

SEND Education Sufficiency Report 2025

Assessment of Sufficiency of SEND Provision in Worcestershire

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1. The Legislative Context – Special Educational Needs and Disabilities

Worcestershire County Council (WCC) has a statutory duty under Section 14 of the Education Act 1996 to ensure there is a sufficiency of school places available to meet the needs of all children and young people living within our authority. This includes having regard to the need to secure provision for children and young people with Special Educational Needs and Disabilities (SEND). In addition, Section 315 of the Education Act 1996 requires that arrangements for children and young people with SEND be kept under review.

Requirements are also placed on local authorities by the Children and Families Act 2014 and the SEND Code of Practice: 0-25 Years (2015)¹ The Code of Practice that 'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards, and the fulfilment of potential.' (SEND Code of Practice, paragraph 6.1)

'**Special Educational Needs**' is a legal definition and refers to children and young people with learning difficulties or disabilities that make it harder for them to learn than the majority of others of the same age. '**Special educational provision**' is educational or training provision that is additional to or different from that made generally for other children or young people of the same age. (SEND Code of Practice, pp15-16).

The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEND should be educated, and the Equalities Act 2010 provides protection from discrimination for disabled people (Code of Practice 2015 paragraph 1.26). Children and young people with SEND have different needs and can be educated effectively in a range of mainstream or specialist settings. Most children and young people with SEND will have their needs met within local mainstream provision. This is known as SEN Support. Mainstream educational settings must use their best endeavours to make sure that children and young people with SEND gets the support they need.

An **Education, Health and Care Plan (EHCP)** is for children and young people aged up to 25 who need more support than is ordinarily available through SEN Support and sets out the additional support required to meet those needs. Alongside the general presumption of mainstream education, parents of children with an EHCP and young people with an EHCP have the right to seek a place at a special school, special post-16 institution or specialist college (Code of Practice 2015 paragraph 1.38).

Worcestershire's Corporate Plan² outlines a vision for putting children and young people at the heart of everything we do; providing the best start in life; supporting children and young people to transition from education to employment and keeping children and young people safe. Worcestershire's SEND Strategy sets out the vision that 'in Worcestershire we want all children and young people with

¹ [SEND code of practice: 0 to 25 years - GOV.UK](#)

² [Shaping Worcestershire's Future - Our Plan for Worcestershire](#)

special educational needs and/or disabilities to be truly seen and respected as individuals and to be the best they can be'³. Further information regarding Worcestershire's aims for SEND can also be found in the All-Age Autism Strategy.⁴

The Worcestershire SEND Local Offer⁵ is a source of extensive local information to enable families to access help and support at the earliest possible opportunity. Training and support are offered to staff in early-years settings, schools and colleges to enable them to develop an inclusive environment for a children and young people with SEND, enable them to sustain their place and remain within their local community. In cases where this cannot happen, then appropriate support is assessed and an EHCP issued. This will name the school or setting that can meet the needs of the child or young person.

2. The scope of this report

In order for WCC to achieve the goals and obligations outlined above, future demand for provision and places for children and young people with SEND must be monitored to ensure that the correct provision is in place at the correct time.

This report sets out to review historic demand of provision for children and young people with SEND to enable future demand to be assessed and a forecast for the next 4 years (to 2029/2030) proposed. The report details the existing provision children and young people with EHCPs attend, forecasts the need for future provision and places, identifies gaps in provision, and sets out details of our current projects and future plans for securing additional provision and places required.

Data has been collated to understand the current and projected needs of children and young people with SEND across Worcestershire. This includes local and national data relating to SEN Support and EHCPs.

³ [Our SEND strategy | Our SEND strategy | Worcestershire County Council](#)

⁴ [All-Age Autism Strategy | Worcestershire County Council](#)

⁵ [SEND Local Offer | Worcestershire County Council](#)

3. Changes made to SEND Provision in Worcestershire between September 2024 - September 2025

3.a. Enhanced Early Years provision

WCC's vision is that most Early Years aged children in Worcestershire should be able to attend their local Early Years provider and have their SEND needs identified and met within that setting, with specialist support provided through the Early Years Inclusion Process. However, we recognise that for a small number of children, their complex needs make it difficult for them to attend or receive their full Nursery Education Funding (NEF) entitlement in an Early Years setting.

We commissioned a specialist SEND Early Years provider, Dingley's Promise, to deliver two Early Years Enhanced provisions in Worcester and Droitwich. These settings will be accompanied by extensive outreach support services, including support to local nurseries and families in the south of the county.

- The outreach support commenced in November 2024,
- the Droitwich centre opened to children in February 2025, and
- the Worcester centre in May 2025, providing 14 Full Time Equivalent (FTE) places for children at each provision.

For other areas of the county WCC have completed market engagement with existing and prospective Early Years providers, including schools and PVI (Private, Voluntary & Independent) settings. In December 2025, interested parties were invited to tender for the contract to deliver Early Years Enhanced provision, with an anticipated opening date of September 2026.

3.b. Primary SEND Units – Communication and Interaction

The SEND Sufficiency Report 2024 identified Speech, Language and Communication (SLCN) as the most common area of need for Primary age pupils receiving SEND Support and the second most common area of need for pupils with an EHCP.

Following the successful opening of a Primary SEN Unit in September 2024, Honeywell Primary School (Mercian Education Trust) increased the number of places from 10 to 20 and extended the age range from Reception/KS1 to Reception/KS1/KS2 for September 2025. This SEN Unit supports pupils with SLCN, specifically Communication and Interaction difficulties (C & I).

In 2025, WCC identified a number of mainstream Primary schools who have the capacity and capability to deliver a primary SEN Unit with a C & I focus and invited expressions of interest from those who wished to be considered. WCC supported Matchborough First School Academy, Redditch and St John's CE Primary, Kidderminster (The Spire CofE Learning Trust) to submit Significant Change

applications to the Department for Education (DfE) for consent to establish a SEN Unit. Consent for both proposals was granted by the DfE in July 2025. WCC committed capital funding for adaptations that were required at each school to create suitable SEND teaching spaces.

- Matchborough First School's SEN Unit opened in October 2025, offering 10 places to children from Reception to Year 4.
- St John's SEN Unit will open in February 2026, initially offering 10 places for Reception/KS1, but with the capacity to increase to 24 places and extend its age range to add KS2 provision.

3.c. Resourced Provision – Mainstream Autism base provision

Following the Pershore Education Planning Area review⁶, Abbey Park First and Middle Schools amalgamated to become a Primary school from September 2025. Consequently, the existing Middle school Mainstream Autism Base (MAB) has become a Primary school MAB, with the number of places increasing from 10 to 18.

3.d. Post 16 Specialist SEND Provision

The Heart of Worcestershire College, Worcester working with National Star for Post-16 learners with profound and multiple or complex needs, which opened in September 2024, increased its number of students from 5 to 12 in September 2025.

WCC provided funding to Kidderminster College to create new life skills and sensory accommodation for Post-16 SEND students. 'SPACE' (Safe Place and Calm Environment) opened to students in February 2025.

⁶ [Persore education planning area review | Worcestershire County Council](#)

4.National and Local Trends in SEND

4.a. Data sets of SEND and EHCPs

School census

The Spring term School Census, undertaken annually in January, records the SEND needs of pupils attending state-funded educational settings located in Worcestershire. It:

Does include:

- Pre-school aged children in School Nurseries
- Pupils in Reception to Year 14 (age 4 to 19) in all types of state-funded schools:
 - community, voluntary, and academies including free schools
 - alternative provision
 - special schools
 - sixth forms linked to schools
- Children and young people with SEND who live outside of Worcestershire but attend a setting of the type detailed above that is located within the county (including those with an EHCP issued, funded and maintained by another Local Authority).

Does not include:

- Those children and young people with SEND (including those with an EHCP) who attend
 - private, voluntary, or independent (PVI) early years settings
 - further education (FE) and sixth-form colleges
 - independent schools
- Children and young people with SEND who live in Worcestershire but attend a setting outside of the county
- Those that are Electively Home Educated (EHE)
- Those not on roll at a school on census day

SEN2

The SEN2 data includes all children and young people ‘for whom the local authority has a responsibility for the management of the SEN processes, under the 1996 Education Act and the 2014 Children and Families Act’, i.e. every child or young person with an EHCP that has been issued and is maintained by WCC. This will include children and young people attending both mainstream and specialist provisions, including state-funded and independent settings, PVI early years, alternative provision and out of county settings. Also included in the SEN2 data are those children and young people who are electively home educated (EHE) and those who are educated other than at school (EOTAS), with alternative arrangements made either by the local authority, parents or young person in accordance with the 2014 Children and Families Act. Young people aged 16-25 who are not in education, employment or training (NEET) are also included.

School Level Annual School Census- registered independent schools

Worcestershire has a wide range of Independent educational settings, from private nurseries to post-16/19 provision, and many children and young people with SEND are educated within this sector. The School Level Annual School Census (SLASC) is a school level return collected annually from registered independent schools and includes details of pupils with SEND.

For this report, data has been taken from the Government’s publication ‘Special educational needs in England’⁷, which combines information from the School Census (state-funded schools), the SLASC (independent schools) and general hospital school census. The Government’s publication ‘Education, health and care plans’⁸, which is based on data collected in the SEN2 return, is also referred to.

⁷ [Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

⁸ [Education, health and care plans, Reporting year 2025 - Explore education statistics - GOV.UK](#)

4.b. Local and national trends of children with Special Educational Needs and EHCPs

In January 2025, 21.3% of children and young people educated in Worcestershire settings were identified as having SEND, with

- 15.6% requiring SEN support; and
- 5.7% have an EHCP.

This is higher than the national levels of 14.2% of children and young people receiving SEN Support and 5.3% with an EHCP. WCC ranks 2nd highest amongst its statistical neighbours for EHCPs.

Figure 2 shows that there has been an increase of 0.5 % of children and young people requiring SEN Support in Worcestershire since 2024.

Between 2024 and 2025, nationally the percentage points of children and young people requiring SEN Support has increased by 0.6%.

Figure 1: Percentage of Children and Young People (CYP) with SEND attending Worcestershire settings 2018-2025 Source: Gov.UK Special Educational Needs in England 2025

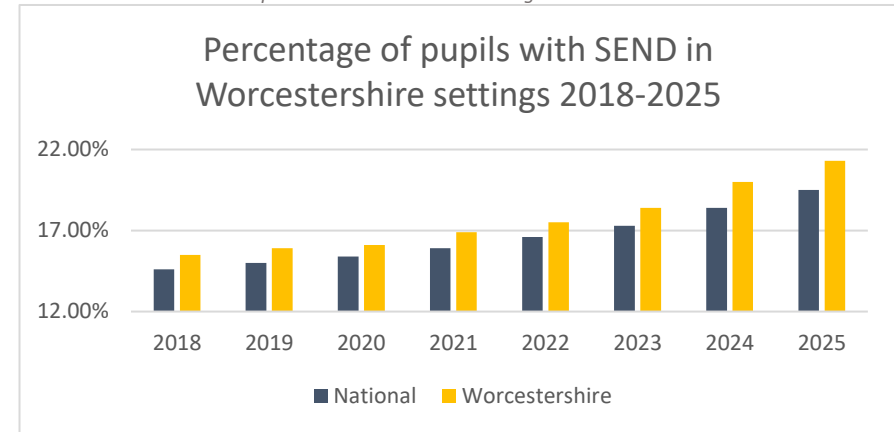


Figure 2: Percentage of CYP receiving SEN Support attending Worcestershire settings 2018-2025 Source: Gov.UK Special Educational Needs in England 2025

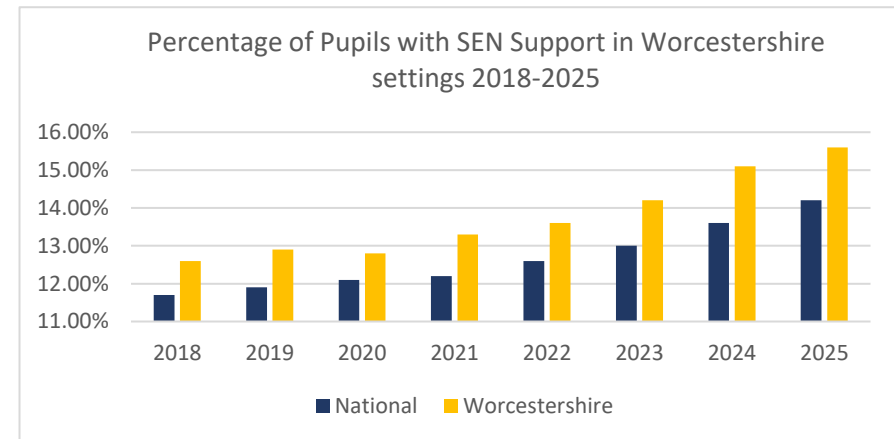


Figure 3 shows that the percentages of children and young people with EHCPs educated in Worcestershire settings have continued to rise. Until 2023, the figures for Worcestershire settings were equal to, or slightly less than, the national figures. However, in 2024, 4.9% of pupils in Worcestershire settings had an EHCP, compared with 4.8% nationally. This has continued to increase in 2025 as 5.7% of children and young people in Worcestershire now have an EHCP, compared with 5.3% nationally.

The data on which these figures are based is taken from the Government’s publication ‘Special educational needs in England 2025’, and therefore excludes

- children and young people who have an EHCP issued and maintained by WCC but who attend an educational setting outside Worcestershire county (OOC),
- those attending settings that are not included in the School Census or SLASC, and
- those who are not in any form of education or training.

The SEN2 data, however, includes all children and young people who have a WCC EHCP, regardless of where they are educated.

The 2025 SEN2 data records 6,970 children and young people with an EHCP issued and maintained by WCC. This figure has increased by 4,247 since 2018 – a 155% increase over the seven-year period. This is reflected in figure 4.

Figure 3: Percentage of pupils with an attending Worcestershire setting 2018-2025
Source: Gov.UK Special Educational Needs in England 2025

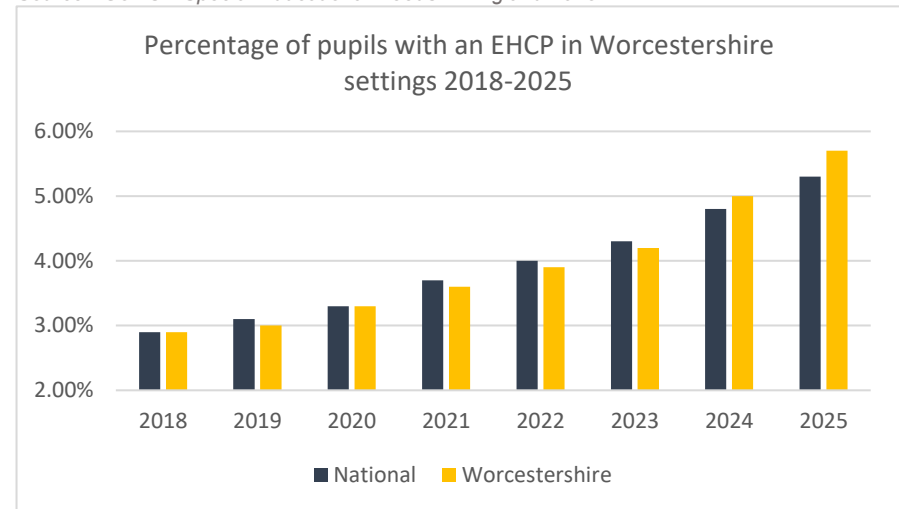
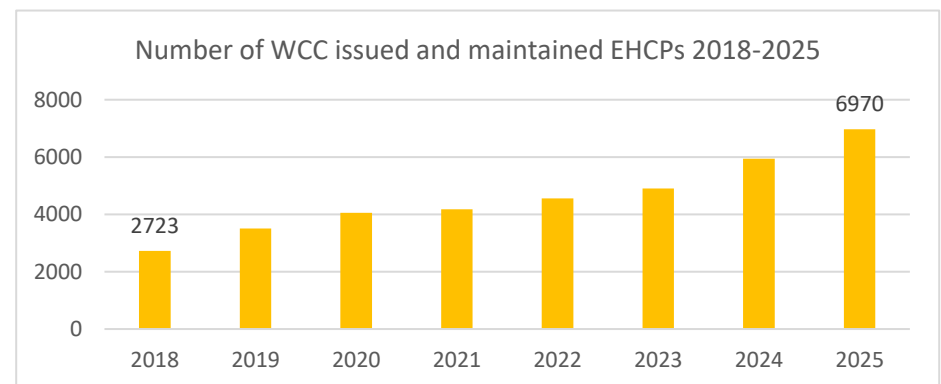


Figure 4: Number of WCC issued and maintained EHCPs 2018-2025 Source: SEN2 data 2025



Migration out of, and into, Worcestershire

Outward:

- According to the SEN2 data, in 2025 there were 574 children and young people with an EHCP maintained by WCC who were attending establishments located outside the county, including both maintained and independent settings. Section 7 of this report provides more detail on the out of county provision for children and young people with EHCPs.

Inward:

- WCC's January School Census recorded 118 children and young people that have an EHCP and live outside the county but attend provision within Worcestershire.
- Of these 118, 77 (65%) were recorded as attending a Worcestershire state funded Special School.
- This census also identified 606 children and young people receiving SEN Support in Worcestershire settings but living outside the county. It should be noted, however, that this data does not include those attending independent settings (apart from non-maintained special schools) within Worcestershire.
- The most common area of need for children and young people with an EHCP that live out of county but attend Worcestershire provision is Social Emotional and Mental Health (SEMH) with 26 pupils, followed by Autism Spectrum Disorder (ASD) with 24 pupils and Speech and Language Communication Needs (SLCN) with (19 pupils).

