alternative Provision

AP No	AP Name	2021/22 Academic Place Numbers	2022/23 Academic Place Numbers	Movement in AP Place Numbers	% Change
	Primary				
01141	Stepping Stones	32	32	0	0%
07141	Golden Hill Leyland Centre	50	50	0	0%
13143	Hendon Brook School	0	0	0	0%
08138	Elm Tree Community Primary	0	0	0	0%
	Primary	10	10	0	0%
	Other	10	10	0	0%
	Secondary				
01149	Chadwick Centre	70	70	0	0%
02143	Mckee College House	130	130	0	0%
08147	The Acorns School	65	65	0	0%
09145	Shaftesbury High School	120	120	0	0%
06141	Larches House School	110	110	0	0%
11142	Oswaldtwitlse School	95	95	0	0%
	Secondary	10	10	0	0%
	Other : College	100	100	0	0%
	Total AP Place Numbers	802	802	0	

Maintained Mainstream Provision - SERF & SEN Units

School No	School Name	2021/22 Academic SERF Places	2022/23 Academic SERF Places	Movement in SERF Place Numbers	% Change
<u>SERF</u>					
01011	Lancaster Ridge Community Primary School	0	0	0	0%
01015	Moorside Primary School	0	0	0	0%
06012	Holme Slack Community Primary School	1	0	-1	-100%
06033	Ashton Primary School	0	0	0	0%
08033	Holland Moor Primary School	0	0	0	0%
11025	Oswaldtwistle Moor End Community Primary School	3	3	0	0%
12022	Burnley Ightenhill Primary School	0	0	0	0%
12043	Burnley Springfield Community Primary School	0	0	0	0%
06104	Ashton Community Science College	12	7	-5	-42%
12111	Hameldon Community College	0	0	0	0%
<u>SEN Unit's</u>					
01051	Morecambe Bay Community Primary School		8	8	
07025	Seven Stars Primary School		8	8	
08054	Delph Side Community Primary School		8	8	
09003	Highfield Community Primary School		8	8	
12008	Padiham St Leonard's Voluntary Aided CofE Primary School	8	8	0	0%
12012	Barden Primary School		8	8	
13010	Walverden Primary School		8	8	
13016	Barrowford School	8	8	0	0%
06104	Ashton Community Science College		8	8	
Total SERF & SEN Unit Places		32	82	50	

Special Post 16 Institutions

Year	North Day	North Residential	Central Day	Central Residential	East Day	East Residential	Total
1	8	2	9	2	2	1	24
2	6	3	10	4	1	1	25
3	3	1	8	4	4	3	23
4	4	0	5	0	0	0	9
5	1	0	0	0	0	0	1
6	1	0	0	0	0	0	1
TOTAL	23	6	32	10	7	5	83