4.c.Types of Need

The 'SEND Code of Practice 2015: 0 to 25 years old'⁹ identifies four broad areas of special educational need as:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

Although children and young people may have a combination of needs, the School Census can record only a primary and secondary need.

The SEN Code of Practice emphasises that the '*purpose of identification is to work out what action the education provision needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across several areas and their needs may*

⁹ [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426273/SEND_Code_of_Practice_2015_0_to_25_years_old.pdf)

*change over time. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need*¹⁰.

Although the government wishes to move away from assumptions about pupils' needs based upon their difficulty or disability, it is still necessary to record specific categories of need to allow the government and local authorities to predict levels of future resource requirements. The following categories of need are collected through the statutory school census:

Code	Type of Need
ASD	Autistic spectrum disorder
HI	Hearing impairment
MLD	Moderate learning difficulties
MSI	Multi-sensory impairment
NSA	No specialist Assessment ¹¹
OTH	Other difficulty or disability ¹²
PD	Physical difficulty
PMLD	Profound and multiple learning difficulty
SEMH	Social, Emotional and Mental Health
SLCN	Speech, Language & Communication Needs
SLD	Severe learning difficulty
SPLD	Specific learning difficulty
VI	Visual impairment
DS	Down Syndrome
OS	The 'Other' category sometimes used to classify complex cases which have aspects of ASD and either PMLD or SLD. Also, the category 'Other' may have been allocated due to delay in an official diagnosis by a healthcare professional.

¹¹ [Section 6.27 SEND Code of Practice January 2015.pdf](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/362222/Section_6.27_SEND_Code_of_Practice_January_2015.pdf)
([publishing.service.gov.uk](https://www.publishing.service.gov.uk))

Figure 5: Distribution of Primary Needs Worcs Pupils with EHCPs, Special Education Needs in Eng. '25

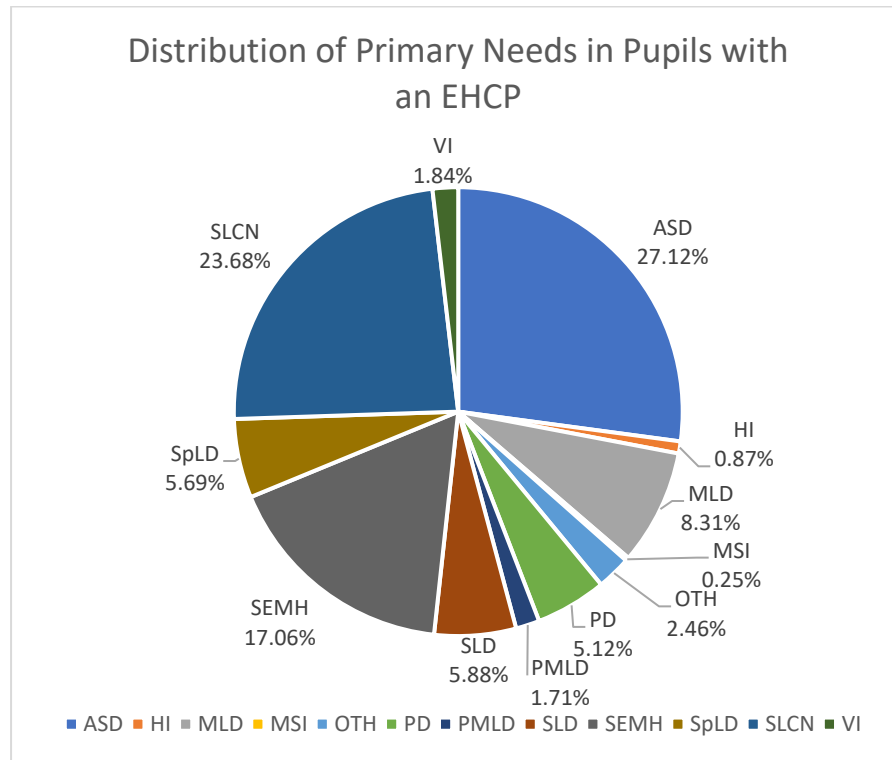


Figure 5 shows there is a higher percentage of children and young people with Autistic Spectrum Disorder (ASD) who have EHCPs, this percentage has increased by 0.74% from 2024.

A child or young person's primary need may not be their only special educational need. For instance, SLCN can also be a feature of a number of other areas of SEN, and children and young people with ASD may have needs across all areas, including particular sensory requirements.

Figure 6: Distribution of Primary Needs Worcs Pupils with SEN Support, Special Education Needs in Eng '25

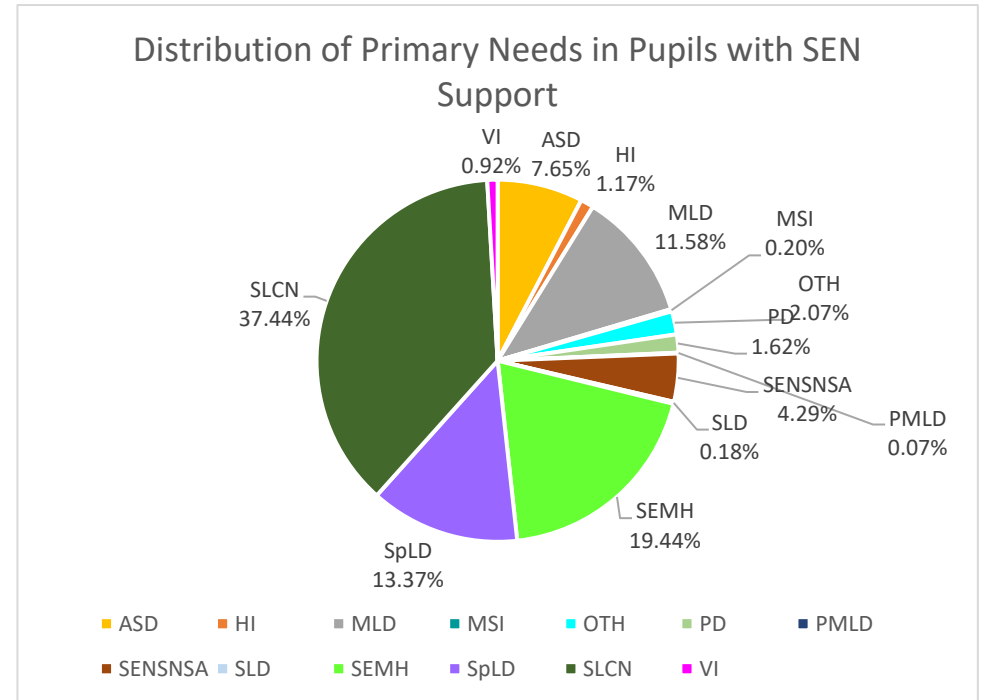


Figure 6 identifies categories of SEND that are more often supported without the need for an EHCP. There are more children and young people with SEN Support that have the primary needs of Speech, Language and Communication (SLCN), Social, Emotional and Mental Health (SEMH) and Specific Learning Difficulties (SpLD).

National data released by the DfE for 2024/25 identifies SLCN as the most common area of need for children and young people receiving SEN Support at 37.44% and SEMH at 19.44%. Children and young people with the primary need categorised as ASD is the most common need for those with EHCPs at 27.12%.

Figure 7: Children and Young People with EHCPs by Primary Need Attending Mainstream Provision, SEN2 2025

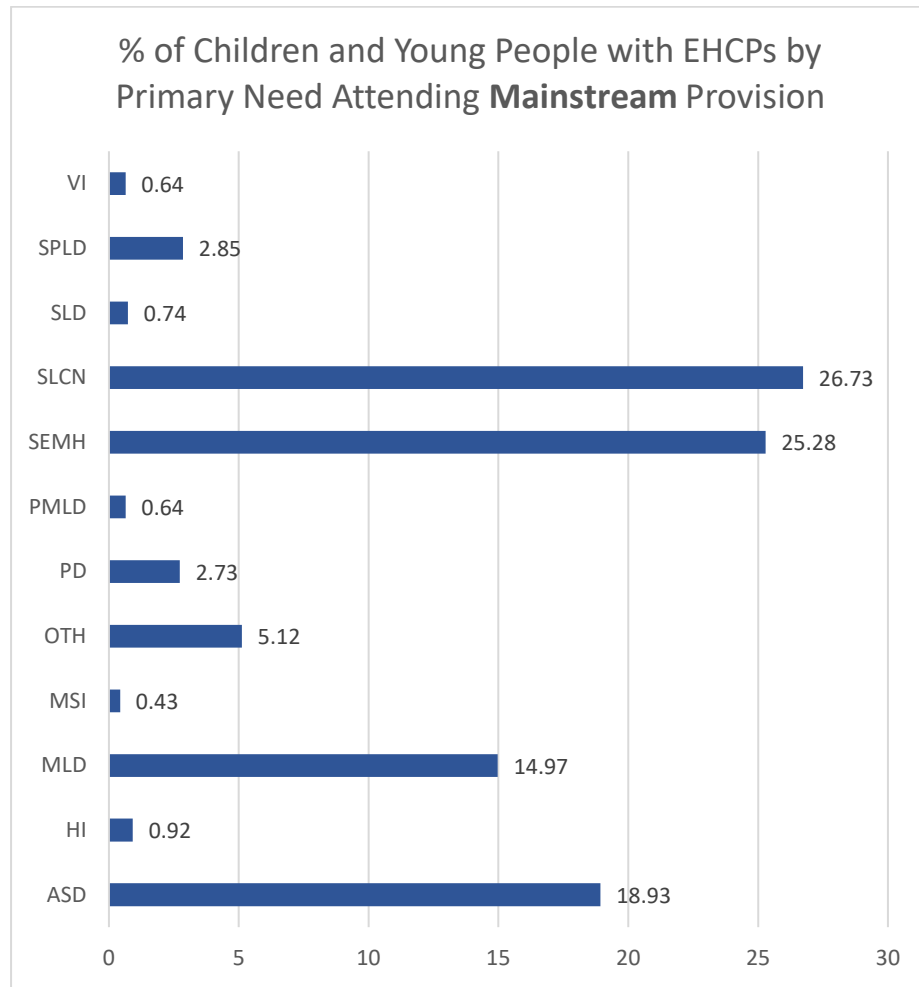
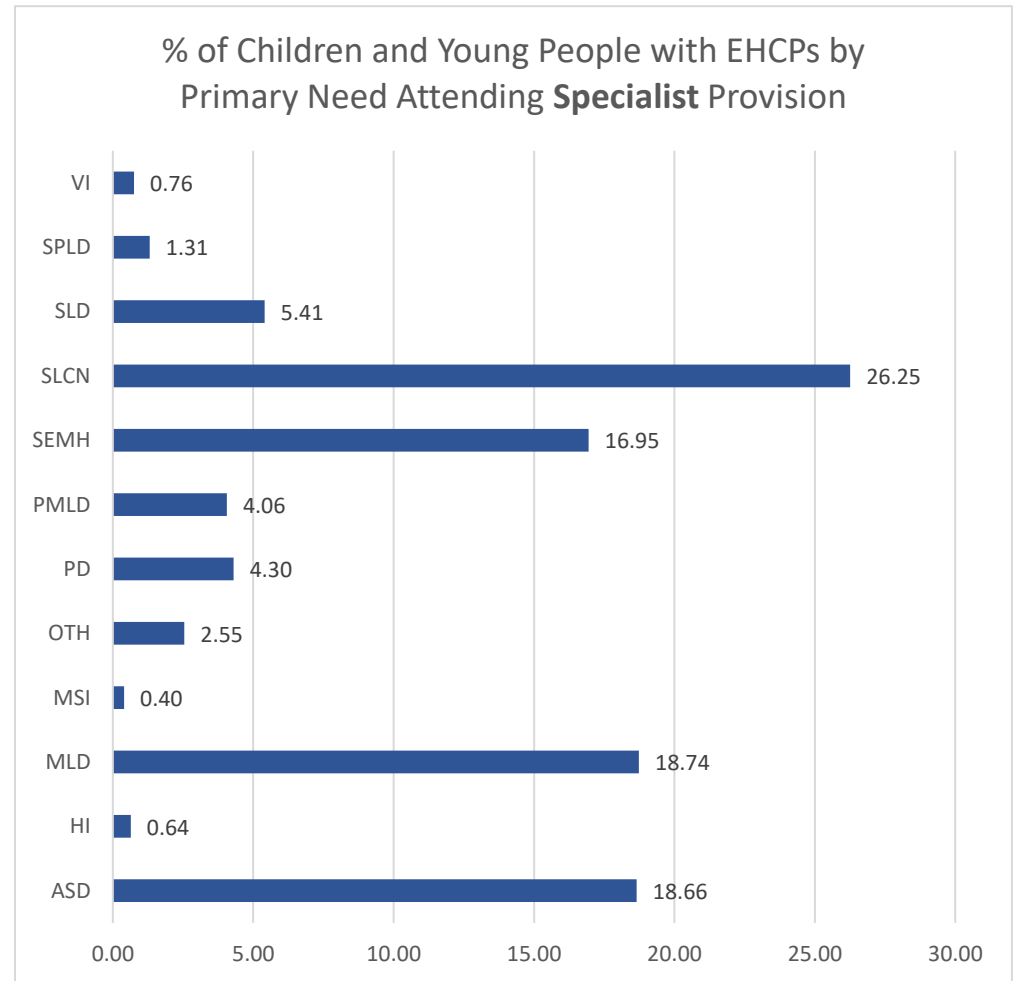
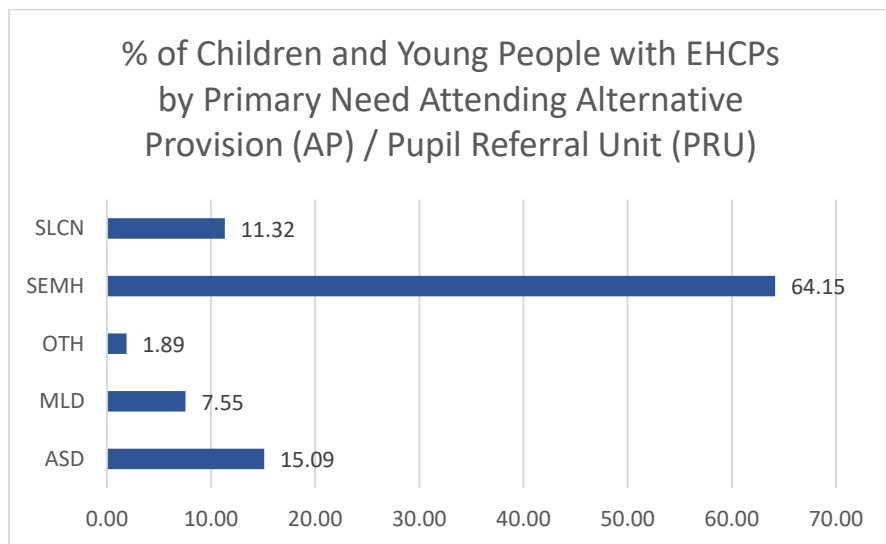


Figure 8: Children and Young People with EHCPs by Primary Need Attending Specialist Provision, SEN2 2025

Figure 9: Children and Young People with EHCPs by Primary Need Attending AP / PRU



Provision - SEN2 2025



Figures 7 to 10 show the type of provision children and young people with EHCPs are attending and their primary needs.

Of children and young people attending Mainstream schools with EHCPs, 26.73% have the primary need of SLCN (the largest cohort) this is similar to those with the primary need of SLCN attending specialist provision is 26.25%.

Children and young people with the primary need of 'Other' mostly attend mainstream provision, at 5.12%.

SEMH continues to be the most common primary need for children and young people attending AP/PRU provision (64.15%)

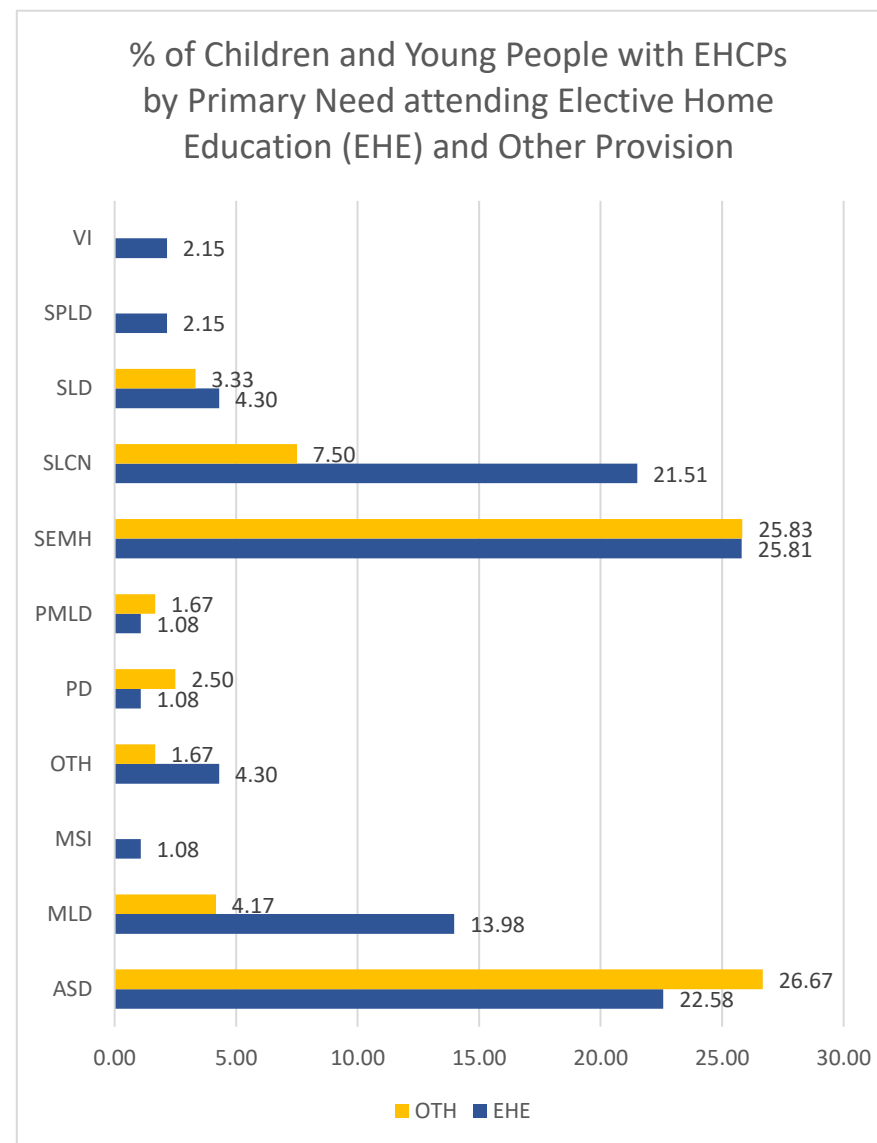


Figure 10: Children and Young People with EHCPs by Primary Need and Other Provision, SEN2 2025

4.d. Need by Age Group

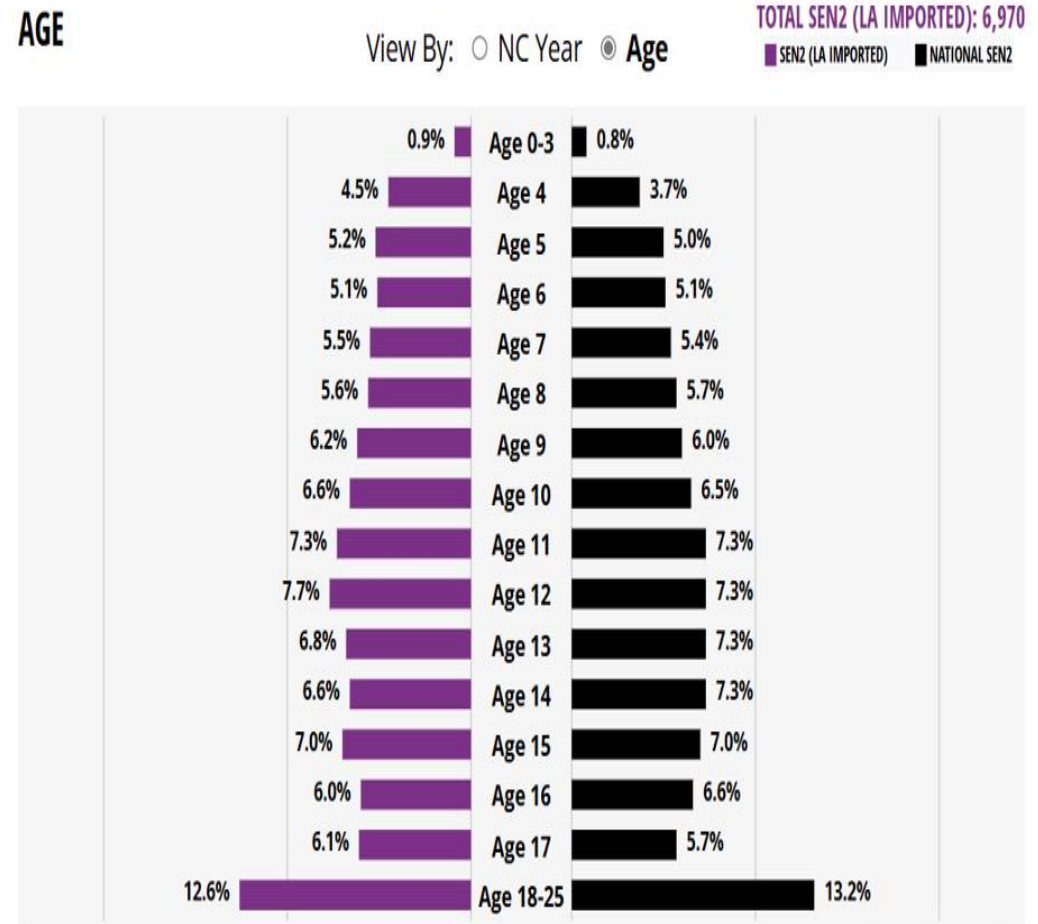
The needs of children and young people vary by age and often become more acute as they become older due to educational or environmental challenges.

- There are low numbers of identified SEN needs in earlier years due to difficulty in diagnosis or even being aware there may be a need.
- In older years, children and young people tend to be able to manage better with many of the needs they may have through ordinarily available support.

The different profile for year groups of children and young people with EHCPs and those requiring SEN Support allow us to direct resources to the correct age groups to reach those in need of special educational support.

Further analysis of this year's data for children and young people in schools in Worcestershire show that those in the secondary phase (age 11-16) has the highest percentage with EHCPs, making up 41.4%.

Figure 11: Percentage of Pupils with EHCPs by Age SEN2



Source: SEN2

5. Education, Health and Care Plans

5.a. Trends in EHCPs

The SEN2 data 2025 reports that there were 6,970 Worcestershire children and young people (aged 0-25) with Education, Health and Care Plans (EHCPs), for whom the Authority has responsibility¹³. This represents a 17.24% increase from 2024; however new plans are not written uniformly through the year.

The significant increase in the number of EHCPs in Worcestershire since 2016 has in part been a result of rising population numbers, however this does not explain the trend entirely. Over the last eight years, the number of EHCPs as a percentage of the total 0-25 population (including independent schools and post-16 establishments) has increased from 2.9% in January 2016 to 5.7% in 2025. A significant contribution to this has been the rise in the post-16 population with an EHCP following a change in Government legislation¹⁴ (where the educational or training outcomes of the EHCP are not achieved by age 18, the EHCP can remain in place until the young person reaches 25).

The Worcestershire School Census includes children and young people who do not reside in the county yet excludes those that are Worcestershire residents but are not attending educational settings in the county. The Office of National Statistics¹⁵, based on the 2021 National Census, forecasted that in 2025 there would be total of 162,961 children and young people aged 0-25 years living in Worcestershire. Using this figure, 6,970 children and young people having an EHCP would equate to 4.3% of the total population aged 0-25 years.

¹³ [SEND Code of Practice 0 to 25](#)

¹⁴ [Children and Families Act 2014](#)

¹⁵ [Population statistics and projections | Worcestershire County Council](#)

The table below shows the number of EHCPs by age range in Worcestershire January 2018 through to January 2025 using the SEN2 data return.

Figure 12: EHCPs by Age Range – SEN2

	Jan-18	Jan-19	Jan-20	Jan-21	Jan-22	Jan-23	Jan-24	Jan-25
Under age 5 (NCY 0, -1 & -2)	84	83	110	118	135	109	284	253
Aged 5 to 10 (NCY 0 – NCY 5)	908	992	1,214	1,293	1,475	1,612	1,936	2,349
Aged 11 to 15 (NCY 6 – NCY 10)	1,120	1,220	1,339	1,473	1,612	1,757	1,980	2,457
Aged 16 to 19 (NCY 11 – NCY 14)	807	966	959	939	1,055	1,166	1,294	1,468
Aged 20 to 25 (NCY 15 – NCY 19)	145	241	431	359	413	514	451	443
Total	3,064	3,502	4,053	4,182	4,690	5,158	5,945	6,970
Annual Increase	13%	14%	15%	4%	12%	10%	15.26%	17.24%

The highest number of EHCPs are within the age range of 11 to 15 years old, this has been consistent since 2018. This is followed by children aged 5 to 10 years old, which has also been consistent in its positioning since 2018.

Figure 13: EHCPs by type of provision in Worcestershire – SEN2

	Jan-18	Jan-19	Jan-20	Jan-21	Jan-22	Jan-23	Jan-24	Jan25
Special Schools – LA-funded	1,332	1,385	1,517	1,524	1,641	1,756	1,839	1,890
Special Schools - Independent	120	134	152	208	228	305	411	516
Mainstream Schools – LA-funded	808	910	1,207	1,373	1,472	1,707	2,148	3,108
Mainstream - Independent	54	80	97	81	125	98	126	151
General Further Education	553	669	702	696	752	708	946	688
Specialist Further Education	88	88	93	90	111	129	121	108
Electively Home Educated	40	39	44	48	31	23	46	93
Alternative Provision	5	11	24	17	30	24	24	53
Other*	64	186	217	145	183	408	257	278
Early Years	N/A	N/A	N/A	N/A	N/A	N/A	27	85
All pupils for whom Worcestershire Authority maintains an EHCP (or Statement of Special Educational Need)	3,064	3,502	4,053	4,182	4,690	5,158	5,945	6,970

*Other could include Awaiting Placement, CME/NEET/ Other FE, Other arrangements made by parents or by the LA

In January 2025, of the 6,970 children with an EHCP:

- 27.1% were attending LA-funded Special Schools.
- 44.6% attending LA-funded mainstream schools; 796 young people (11.4%) are attending post-16 colleges.
 - 13.6% of those attending post-16 colleges attend specialist further education. Some of the colleges will be specialist independent institutions with residential facilities based out of county.
- 667 children (9.6%) are attending independent school, either special or mainstream. This demand is driven by the suitability of placements and parental choice but may be exacerbated by a shortage of spaces in LA-funded specialist provision.

The number of children and young people with EHCPs in Worcestershire attending maintained special schools has decreased from 39.5% in 2019, to 27.1% in 2025. Nationally, figures have decreased since 2019 from 33.6% to 25.3% in 2025.

There has been a continued increase in the number of children and young people with an EHCP attending independent special provision, increasing in Worcestershire by 0.5% since last year from 6.9% to 7.4%. Nationally, this has increased by 0.2%.

The table below compares the proportion of Worcestershire children and young people with EHCPs attending mainstream, independent, or special schools with National proportions.

Figure 14: Analysis of SEN Pupils (SEN2 only – gov.uk)

EHCPs	England.							Worcestershire.						
	2019	2020	2021	2022	2023	2024	2025	2019	2020	2021	2022	2023	2024	2025
All Schools	354k	390k	430k	473k	517k	576k	632k	3,502	4,053	4,182	4,555	4,904	5,945	6,970
Mainstream Schools	138,630	152,172	172,023	191,442	213,381	248,016	271,062	990	1,304	1,454	1,596	1,635	2,274	3,259
Maintained Special	118,999	125,398	132,131	140,036	145,850	155,045	159,852	1,385	1,517	1,524	1,609	1,676	1,839	1,890
Independent Special	17,532	19,641	21,746	24,412	25,886	29,802	34,028	134	152	208	228	292	411	516
Further Education	57,191	64,437	71,728	78,370	76,476	83,781	88,158	753	795	786	865	805	1,067	796
AP/PRU	2,731	3,181	3,239	3,596	3,923	4,471	4,858	11	24	17	16	12	24	53
EHE	N/A	2,983	3,660	4,098	4,285	5,770	7,155	N/A	44	48	33	21	46	93
Other*	24,591	29,736	34,745	41,039	54,653	60,687	66,458	39	21	33	35	112	284	363
% Mainstream	39.2%	39.0%	39.9%	40.5%	41.3%	43.3%	42.9%	28.3%	32.2%	34.8%	35%	33.3%	38.2%	46.8%
% Maintained Special	33.6%	32.2%	30.7%	29.6%	28.2%	27.1%	25.3%	39.5%	37.4%	36.4%	35.3%	34.2%	30.9%	27.1%
% Independent Special	5%	5.1%	5%	5.2%	5%	5.2%	5.4%	3.82%	3.75%	4.97%	5%	5.95%	6.9%	7.4%
% Further Education	16.2%	16.5%	16.7%	16.6%	14.8%	14.6%	14.0%	21.5%	19.6%	18.8%	19%	16.4%	17.9%	11.4%
% AP/PRU	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%	0.3%	0.6%	0.4%	0.4%	0.2%	0.4%	0.8%
EHE	N/A	0.8%	0.8%	0.9%	0.8%	1%	1.1%	N/A	1.09%	1.15%	0.72%	0.43%	0.7%	1.3%
% Other*	6.94%	7.60%	8.06%	8.67%	9.13%	8.70%	10.52%	1.11%	0.52%	0.79%	0.77%	2.28%	4.7%	5.2%

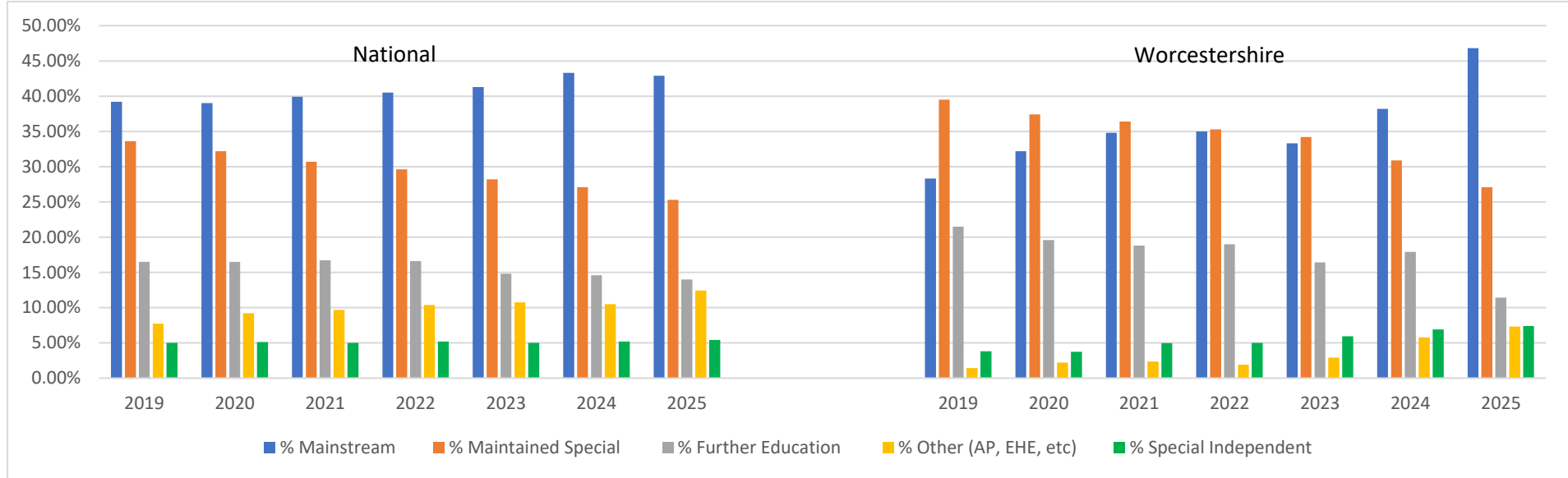
*Other includes NEET, Non-maintained Early Years, Other arrangements by Parents, Other arrangements by LA, Not in Education or training -other, Not in Education to cease issued – Some of these arrangements didn't record data until 23/24 (in the previous year's numbers were a lot lower due to no data being recorded)

In 2025:

- 46.8% of children and young people in Worcestershire with an EHCP attended a mainstream school (this includes SEN units and Resource Provision), this compares with 42.9% nationally. The percentage of children and young people attending mainstream provision has seen its most significant increase, by 8.6% from 38.2% in 2024 to 46.8% in 2025. There is a difference of 3.9% between national (42.9%) and Worcestershire (46.8%) percentage of pupils attending mainstream schools.
- 27.1% of children and young people with an EHCP were attending maintained special provision, nationally this figure is 25.3%. Both figures for maintained special schools have continued to decrease since 2018. The percentage of children and young people attending maintained special schools has decreased at a quicker rate than nationally in comparison to last year, by nearly 4%, whereas nationally, this was just under 2%. There has been a decrease in the percentage of children and young people attending maintained special, which follows the national trend, Worcestershire (27.1%) data is 1.8% higher than the nationally (25.3%). The national percentage has decreased from 27.1% in 2024, and the Worcestershire percentage has decreased from 30.9% in 2024.
- There was an increase in children and young people with EHCPs in Worcestershire being Electively Home Educated (EHE) since 2023 and this has continued at its highest in 2025, however, this is in line with the increase nationally.
- The 363 total recorded in the 'Other' category includes 87 children and young people who are educated other than at school (EOTAS), with alternative arrangements made either by the local authority, parents or young person in accordance with the 2014 Children and Families Act. Also within the 'other' category, 75 young people aged 16-25 were not in education, employment or training (NEET)

We can expect the rise in the percentage of children and young people with EHCPs to continue over the next several years as the trends and changes in the system continue to have an impact on the identification of support needed by pupils and students to achieve their full potential.

Figure 15: Percentage of Children with EHCP and Type of Provision – GOV.UK and SEN2



In 2025, Worcestershire’s statistical neighbour authorities placed between 20% and 33% of children with EHCPs in LA maintained special schools. Worcestershire ranks fifth out of ten statistical neighbours, placing 27% of pupils in this type of provision. Nationally, 25% of children with an EHCP were placed in a maintained special school.

Worcestershire placed 7.4% of pupils in independent special schools. This is ranked fifth out of ten amongst statistical neighbours.

5.b. Analysis by Type of Need

For the purpose of this analysis, we forecast based on recent evidential trends that the number of EHCPs will continue to rise with age and be more frequent among boys than girls in all areas of need except for physical/sensory. The Education Planning Areas (EPAs) with more pupils, such as Worcester, Redditch and Kidderminster, will also have more children and young people with EHCPs. This analysis compares the actual spread of children with EHCPs against this forecast.

5.b.i. Communication and Interaction

- The communication and interaction category includes children with Autism (ASD) and Speech, Language and Communication Needs (SLCN).
- 1,356 children and young people are recorded on the January 2025 SEN2 data have an EHCP with a primary need of Autism (ASD).
- Wychavon continues to have the highest percentage of children and young people with an EHCP with a primary need of ASD (24%).
- Across all the districts, boys significantly outnumber girls with an Autism diagnosis and an EHCP. 73.5% of children and young people with ASD and an EHCP in Worcestershire are male.
- Consistent with last year's data, the highest number of children and young people with an EHCP with the primary need of ASD across all districts are within the age range of 11 to 15 years old.
- Of the 1,356 children with an EHCP and ASD, 38.3% of children and young people are in KS3 (11 to 15 years old), followed by 35% are post-16.
- Speech, Language and Communication Needs (SLCN) also falls under the communication and interaction category, there are 1,790 children and young people in Worcestershire with EHCPs and a primary need of SLCN.
- Worcester continues to have the highest number of children and young people who have an EHCP with SLCN primary need. As with ASD, there are greater numbers of boys than girls with this primary need. Across all districts, the highest numbers of children with SLCN and an EHCP is in the age 5 to 10 category.
- The highest percentage of children and young people with SLCN and EHCP is in Worcester at 20.9% of the county total, this is closely followed by Wychavon at 19.22%.
- Malvern Hills has the lowest percentage of EHCPs with primary needs of SLCN across the county at 10%.

5.b.ii. Cognition and Learning

- The cognition category includes children and young people with Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), Profound Multiple Learning Difficulty (PMLD) and Specific Learning Difficulty (SpLD).
- 1,588 children and young people are recorded on the January 2025 SEN2 with cognition and learning needs and an EHCP.
- Malvern has the lowest percentage of EHCPs with primary need covering cognition and learning across the districts (13%), this differs from Bromsgrove in 2024.
- Of the 1,588, 71.9% of these have the primary need of MLD.

- Across all Worcestershire districts, the age range of 11 to 15 has the highest proportion of children and young people with MLD needs (28%). EHCPs for children and young people with Significant Learning Difficulties is at its highest in the 5 to 15 years old age range.
- This is similar with Specific Learning Difficulties, Bromsgrove, Malvern Hills, Worcester, and Wyre Forest all have the largest cohort in the age range of 11 to 15. Whereas, for Redditch and Wychavon, it is the 5 to 10 age range.
- Numbers of children and young people with Profound Multiple Learning Difficulty (PMLD) are the lowest of the cohort (8%). Numbers across the age ranges are more spread out – however, 5 to 15 still show as most prevalent.

5.b.iii. Sensory and/or Physical Disability

- Sensory and physical disabilities include children and young people with Visual Impairments (VI), Hearing Impairments (HI), Physical Disability (PD) and Multi-Sensory impairment (MSI). There are 362 children and young people with Sensory and/or Physical primary needs and an EHCP in Worcestershire.
- Children with PD make up 62.7% of the cohort, followed by HI at 15.75%, VI at 13.54% and MSI at 8%.
- Wyre Forest has the most children with hearing impairment needs, Wychavon with physical disability and multi-sensory impairment. Worcester has the highest number of children with visual impairments.
- 201 children with sensory and/or physical needs are male, while 161 are female.

5.b.iv. Social, Emotional and Mental Health (SEMH)

- There are 1,595 children and young people in Worcestershire with an EHCP and primary need of SEMH, this is an increase from 1,212 EHCPs in 2024.
- Of this 1,595, 37.7% are post-16, followed by KS3 (years 7 to 9) at 26.3%.
- Across Worcestershire, 68.53% of the children with an EHCP and primary need of SEMH are male with the highest figures in Worcester, Wychavon and Wyre Forest.
- Across the female data, the number of EHCPs with the primary need of SEMH peaks in Year 11, whereas for males, the peak is in Year 8.

5.b.v. Breakdown of Needs by District

Figure 16: Children and Young People with EHCP and Primary Needs by District, SEN2

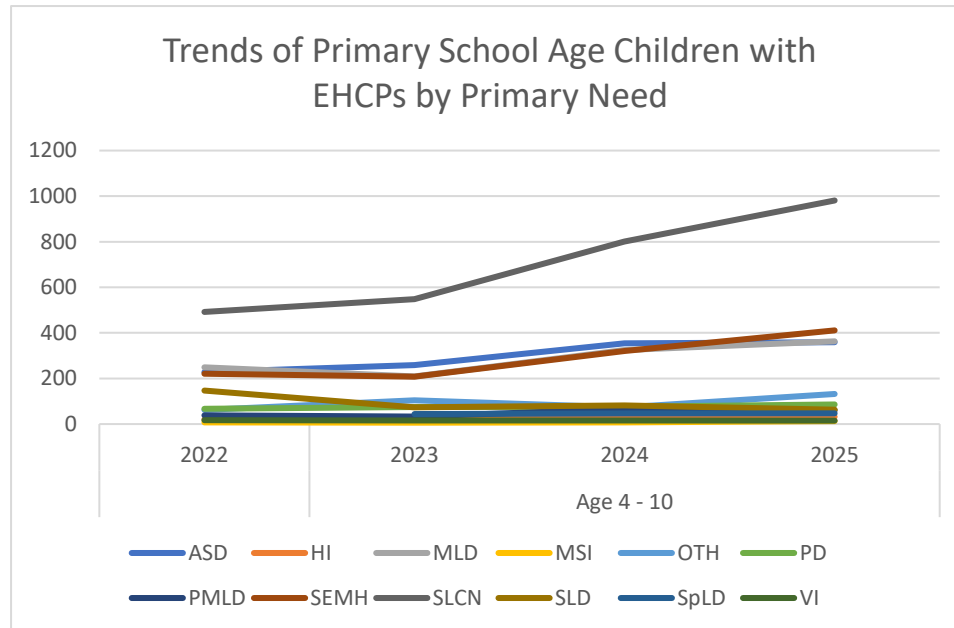
Resident District	Communication and Interaction	Cognition and Learning	Other ¹⁶	Social, Emotional and Mental Health Difficulties	Sensory/ Physical
Bromsgrove	472	214	40	179	54
Malvern Hills	366	201	42	197	41
Redditch	474	243	29	237	67
Worcester	581	311	47	329	63
Wychavon	670	332	73	379	80
Wyre Forest	571	274	46	250	54
Out of County	12	13	2	24	3
Total (% of total EHCPs)	45.14%	22.78%	4%	22.88%	5.19%
TOTAL	3,146	1,588	279	1,595	362

Figure 16 above shows the breakdown of the grouping of primary needs by Worcestershire districts. Wychavon has the highest number of children and young people across all areas of need. Communication and Interaction needs make up just under half the total of children with an EHCP.

¹⁶ The 'Other' category is sometimes used to classify complex cases which have aspects of ASD and either PMLD or SLD. Also, the category 'Other' may have been allocated due to delay in an official diagnosis by a healthcare professional.

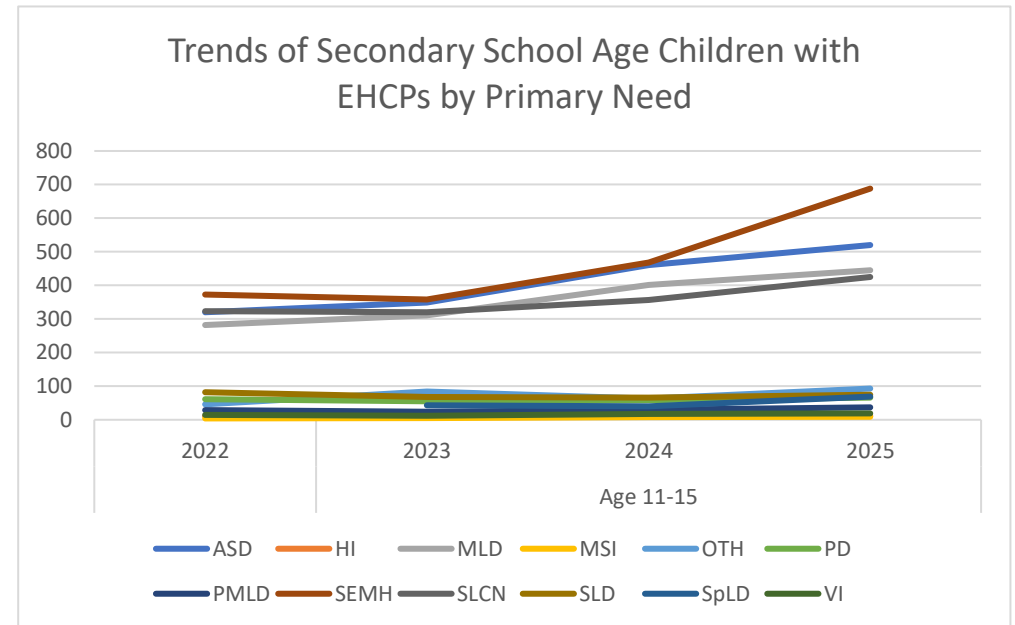
5.b.vi. Trends by Areas of Need

Figure 17: Trends by Primary Need (Primary Age 4-10) SEN2



The number of pupils with ASD, SLCN, SEMH and MLD primary needs have continued to rise since 2022 for the primary phase groups (Reception to Year 6 / age 4-10 years). The most noticeable increase in the primary phase continues to be the primary need of SLCN, where there has been an increase of 489 EHCPs since 2022. Speech and Language needs are highest among primary school aged children. There has been an increase in the primary need of 'Other' since 2024 where it had dipped from the previous year, the number of children with an EHCP and primary need of 'Other' has increased by 59 since 2024.

Figure 18: Trend by Primary Need (Secondary Age 11-15) - SEN2



As with primary phase, the number of pupils with ASD, SLCN, SEMH and MLD primary needs are continuing to rise for secondary school aged pupils (11-15). The number of pupils with Moderate Learning Difficulties has had a prominent increase since 2022 and is continuing to rise in the secondary phase. Speech and Language needs have also increased amongst secondary school aged children and young people. The number of children and young people with an EHCP and primary need of SEMH exceeded ASD in the Secondary phase in 2024 and continues to do so in 2025, while both are continuing to rise. The number of secondary school aged children and young people with EHCPs and the primary need of Other has increased from 63 in 2024, to 93 in 2025, which is the highest amount across the years 2022-2025.

5.c Financial Considerations

The diversity of provision to support children and young people with EHCPs is extensive. Broadly speaking, there are 2 types of funding for EHCPs:

- Children and young people attending mainstream and state-funded special schools attract funding from the High Needs Funding Block, related to how much additional support is necessary to meet their education needs.
- Children and young people attending independent settings are provided for at a unique cost based upon the individual child/young person's needs and the setting's provision. These can have similar costs to mainstream provision but are frequently much more expensive. All placements have different durations.

Table 19: CONTROCC Independent School Data, HLN Funding

School Type	Total FTE	Total Cost Per Placement (£)	Avg. Cost Per Placement (£)
Post-16 Specialist	112	8,457,246	75,511
Independent	180	6,565,331	36,474
Independent Special	745	50,341,583	67,572
Mainstream	3,983	36,614,061	9,192
Special	2,106	25,424,733	12,073
Grand Total	7,126	126,809,780	N/A

The above figures are accurate as of Autumn 2025. The total number of EHCPs and the numbers for each type of provision may differ from those detailed at other points in this report due to EHCPs ending and/or new EHCPs starting between the January SEN2 data return and the date the financial data had been collated.

The total attending Independent Specialist provision has increased by 338 pupils from 2024, bringing the average cost per placement up by £16,843.

There has been an 8.6% increase in the number of children and young people in specialist provision. The average cost per placement has also increased by just over 24% when compared to the previous year's £9,468 average cost per placement.

The addition of the proposed new Special Free School in Malvern Hills should bring down the average cost per pupil placement for Independent Special, as some children attending independent settings who have a primary need of ASD can then attend a maintained Special School that specialises in Autism.

5.d. Forecasting Pupil with EHCPs

We have seen so far in this report detailed some of the trends and changes that are affecting the landscape of the number of pupils/students and type of SEND needs across the county and the impact on the provision and places therefore that are required to meet these needs.

In order to forecast the number of pupils/students requiring additional or specialist provision to meet their SEND needs over the next 5 years, we must firstly look at trends in the total school population.

Places in mainstream schools for the next 5 years are forecast in a DfE-approved statistical model using:

- the October annual school census,
- known children (children aged from birth to 4 years resident within Worcestershire who are registered with a GP surgery), and
- historic 5-year average transfer rates for each year group.
- It also incorporates forecast additional pupils from new housing assumptions for the period being considered.

The projected population of under-fives is due to fall over the next four years, however by 2031 it is expected to increase again. This explains the steady decrease in the forecast for this age range up to 2030.

Figure 20 shows the forecast number of EHCPs in Worcestershire up to 2029 if the trends of the previous 5 years continue. The forecast methodology takes the forecast number of children and young people living in Worcestershire, the previous year's EHCP figure by age and the previous 5-year average of new EHCPs to forecast EHCP numbers for the next 5 years:

Figure 20: Worcestershire EHCP Forecast 2026 to 2030

	Actual					
Age Range	2025	2026	2027	2028	2029	2030
Under 5	595	514	470	447	445	445
5-10	2,007	2,255	2,421	2,501	2,506	2,473
11-15	2,457	2,824	3,174	3,487	3,757	4,034

16-19	1,468	1,726	2,030	2,350	2,704	2,979
20-25	443	358	326	375	496	671
Total	6,970	7,677	8,421	9,160	9,908	10,602

If the trends continue as they have over the last 5 years, by 2030 there are projected to be over 10,000 EHCPs in Worcestershire.

6. Worcestershire Provision for Children and Young People with SEND

Worcestershire has a range of education provision over and above what is ordinarily available in mainstream education settings to meet the needs of children and young people with SEND including:

- state funded mainstream schools with Resourced Provision or SEN Units,
- the Medical Education Team,
- Pupil Referral Units (PRUs) and Alternative Provision (AP),
- state-funded Special Schools and
- specialist independent schools,

There are:

- 4 state funded mainstream schools with Early Years Speech and Language classes;
- 5 state funded mainstream schools with statutory school age Speech and Language classes;
- 2 state funded mainstream schools with primary age C & I SEN Units;
- 14 state funded mainstream schools with Mainstream Autism Bases (MABs) of which 3 are Enhanced Mainstream Autism Bases (EMABs)
- 3 Medical Education Team bases;
- 3 Pupil Referral Units;
- 7 Alternative Provision bases;
- 9 State-Funded Special schools;
- 16 Independent Special schools

6.a. The areas and locations of Worcestershire's specialist provision are outlined below by district.

6.a.i. Bromsgrove

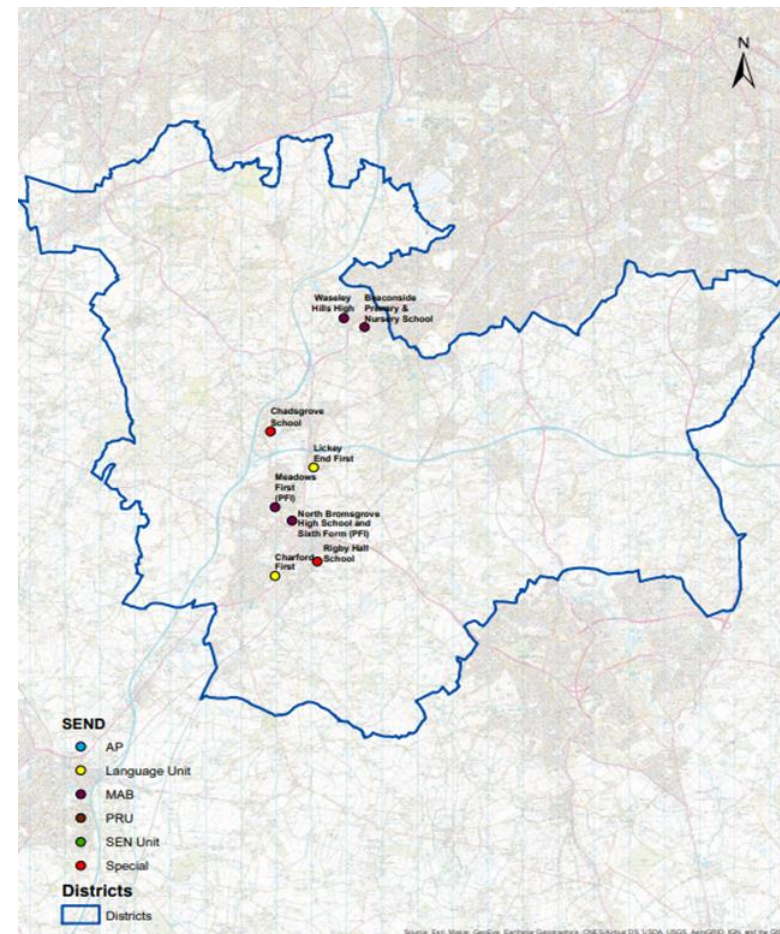
Bromsgrove has 2 state funded special schools:

- Chadsgrove Special School and College (ages 2-25) specialises in caring for children with physical disabilities and
- Rigby Hall School (ages 4-19) a generic special school catering to a variety of needs.

There is 1 school age Language class at Lickey Hills Primary School and there are 4 MABs located within Bromsgrove supporting Reception to Year 11 children.

In January 2025, there were 1,749 children and young people living in Bromsgrove requiring SEN Support and 560 with an EHCP.

Map 1: Locations of Specialist Provision Within Bromsgrove District



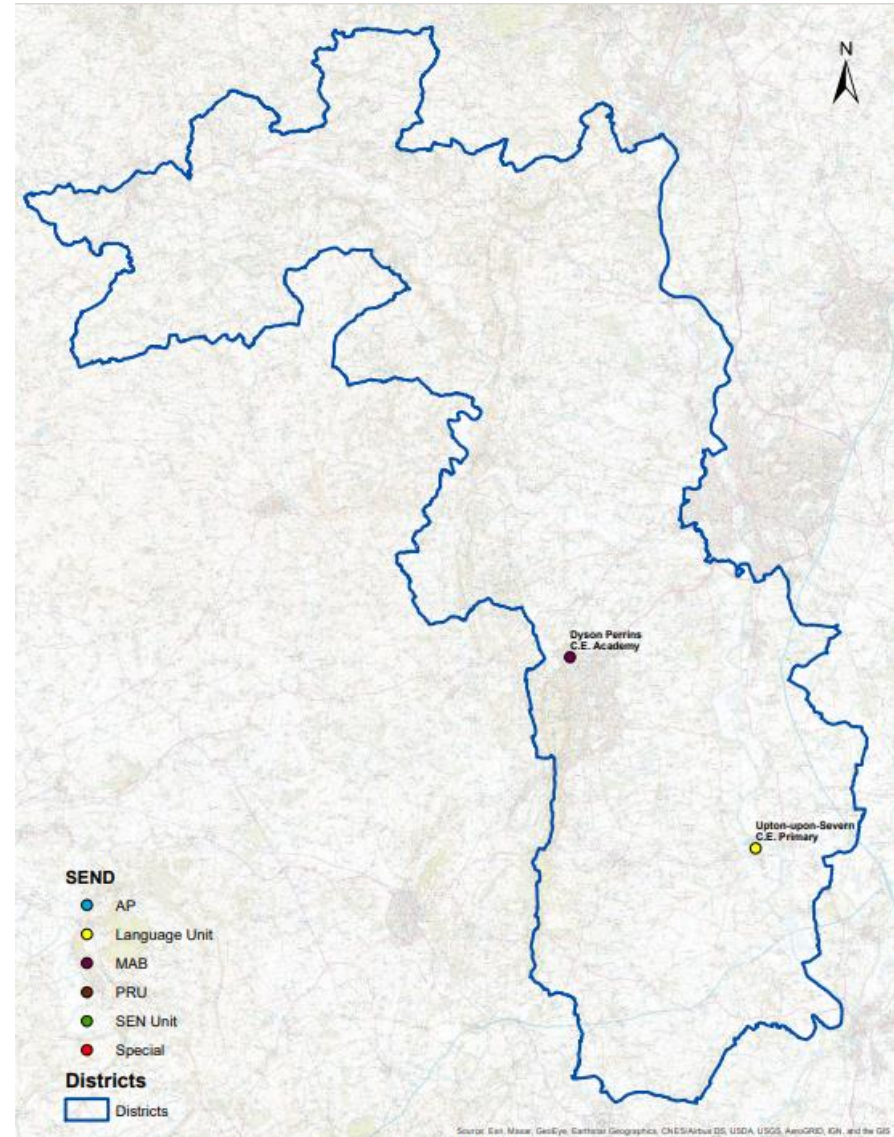
6.a.ii. Malvern Hills

Malvern Hills does not have any Special schools but does have a Secondary school MAB at Dyson Perrins and an Early Years Language class at Upton Upon Severn CE Primary school (Riverboats).

1,360 children living in Malvern Hills require SEN Support and 497 have an EHCP.

Malvern Hills has the least amount of specialist provision across the districts. However, in September 2027, a new Department for Education Autism special free school is planned to open within the district.

Map 2: Locations of Specialist Provision Within Malvern Hills District



6.a.iii Redditch

Redditch has 2 state funded Special schools:

Kingfisher school (ages 7 to 18) specialises in Social, Emotional and Mental Health; and

Pitcheroak school (ages 4 to 19) a generic special school.

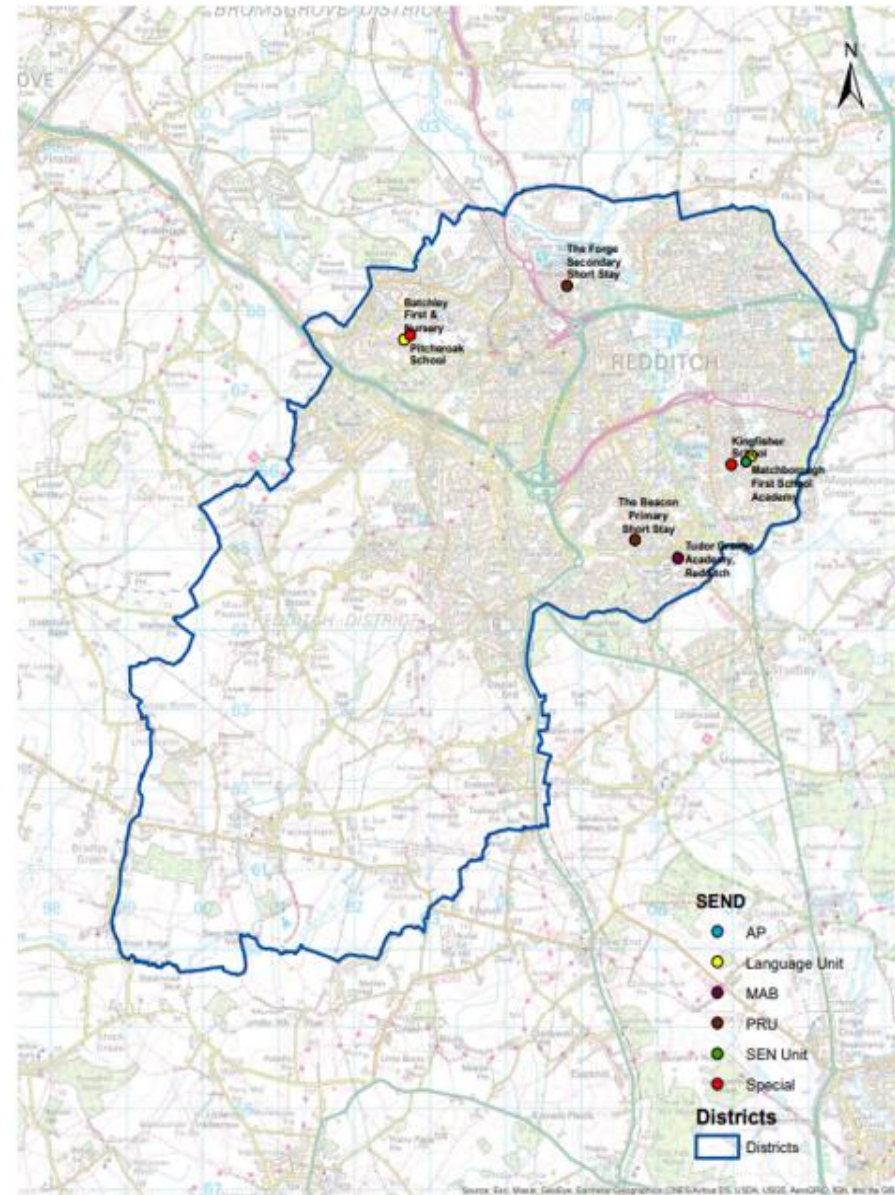
There is one Early Years Language class at Batchley First School and one school age Language class at Matchborough First school. Matchborough First School also has a First school age SEN Unit which opened in October 2025 to support children with C & I needs.

Redditch also has 2 MABs, supporting children age 5 to 11. Tudor Grange High school has a MAB known as The Hive with 10 places and an EMAB unit known as Treetops with 45 places.

There are 2 Pupil Referral Units (The Forge and The Beacon) and 1 Medical Education Team provision.

Redditch has 2,119 children and young people living within the district requiring SEN Support and 641 with an EHCP.

Map 3: Locations of Specialist Provision in Within Redditch District



6.a.iv. Worcester

Worcester has the most Special schools within a district:

Fort Royal (ages 2 to 11), a generic Special school

Riversides (ages 7 to 16) specialises in Social, Emotional and Mental Health; and

Regency High (ages 11 to 19) a generic Special school.

There are 2 MABs located in Worcester, supporting children in Reception to Year 11, and a primary age SEN Unit at Honeywell Primary school which supports pupils with C & I.

There are 3 Alternative Provision/Pupil Referral Units,

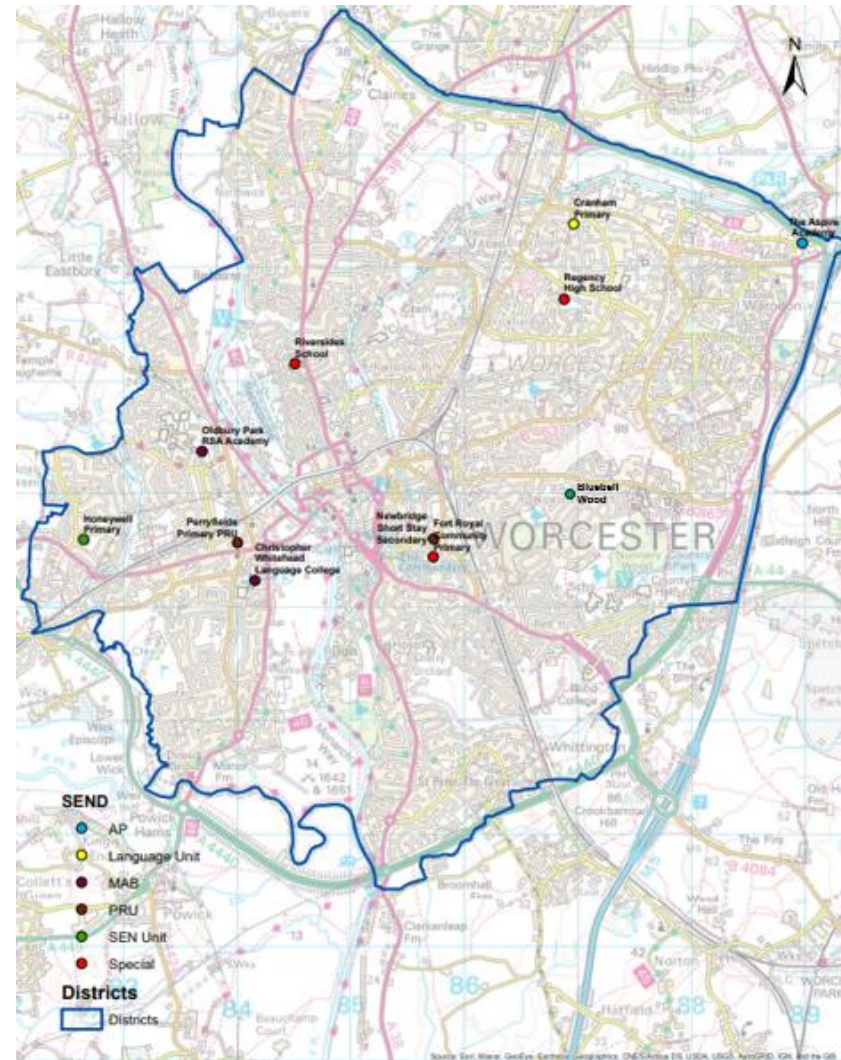
- Aspire Academy AP,
- Perryfields Primary PRU and
- Newbridge Short Stay Secondary PRU.

The South Medical Education Team are also located at Newbridge Short Stay Secondary PRU.

Worcester also has an Enhanced Early Years provision at, Bluebell Wood Children's Centre. There is also one Early Years Language class based at Cranham Primary school.

Worcester has 2,030 children and young people aged 0-19 living within the district requiring SEN Support and 889 with EHCPs.

Map 4: Locations of Specialist Provision Within Worcester District

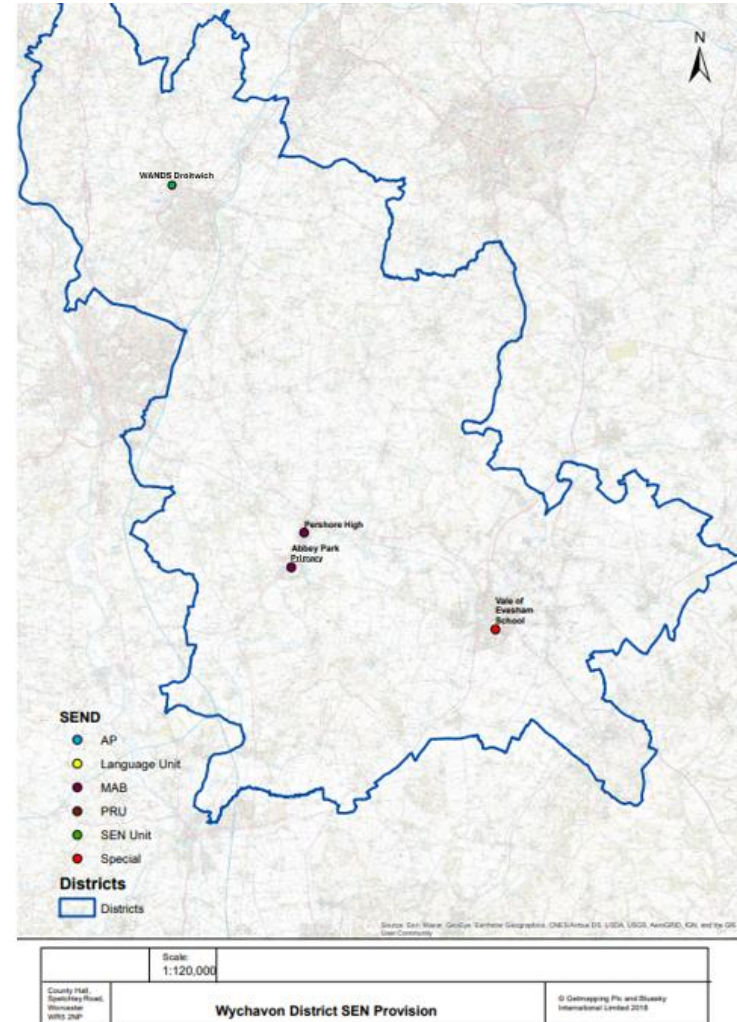


6.a.v. Wychavon

Wychavon has one generic Special school, Vale of Evesham (ages 2 to 19) and 2 MABs providing for pupils in years Reception to 11. There is also an Enhanced Early Years provision at WANDS Droitwich.

Wychavon has 2,394 children living within the district requiring SEN Support and 897 with EHCPs, the most out of all Worcestershire's districts.

Map 5: Locations of Specialist Provision Within Wychavon District



6.a.vi. Wyre Forest

Wyre Forest has one generic Special school, Wyre Forest school (ages 4 to 19). There are 2 MABs supporting students in

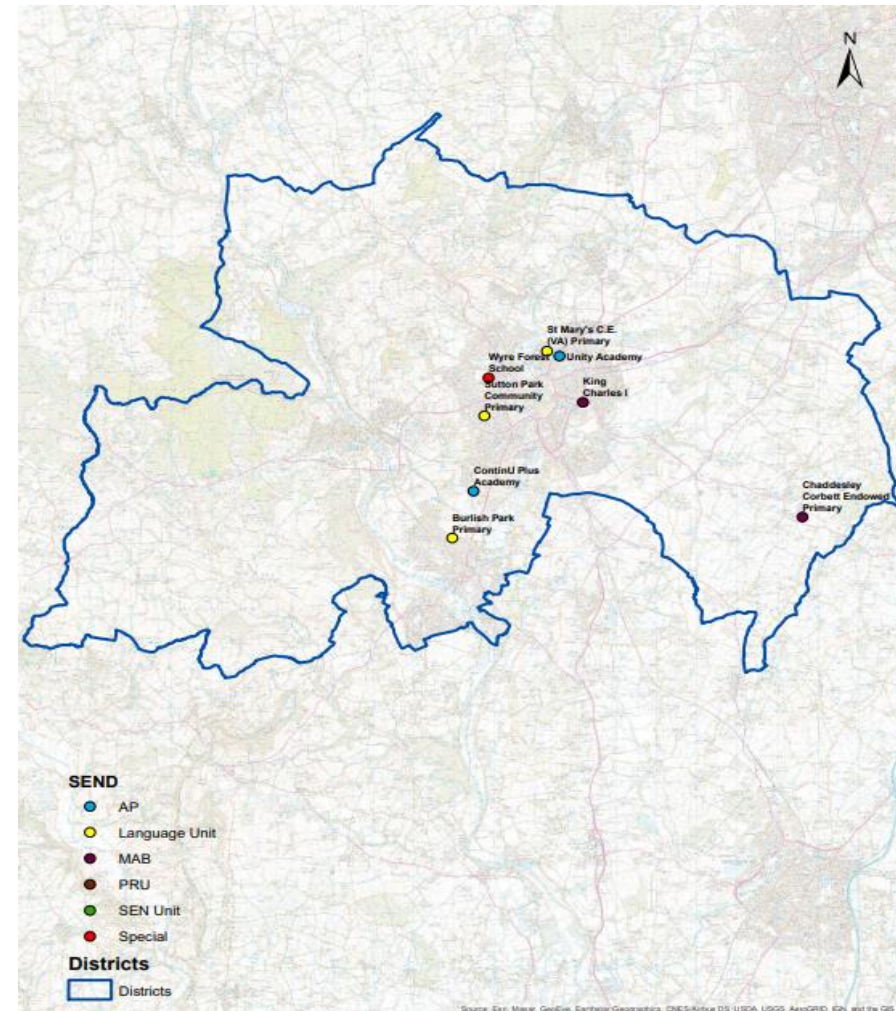
Reception to Year 11. There are also 2 Alternative Provision schools.

Wyre Forest has the most Language classes, 3 school age and 1 early years.

The Medical Education Team (North) are based at Lea Street, Kidderminster.

There are 2,376 children and young people requiring SEN Support (the largest number across Worcestershire) and 781 with EHCPs¹⁷.

Map 6: Locations of Specialist Provision Within Wyre Forest District



¹⁷ *These figures have been taken from the January 2025 census and will not include children and young people that attend independent or out of county provision or children that are not in any provision yet

6.b. Current Worcestershire Provision – by Type

The SEND Code of Practice¹⁸: 0-25 Years (2015) defines special educational provision as ‘educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.’

Worcestershire offers a range of educational provision to meet the individual needs of children and young people with SEND. This includes specially resourced provision in mainstream settings and Special Schools.

6.b.i. Mainstream Provision

Wherever possible, children and young people should be supported to have their needs met within their local mainstream provision. All educational settings are expected to have an inclusive approach and are required by law to make reasonable adaptations or adjustments to the premises and provision to ensure pupil’s needs are met. Section 1.27 of the SEND Code of Practice stipulates that *‘Where a child or young person has SEN but does not have an EHC Plan, they **must** be educated in a mainstream setting except in specific circumstances.’*

The SEND Code of Practice (Section 6.37) also states that *‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.’* This is usually referred to as Ordinarily Available Provision – the strategies, activities and experiences that remove barriers to learning for children and young people with SEND in all mainstream settings.

Where a child or young person is identified as having SEND, educational establishments should take action to remove barriers to learning and put effective special educational provision in place. This is called SEN Support and should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child/ young person’s needs and of what support they need to secure good progress and good outcomes. This is known as the Graduated Response. Worcestershire County Council has produced a guide to the Graduated Response for schools and Early Years settings to use when looking at the support which can be put in place to help their pupils with SEND.¹⁹

¹⁸ [SEND Code of Practice January 2015.pdf](#)

¹⁹ [The SEND Graduated Response | Worcestershire County Council](#)

There are also several teams within the Local Authority who work with mainstream schools and educational settings to support children and young people, including the Autism and Complex Communication Needs Team, Learning Support Team, Medical Education Team, Sensory Impairment Team, Physical Disability Outreach and the Virtual Schools Team.

Worcestershire County Council commission through the Worcestershire Health and Care NHS Trust the provision of Therapy and Health services such as Speech and Language Therapy, School Nursing and Child and Adolescent Mental Health Services (CAMHS) to support children and young people where appropriate to remain in mainstream settings. The demand for these services is reviewed separately, however, is in part driven by the number of children and young people living in Worcestershire and the levels and types of SEND.

6.b.i.1. Accessible Mainstream Schools

All local authorities must have an **Accessibility Strategy**²⁰ for the schools it is responsible for (LA maintained schools). This is a requirement of law outlined in the Equalities Act 2010.

The overall aim of the Accessibility Strategy is to ensure that WCC supports schools in meeting the needs of children and young people with special educational needs and/or a disability. The purpose of the strategy is to ensure that accessibility of the curriculum, the physical environment and information for children and young people is central to the delivery of services. The strategy aims to provide information and a framework to help schools create individual accessibility plans. Schools should take account of WCC's Accessibility Strategy when drawing up their own school accessibility plans.

Schools must make reasonable adjustments and access arrangements, including the provision of aids and services, to ensure that children and young people with a disability and/or SEND are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled pupils might require and what adjustments might need to be made to prevent that disadvantage and ensure that the school meets its responsibilities under the Equalities Act 2010.

A key consideration in the approach to addressing matters is the need to manage reasonable adjustments along with expectations, as well as school sites, and funding limitations. Because of these factors, WCC focuses on those adaptations that ensure the pupil has reasonable access to the curriculum and support accommodation.

The accessibility of all mainstream schools in Worcestershire is reviewed when considering placements for individual pupils, when S106 funding is available to improve provision and when other works are planned at schools. In 2025, projects undertaken by WCC to improve accessibility in mainstream schools include the installation of Bathroom Management Areas (BMA), disabled WCs, ramped access, stairlifts, SEN teaching spaces and Nurture rooms.

²⁰ [Support for children and young people with disabilities and medical difficulties | Worcestershire County Council](#)

Often it is not possible to provide unimpeded access for a child or young person with a disability to all parts of a mainstream school site and consequently, adjustments need to be underpinned by effective school timetabling arrangements that ensure those pupils along with their peers are located in rooms and areas that have been reasonably adapted, or have natural ease of accessibility, .e.g. use of ground floor specialist teaching rooms, etc.

All schools are graded depending on how accessible they are for pupils to access the curriculum and support accommodation. This information is recorded in the 'Mainstream School Accessibility Matrix' document, which parents/carers can access via the 'Information for Parents Books' on the School Admissions webpages²¹.

6.b.ii. Early Years SEND

Under the Equalities Act 2010, local authorities must ensure they promote equality and inclusion, by removing barriers of access to funded childcare. This is achieved by working with parents to know what is available and by working with providers to support and promote best practice and provision to meet the needs of young children and working parents.

WCC's vision is that most early years aged children in the county should be able to attend their local Early Years provider and have their SEND needs identified and met within that setting. To enable this to happen the county has a strong Early Help offer provided by a range of partners, and specialist support in education provided through the Early Years Inclusion Process.

All Ofsted-registered Nursery Education Funded early years settings can claim additional funding per hour to support the needs of children with SEND, known as the Graduated Response.

All Early Years settings within Worcestershire are expected to offer inclusive provision. Additional funding (Inclusion Supplement) is available to support settings to meet the needs of children who have an identified need, with higher rates paid for children with more complex needs 17% of funded 3-&4-year olds (1475 of 8870) and 10.8% of funded two year olds (403 of 3715) received an Inclusion Supplement during the Summer term 2025.

The table below shows the number of children for whom early years settings in Worcestershire were claiming additional Graduated Response funding to support their emerging needs in Summer term 2025 (GR2-4 plus EHC plan).

²¹ [Worcestershire Mainstream School Area Pyramids including School Accessibility and Resourced SEN Provision](#)

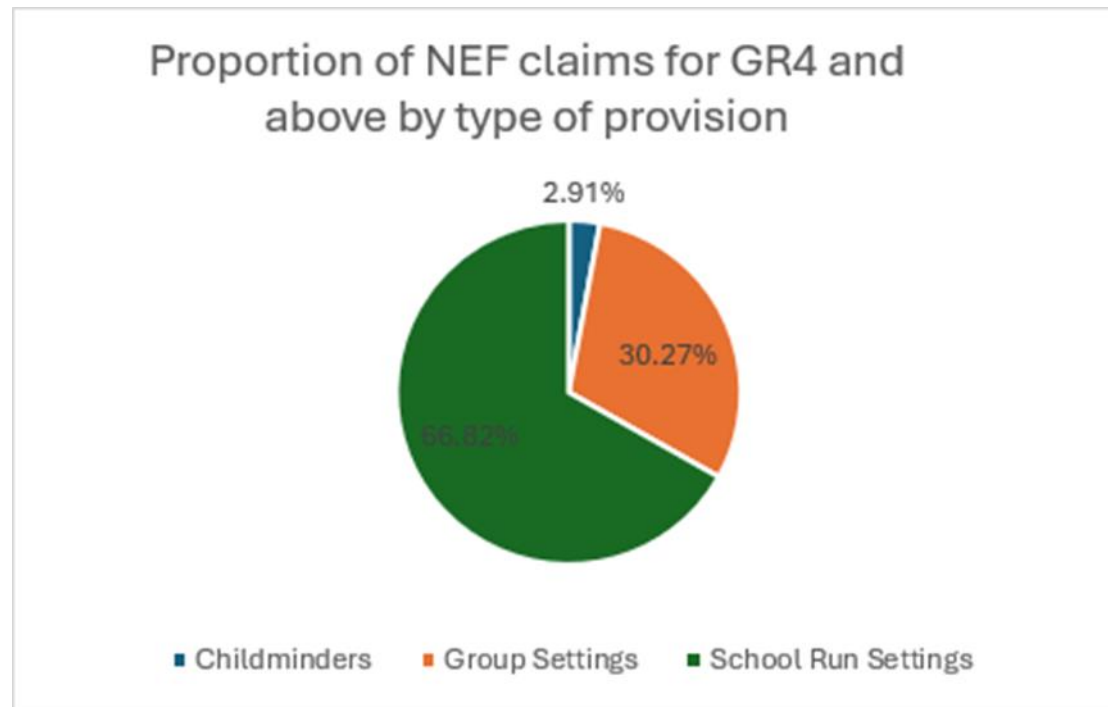
Figure 21: Breakdown of Graduated Response (GR) claims for funded under twos, two-, three- and four-year-olds

Inclusion Supplement	Under 2's	Two Year Olds	3&4 Year Olds
GR2	34	163	729
GR3	7	64	306
GR4	4	92	218
GR4+ and Exceptional	8	49	335
Total	53	403	1588

Two-year-old Graduated Response claims have increased by 95% since 2024 (from a total of 216) and a slight increase for 3- and 4-year-olds at 14.5% (from a total of 1,386).

Of 473 providers claiming NEF between September 2024 – August 2025, 315 claimed NEF for a child they identified as having Special Educational Needs and Disabilities (SEND) (GR1 or above). Childminders make proportionately fewer claims for children with SEND, with only 11% of NEF claims in the Summer Term 2025 including an Inclusion Supplement for children identified as GR4 or above, this has increased from 1% in the Summer Term 2024. School-run settings however are providing 66% of funded hours for children identified as GR4 or above, despite providing only 27% of all NEF hours.

Figure 22: Proportion of overall NEF Claims for children receiving GR4+ during Summer Term 2025, by type of provision:



In addition to the Inclusion Supplement, support is also available for settings and practitioners to enable mainstream settings to identify and support children with SEND. The Early Years Inclusion Process (EYIP) was introduced in November 2023 to both improve the way in which support is allocated and to improve the quality of records held by the Local Authority to support resource management and forward planning. The introduction of the EYIP is encouraging settings to make referrals when a need is first identified, allowing support to be provided earlier. Prior to the introduction of the EYIP, the majority of referrals were made during the child's pre-Reception year, when they were 3 or 4 years of age; whilst this is still the case, the number of referrals made prior to the child turning 3 is now significant and likely to increase as the process is embedded.

The majority of funded children with SEND access early years provision within a mainstream setting or combine attendance across both a specialist and mainstream provider; of 108 children (3-&4-year-olds) accessing specialist provision during Summer 2025, with an additional 10 children accessing Enhanced Early Years care. 97 children split their NEF entitlement with a mainstream provider.

6.b.ii.1. Enhanced Provision

Where a child aged 0 – 5 years is identified by either a health, education or social care professional as possibly having SEND, they will submit an initial notification to the Worcestershire Early Years Inclusion Process (previously the Pre-School Forum). The notification should always be discussed with the parent carer prior to being submitted.

A multi-agency team meets monthly to discuss the notifications received and actions agreed to assess whether additional support or additional education provision is required in their pre-school years.

Some pre-school aged children are referred for Early Years Language class provision. These children are included in the School Census, if they attend a Worcestershire setting. Other Early Years providers including childminders and private nurseries return child level details on the Early Years Census and these children are included in the planning for early years and school places. More information about the Early Years Inclusion Process can be found on our website.

In 2025, there were 12 early years children within Worcestershire who were unable to access their Nursery Education Funding due to their complex SEN and 49 3-4-year old children who were unable to access their full NEF entitlement for the same reason. This has reduced since Dingley's Promise opened in September 2025 from 56 children in Summer Term 2024. Of the 49 children identified:

- 8 have a Send Support Plan (SSP)
- 10 have an Education Health and Care Needs Assessment (EHCNA) request underway
- 31 have an EHCP in place

In August 2025, there were 49 early years children within Worcestershire who were unable to access their Nursery Education Funding. This has reduced since Dingley’s Promise opened in Summer 2025 from 56 children.

Of the 49 children identified:

- 8 have an SSP
- 10 have an EHCNA request underway
- 31 have an EHCP in place

Prior to September 2023, four Special Schools delivered Nursery Assessment Units (NAU) across the county, to support in assessing the education provision required for pre-school aged children due to start school. In September 2023, due to an unprecedented rise in the demand for Special School Reception places, WCC, in consultation with The Vale of Evesham School and Academy Trust and Fort Royal School, had to prioritise Reception places over Nursery places at both schools and not admit any nursery age children. Wyre Forest Special School also closed its Nursery Assessment Unit from September 2024 due to the increased demand for Reception places.

Chadsgrove Special School continues to deliver Nursery provision for children from age 2 years whose SEND arises from physical disability or a complex health need. A Nursery Assessment Unit attached to a first school in Redditch (Batchley First School) continues to operate supporting children aged 2 to 4 years.

WCC recognises that for a small number of children, their complex needs make it difficult for them to attend or receive their full Nursery Education Funding (NEF) entitlement in an Early Years setting. We are therefore developing an Enhanced Early Years provision model that will be delivered by a specialist Early Years provider or school, to meet the needs of children aged 2-4 years whose identified SEND makes it difficult for them to attend an Early Years setting. Places will be allocated via a termly, multi- agency planning meeting for children with complex needs. The needs will have been identified through an EHC Needs Assessment or an EHCP.

From September 2024 WCC commissioned a specialist SEND Early Years provider, Dingley’s Promise, to deliver two Enhanced Early Years provisions in Worcester and Droitwich. Each setting offers 12-15 full time equivalent (FTE) places, for up to 30 hours per week,

Figure 23: Number of referrals for Early Years SEND support by district:

District of child when referral submitted	Number of Referrals April 2024 – May 2025
Bromsgrove	66
Malvern	32
Redditch	11
Worcester	152
Wychavon	24
Wyre Forest	42
Total	327

term time. WCC funded extensive adaptations to the accommodation to create an appropriate Early Years learning environment for young children with SEND. The Droitwich centre opened to children in February 2025 and the Worcester centre in May 2025. This provision is accompanied by extensive outreach support services, including support to local nurseries and families in the south of the county. ²².

WCC has begun a process of market engagement with existing and prospective Early Years Education providers in Evesham, Pershore, Malvern, Bromsgrove, Redditch and Wyre Forest, including schools and PVI settings, regarding the delivery of Early Years Enhanced provision in these areas. In December 2025, interested parties will be invited to tender for the contract to deliver Early Years Enhanced provision, with an anticipated opening date of September 2026.

²² [Dingley's Promise - Homepage - Dingley's Promise](#)

6.b.ii.2. Early Years Language Classes

At Early Years stage, the main Primary need is SLCN. WCC commission Early Years Language classes (Resourced Provision) at First and Primary Schools across Worcestershire. This targeted intervention provides children with specialist provision for typically 6 hours per week to support their SLCN, since early intervention with speech development can eliminate or much reduce the need for SEND support later²³.

The following schools provide Early Years Language Classes:

Figure 24: Early Years Language Classes, Commissioned Places and Attendance Figures

District	School	FTE Commissioned Places	Aut 24	Spring 25	Sum 25
Bromsgrove	Charford First host (Batchley First School- provider)*	8	15	13	10
Redditch	Batchley First	10	18	17	20
Malvern Hills	Upton upon Severn CE Primary	9	7	17	17
Wyre Forest	St Mary's CE Primary	9	18	12	21
Worcester	Cranham Primary	12	15	16	22
TOTAL		48	73	75	90

*Provision at Charford First School closed in July 2025.

The above figures are provided by Herefordshire and Worcestershire Health and Care NHS Trust, whose Speech and Language Therapists (SaLT) oversee the delivery of provision in Language Classes. The information is based on children who commenced their placement at an Early Years Language Class provision during academic year 2024/25. These children attend for an average of 2 terms. There are no EY Language classes within the Wychavon district, meaning more children are having to travel to other districts to attend provision.

From September 2025, Charford First School no longer hosts an Early Years Language Class, with SALT support in the Bromsgrove area instead being delivered via outreach. Batchley First School will also change to outreach only from January 2026.

²³ [Bercow Review of Services for Children and Young People with SLCN](#)

WCC is working with Herefordshire and Worcestershire Health and Care NHS Trust to review Language Class provision across the county, to ensure that SaLT support for children is delivered in the most effective way.

6.b.iii School Age Resourced Provision

6.b.iii.1. School Age Language Classes

The mainstream schools listed below have Resourced Provision School Age Language classes to support pupils who have been referred for a place based on a recommendation from their Speech and Language Therapist. The Local Authority commission 51 first/primary school places and 10 High school places used to provide intensive, specialised teaching for children with significant SLCN. As has been evidenced earlier in the report, SLCN is much more common before the age of 11, which, with the intensive support provided early on, means that there is less need for provision at Secondary/High school phase.

Figure 25: School Age Language Units and Commissioned Places 2023/24 by District

District	Language Units	School Type	Commissioned Places
Wyre Forest	Burlish Park Primary School	Primary	10
Wyre Forest	Sutton Park Primary School	Primary	10
Wyre Forest	King Charles I High School	Secondary	10
Bromsgrove	Lickey Hills Primary School	Primary	20
Redditch	Matchborough First School	First	11

As stated in Section 5.3, Language Class provision is currently being reviewed by WCC and Herefordshire and Worcestershire Health and Care NHS Trust.

6.b.iii.2. Mainstream Autism Base (MABs) and Enhanced Mainstream Autism Bases (EMABs)

Mainstream Autism Bases (MABs) are a Resourced Provision commissioned by WCC within Worcestershire Mainstream schools. Children and Young People must have an Autism diagnosis to be referred for a place at a MAB/EMAB.

MABs provide focused educational provision for pupils whose academic needs are well matched to a mainstream setting, but who required specialised Autism specific provision that is often difficult to replicate in mainstream schools.

Enhanced Mainstream Autism Bases (EMABs) enable a higher level of need to be provided for with an enhanced range of provision and is anticipated that children and young people may spend more time in this provision.

Current Autism bases across Worcestershire are listed below with the total number of commissioned full-time equivalent places for 2025/26.

Figure 26: MABs by Phase and 2024/25 Commissioned Places

District	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11
Bromsgrove (Rubery)	Beaconside Primary MAB (8)						Waseley Hills High School MAB (10)					
Bromsgrove (Bromsgrove)	Meadows First MAB >					Parkside Middle MAB (10)				NBHS MAB (10)		
Malvern Hills							Dyson Perrins MAB (10)					
Redditch							TGAR Hive MAB (10) + Treetops EMAB (45)					
						Walkwood Middle MAB (8)						
Worcester City	Oldbury Park Primary MAB (8)						Christopher Whitehead Language College EMAB (12)					
Wychavon (Persore)	Abbey Park Primary MAB (18)							Persore High School MAB (15)				
Wyre Forest	Chaddesley Corbett EMAB (10)						King Charles High School MAB (17)					

Abbey Park Middle School converted to a Primary school in September 2025, and its current 10 place Middle School MAB became an 18 place Primary school MAB. This MAB currently provides provision from Reception to Year 7, however is due to change in September 2027 to Reception to Year 6.

To meet an increased demand for Autism base provision, projects have been agreed to carry out the required building works that will allow the capacity of some Mainstream Autism Bases (MABs) to increase.

WCC have committed capital funding to increase Beaconside Primary School MAB from 8 to 12 places and relocate the provision to more appropriate accommodation in a new modular building on the school site. WCC are working with Meadows First/Parkside Middle Schools to complete a full feasibility to increase the shared MAB from 10 places shared between the two schools to 12 places for each school. It is anticipated that both of these changes will be completed by September 2026.

Dyson Perrins CofE Academy is being supported to increase the number of places in its MAB from 10 to 20 by September 2026.

Malvern Hills and Redditch do not currently have Primary / First school MAB provision.

Figure 27 shows the number of pupils attending MAB provision year on year.

Figure 27: MABs number of pupils attending by academic year.

MAB Unit	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25
Meadows/Parkside (10)	12	11	9	9	10	9	10	8
North Broms High (10)	8	10	10	10	10	9	10	9
Beaconside Primary (8)	9	9	8	8	7	5	8	4
Waseley Hills High (10)	9	11	7	10	11	6	10	5
Dyson Perrins CofE Academy (12)	10	10	11	12	12	14	12	14
Walkwood Middle (8)	7	9	13	14	14	3	8	8
TGAR Hive (10)	3	8	7	10	7	6	10	4
TGAR Treetops (45)	N/A	N/A	12	18	25	24	45	36
Oldbury Park Primary (8)	8	8	8	8	8	5	8	8
CWLC (12)	N/A	N/A	N/A	N/A	N/A	N/A	12	12
Abbey Park Middle (10)	10	8	7	8	8	9	10	10
Pershore High (12)	12	11	13	14	18	9	12	13

Chaddesley Corbett Endowed Primary (10)	N/A	N/A	N/A	N/A	N/A	9	10	11
King Charles I (17)	17	17	16	17	18	18	17	22
Totals	105	112	121	138	148	126	182	164

A place within a MAB is accessed via a current EHCP rather than normal school admissions. It is important for MAB provision to exist through all phases in an Education Planning Area as this allows children to remain with their peer group throughout their education journey.

MABs have been shown to be extremely effective at meeting the needs of children with Autism and supporting them to remain within a mainstream school. 7 of the MABs were at or over capacity for the academic year 2024-25. ASD is a complex area which means that some children will still need more specialist provision to meet their needs, however the provision of Resourced Provision such as MABs allow children and young people that can, to remain with their peer group and access the benefits of mainstream schools and allow special schools to adapt more specifically to more complex needs.

44.09% of children currently attending one of Worcestershire's MABs are in KS3 (years 7 to 9), followed by 30.11% in KS4 (years 10 to 11). This shows a larger demand for this provision within secondary age year groups.

As of December 2025, 23.98% of the 392 children or young people awaiting specialist provision had a primary need of ASD. Some of these children could have their needs met within a MAB or EMAB. As outlined above, WCC have allocated capital funding to increase capacity at its current MABs. Initial investigations are being made to consider whether additional MABs or EMABs are required throughout the county.

6.b.iii.3 Primary age SEN Units - Communication and Interaction

Some schools have dedicated SEN Units which are specially designed to support pupils with specific SEND needs alongside a mainstream education. Pupils attending a SEN Unit will spend at least half their time in this provision and have an EHCP. SEN units are designated and commissioned by the local authority specifically for making SEN provision, and sometimes accommodate pupils registered at other schools on a part-time basis.

Our SEND Sufficiency Report 2024 identified ASD as the most common area of need for pupils with an EHCP, closely followed by SLCN. SLCN was the most common area of need for those receiving SEND Support.

The following schools have primary age C&I SEN Units:

- **Honeywell Primary School, Worcester**, opened in September 2024 for 10 Reception/KS1 pupils with the primary need C&I. From September 2025, Honeywell's SEN unit will increase to 20 places and the age-range of the provision extended to include KS2 pupils.
- In 2025, WCC identified a number of mainstream Primary schools who have the capacity and capability to deliver a primary SEN Unit for pupils with C & I and invited expressions of interest from those who wished to develop such provision. WCC supported **Matchborough First School Academy (Redditch) and St John's CE Primary School, Kidderminster** (The Spire CofE Learning Trust) to submit Significant Change applications to the DfE for consent to establish a SEN Unit. Consent for both proposals was granted by the DfE in July 2025. WCC has committed capital funding for adaptations that were required at each school to create suitable teaching spaces. Matchborough First School SEN Unit will open in October 2025, offering 10 places to children from Reception to Year 4. St John's CE Primary School's SEN Unit will open in February 2026, initially offering 10 places for Reception/KS1, but with the capacity to increase to 24 places and extend its age range to add KS2 provision.

We are continuing to work with other First / Primary and Middle schools in areas that currently do not have primary age SEN Unit provision, with a view to establishing further C&I provision for September 2026.

6.b.iii.4. Secondary Age SEN Units - SEMH

At Secondary phase, SEMH is the most common SEND need. We are therefore engaging with Middle/Secondary/ High schools across the county who we believe have the capacity and capability to deliver SEN Unit provision for pupils with SEMH needs. It is anticipated that this provision will begin to be developed in academic year 2026/27.

6.b.iv. Medical Education Provision (MET)

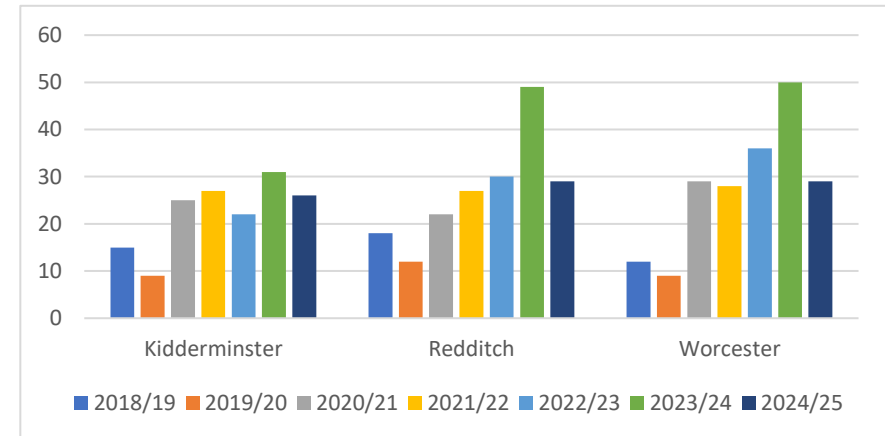
Section 19 of the Education Act (1996) states that ‘each local authority shall make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them’. This duty applies to all children and young people, whether they have special educational needs (SEN) or not.

There are a variety of pathways for children and young people who do not or cannot attend school for a period of more than 15 days, one of which is referral to the Medical Education Team. During the academic year 2024-2025, the team provided education to 84 pupils of all ages on 3 sites: Lea Street in Kidderminster, Easemore Road in Redditch and Newbridge in Worcester.

While at MET, children may undergo an Education Health and Care Needs Assessment (EHCNA) and are issued with an EHCP.

Figure 28 shows the number of children and young people who attended one of the 3 base provisions since academic year 2018/19. During 2024/25, 84 children and young people accessed MET provision at some point – this is a decrease from 130 during 2023/24.

Figure 28: Number of Pupils Attending MET Provision Per Academic Year

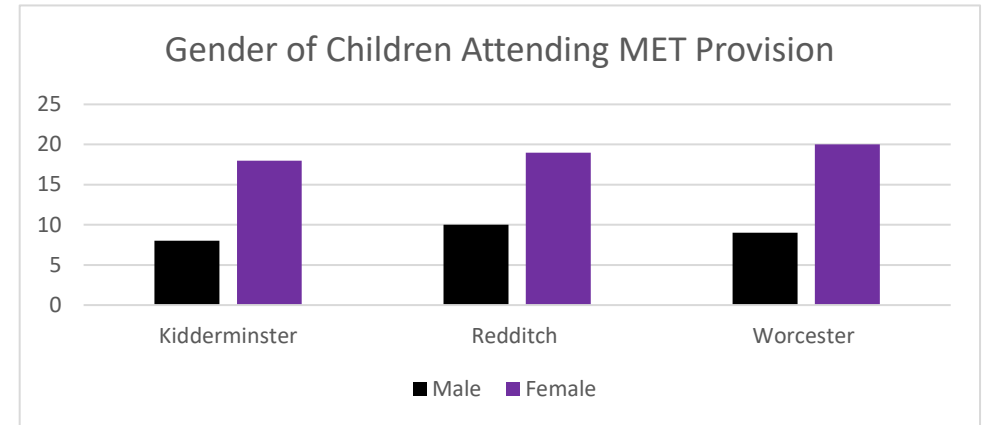


More girls attended MET provision in 2024/25 across all three locations, which is consistent with the last 10-11 years of data. 67.9% of children and young people accessing MET provision are female.

Not all children attending MET provision will have an EHCP, 20.2% of children and young people that accessed one of the three MET provisions in 2024/25 had an EHCP this is a 10% increase compared to the previous year.

Of those children and young people attending MET provision with an EHCP, 52.9% have a primary need of SEMH, followed by 17.6% with a primary need of ASD or PD.

Figure 29: Gender of Children Attending MET Provision: MET Team 2024/2025



6.b.v. Special Schools

If the needs of a child or young person are more complex than reasonable adaptations can accommodate within mainstream schools, then a place at a special school may be required to ensure their needs can be met.

There are 9 state funded special schools across Worcestershire, of which 6 provide education for children and young people with a variety of significant needs and 3 with an identified specialism.

One of the schools (Chadsgrove) has on-site provision for nursery age children.

Figure 30: Worcestershire Special Schools List

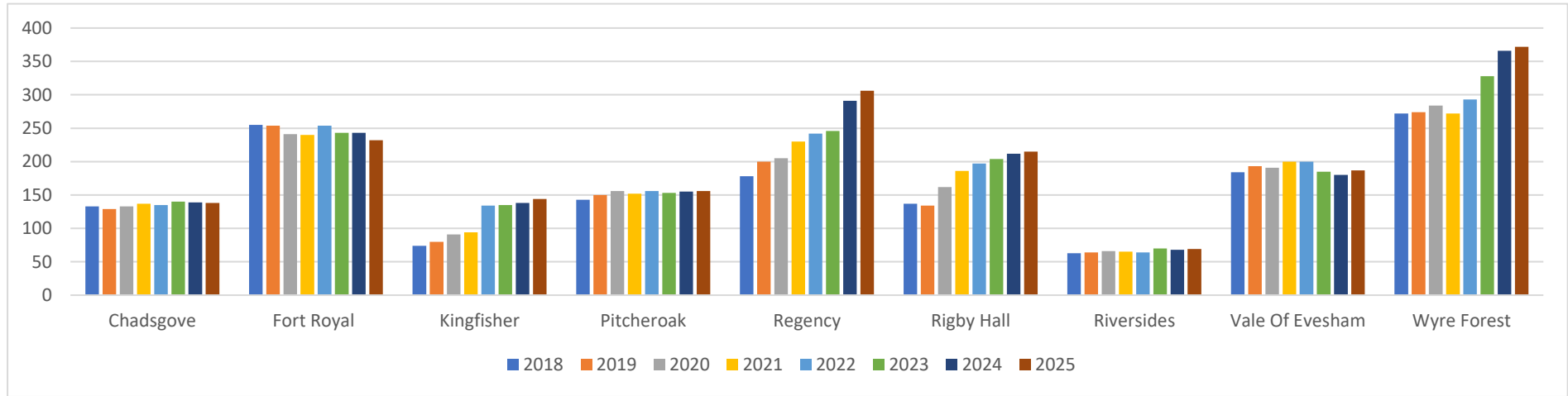
District	Special School	Age Range	Type	Designation
Bromsgrove	Chadsgrove School	2-19	Academy	Physical Disability
Bromsgrove	Rigby Hall School	4-19	Local Authority	Generic
Redditch	Pitcheroak School	4-19	Academy	Generic
Redditch	The Kingfisher School	7-19	Academy	SEMH
Worcester City	Fort Royal Community Primary School	2-11*	Local Authority	Generic
Worcester City	Regency High School	11-19	Academy	Generic
Worcester City	Riversides School	7-16	Academy	SEMH
Wychavon	The Vale of Evesham School	2-19*	Academy	Generic
Wyre Forest	Wyre Forest School	3-19	Local Authority	Generic

*Although Fort Royal and the Vale of Evesham still have nursery age ranges, they are unable to accommodate nursery age children on site. A change of age range will be proposed.

There is no set Published Admission Number (PAN) at a special school. Places are commissioned by the Local Authority with each school dependent on demand, needs of children and the physical capacity of the school.

The graph below shows the historical NOR for each of Worcestershire’s state-funded Special schools from 2020 to 2025:

Figure 31: Number on Roll at Worcestershire State-funded Special Schools 2018-2025, January Census 2025



Children and young people attending special schools have differing levels of need and complexity. Each school receives consultations for placements, and usually more than one school will be consulted for the same child/young person. However, a growing number of these consultations are responded to with either the school being able to meet the child/young person's need but do not have the space or the school could not meet their needs. This is likely linked to the increase trend in complexity of need and the limited space due to increased class sizes in most special schools.

During 2025, WCC has worked with all Special Schools, to review existing accommodation and determine the optimum size of each school in order for them to be sustainable and sufficient to meet the needs of the school community. Discussions have been or are continuing to be held about the changes that would be required to reach this optimum size, and whether these changes are achievable.

At Regency High School WCC has approved a scheme to create 7 new, permanent classrooms to replace the existing mobile unit, which will create a net increase of 4 classrooms. This work should be completed by January 2027.

In view of the increasing demand for Reception/Primary phase Special School places in Worcester, Regency High School is also working with WCC to propose to extend its age-range to become an all through Special School offering Primary age provision / places as well. WCC has commissioned detailed gap analyses and feasibility studies to explore several options for creating these new places, including the possibility of satellite provision offsite.

Whilst these options are still being evaluated, Regency High School has submitted a Significant Change application to the DfE to increase pupil numbers from 298 to 320.

At Wyre Forest, mobile classrooms have been installed on the school site for September 2025, whilst work is completed to create 5 new, permanent classrooms. This project will be completed for September 2026. WCC and Wyre Forest School are undertaking formal consultation to increase the number of pupil places from 354 to 398 for January 2026.

WCC has commissioned a feasibility study for the Greenscope building in Bromsgrove, to assess the possibility of it being repurposed to create satellite Post-16 Special School provision for Rigby Hall Special School. Relocating Rigby Hall's Post-16 cohort would free-up space at the school's main site and allow additional statutory school age places.

At Pitcheroak Special School and Vale of Evesham School, WCC has commissioned feasibility studies to determine options for increasing the number of pupil places, particularly Reception age. Whilst it has been determined that, due to the size of the school sites, no further expansion of existing school buildings is possible, there may be opportunities for them to expand their provision by utilising adjoining sites. WCC is working with the Trust that operates both schools to investigate these options further.

Figure 32: Jan 2025 Number on Roll, SCAP Net Capacity 2024, December 2024 Commissioned Places for Special Schools

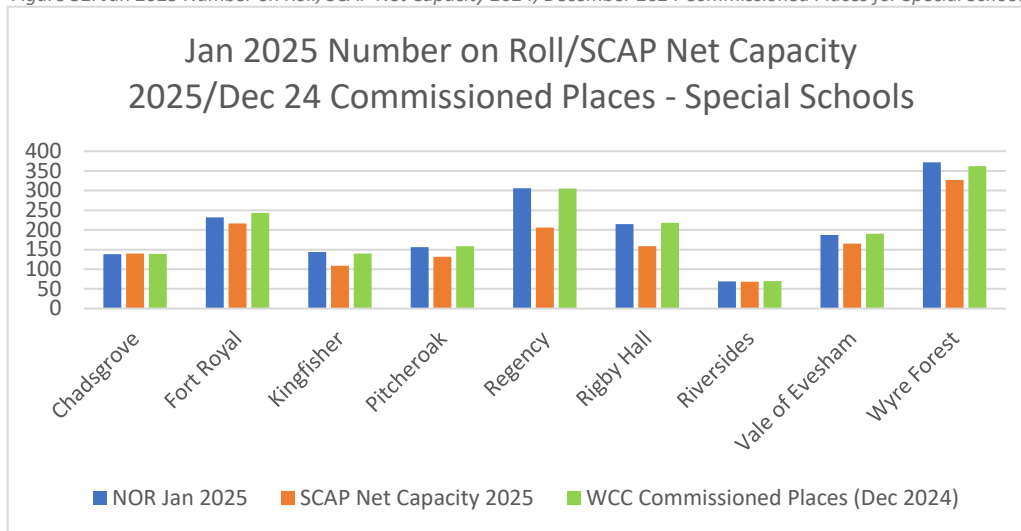


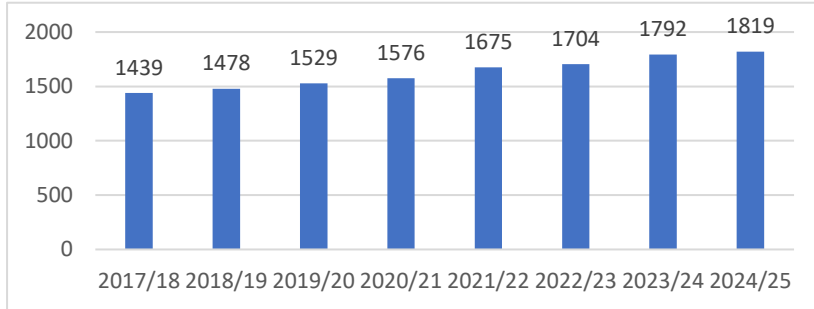
Figure 32 shows the differences between January 2025 Census number on roll and the June 2025 SCAP Net Capacity²⁴. Eight out of the nine special schools have more commissioned places and higher numbers on roll than their Net Capacity Assessments.

	Chadsgrove	Fort Royal	Kingfisher	Pitcheroak	Regency	Rigby Hall	Riversides	Vale of Evesham	Wyre Forest
NOR Jan 2025	138	232	144	156	306	215	69	187	372
SCAP Net Capacity 2025	140	216	109	132	206	159	68	165	327
WCC Commissioned Places (Sept 24)	134	256	140	156	298	220	68	190	354

Of the 6,970 children and young people in Worcestershire with an EHCP, 1,791 (26%) are recorded to be attending one of the 9 Worcestershire state-funded special Schools.

²⁴ Pupil place forecasting and school capacity data is provided to the DfE via the national School Capacity (SCAP) survey, an annual collection of data from all local education authorities. [School capacity survey: guide for local authorities - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/school-capacity-survey-guide-for-local-authorities.pdf)

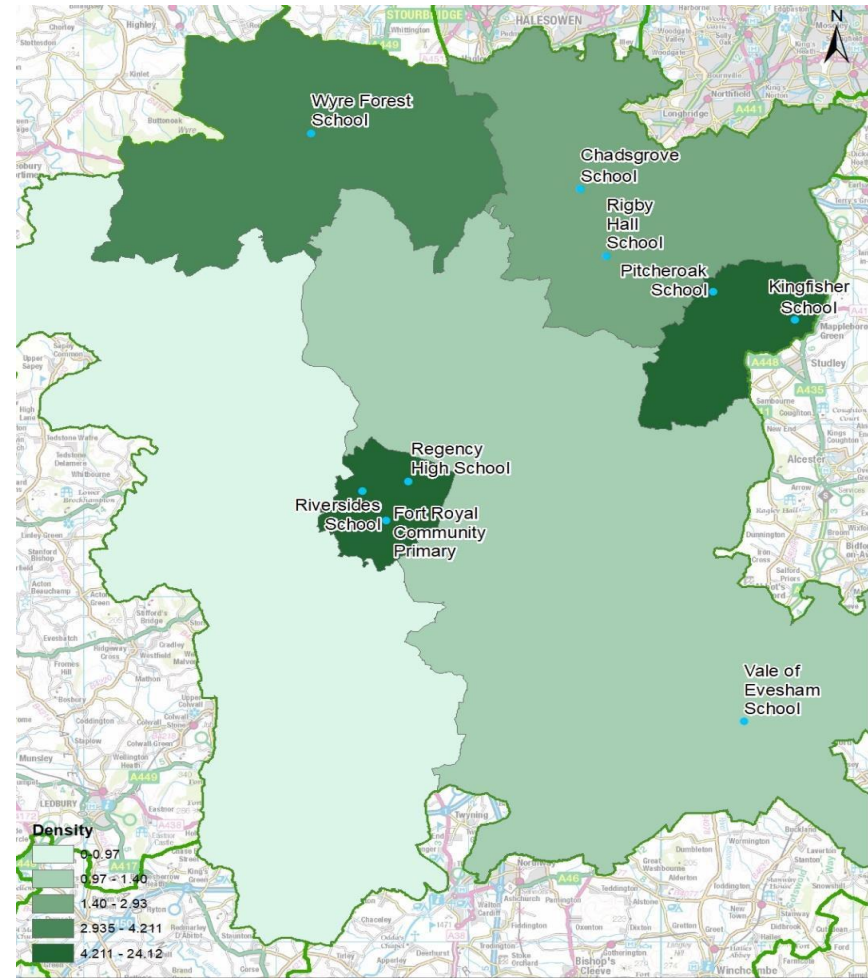
Figure 33: Number of Pupils Attending Worcestershire Special Schools – January School Census



Year-on-year, special schools have increased class sizes or expanded provision to accommodate more pupils. Since 2018 the number of children and young people attending Worcestershire special schools has increased from 1439 in 2018 to 1819 in 2025, an increase of 380 pupils. Worcestershire County Council has invested grant funding received from the DfE including Special Provision Capital funding and High Needs Provision Capital funding to create additional places where possible.

Map 7 shows that most of the special schools are in the north of the county, and there are currently no state-funded special schools in the district of Malvern Hills. However, following the successful DfE bid application for a new special free school specialising in Autism, Malvern Hills will have Special school provision from September 2027.

Map 7: Locations of Worcestershire's 9 State-Funded Special Schools



6.b.vi. Independent Special Schools

Independent Special schools can provide places for pupils with very specific and often complex needs, meaning that in some instances children and young people with EHCPs will attend schools that are out of the county. Independent provision is not recorded on the January School Census as they are not Worcestershire LA-funded schools, however the EHCP remains the responsibility of the Worcestershire LA, the child's place of residence. The SEN2 data shows all children and young people that live in Worcestershire with an EHCP and therefore includes attendance at independent provision, including out of county establishments.

The SEN2 data for 2025 shows that 516 children and young people with EHCPs were attending Independent Special schools.

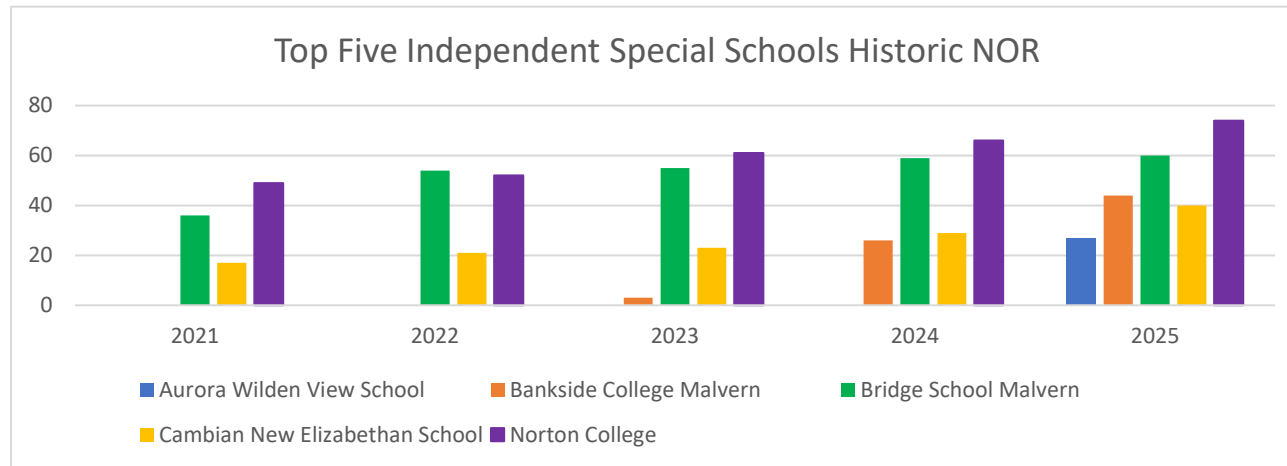
The five schools with the highest numbers of Worcestershire children attending (47.5% of the total) are:

- Norton College, Worcester;
- Bridge School, Malvern;
- Bankside College, Malvern;
- Cambian New Elizabethan School, Wyre Forest; and
- Aurora Wilden View School, Kidderminster.

These places are funded as needed based on very specific and individual needs, meaning they are difficult to predict or commission in a more structured long-term manner.

Below shows the NOR of the five schools listed above from 2021 to 2025:

Figure 34: The Top Five Independent Special Schools Historic NOR, SEN2

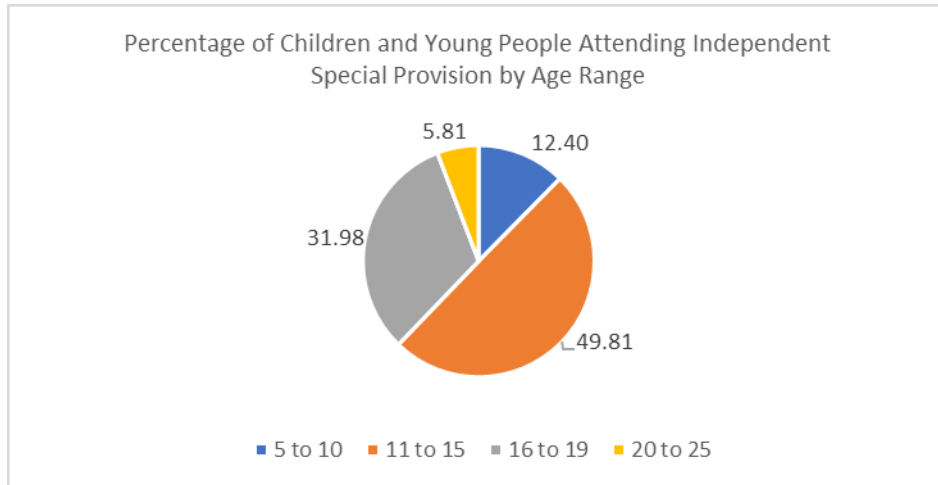


All of the five Independent Special schools have seen a steady increase in attendance since 2021. Bankside College Malvern opened in September 2023, and Aurora Wilden View school opened in February 2024.

The largest cohort of children and young people attending Independent Special schools are within the 11 to 15 age range (49%). Most children within this age range are attending Cambian New Elizabethan School in Wyre Forest.

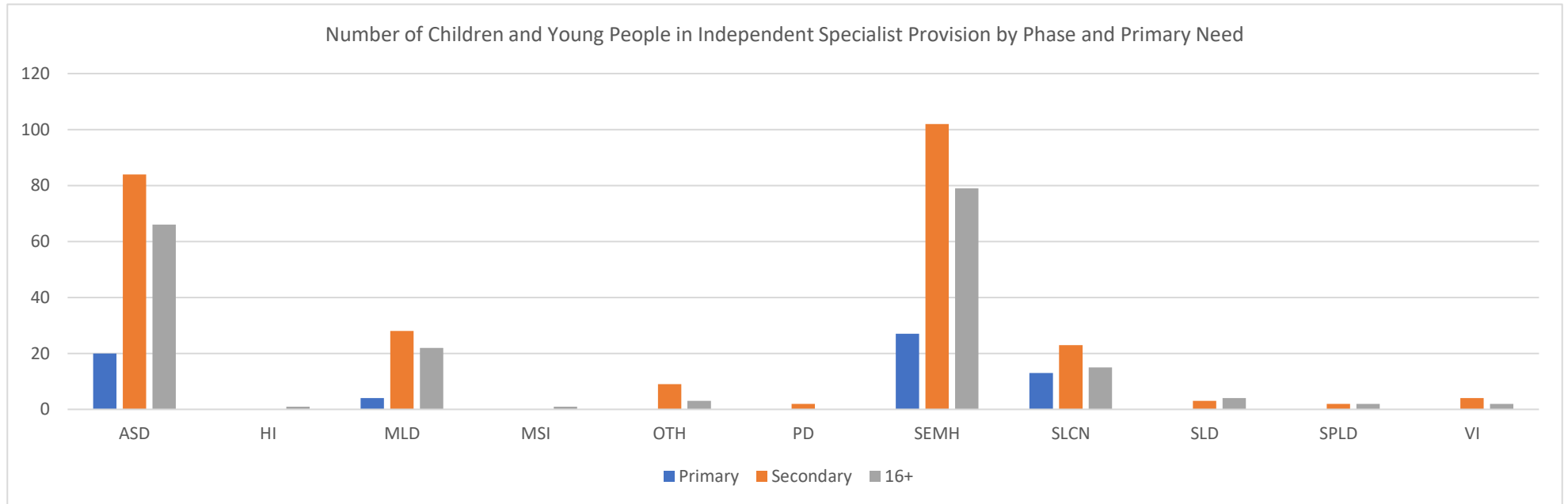
This corresponds with the Secondary phase being the largest cohort attending Independent Specialist provision.

Figure 35: Percentage of children and young people Attending Independent Special Provision by Age Range



The graph below shows the breakdown of children attending Independent Specialist provision by school phase and primary need.

Figure 36: Number of children and young people Attending Independent Special Provision by Age Range and Primary Need



Of the most common primary needs (SEMH, ASD and MLD) the largest cohorts attending Independent Specialist provision are all within the Secondary phase, followed by Post 16.

As outlined in section 5.c, placements at Independent Special schools are costing on average £67,572 per placement.

40.3 % of children and young people attending independent Specialist provision have an EHCP with the primary need of SEMH, followed by 32.9% with ASD. The new special Autism free school provision anticipated to be opened in September 2027 will aim to reduce the numbers of children and young people attending independent specialist provision with an EHCP and primary need of Autism.

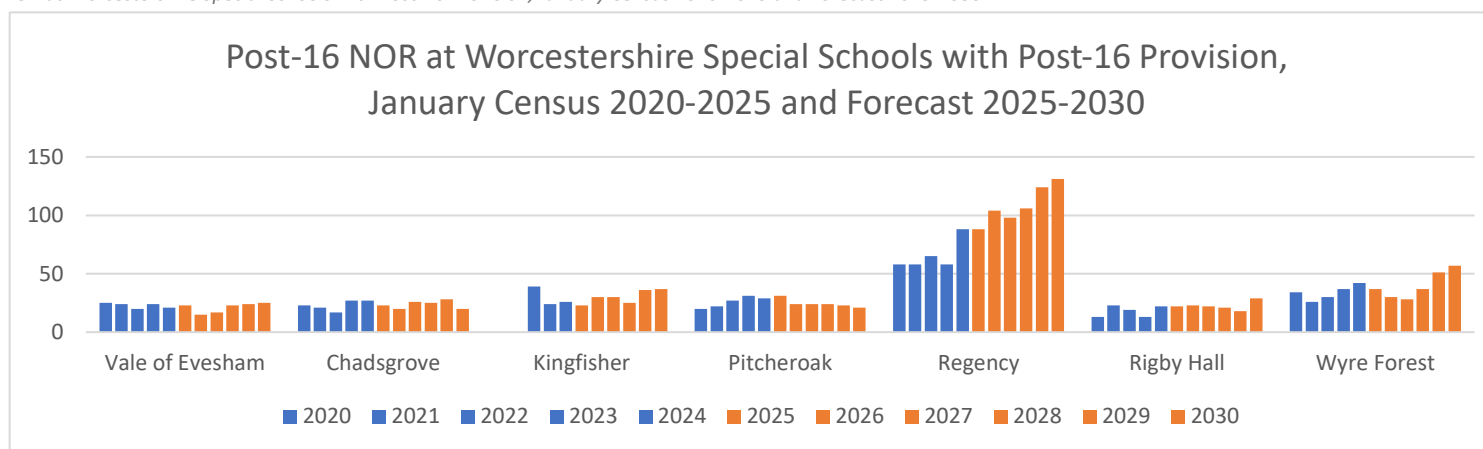
However, this data also suggests that if more state-funded provision is provided for children and young people with an EHCP and primary need of SEMH it may reduce the numbers of children attending independent specialist provision. This would in turn, significantly reduce the costs of independent provision for the Local Authority. The largest percentage of pupils awaiting specialist provision are those with a primary need of SEMH (41%). Details of how WCC are developing additional SEMH provision are in section 9 of this report.

6.b.vii Post-16 Specialist Provision

Most Specialist post-16 provision is not recorded as part of the January school census, apart from sixth form provision at a state funded special school. Seven of the state-funded special schools (detailed in section X) offer Sixth form provisions (NCY12-13) and a few young people stay on past this age (NCY14).

The table below shows the forecast for post-16 (Years 12 – 14) student numbers on roll at Worcestershire special schools if the existing previous five-year trends continue:

Figure 37: Post-16 NOR at Worcestershire Special Schools with Post-16 Provision, January Census 2020-2025 and Forecast 2025-2030



4 of the 7 schools that have post-16 provision are forecasted to have their highest number on roll by 2030.

The January 2025 SEN2 data, details 1,911 16–25-year-old young people with EHCPs in the academic year 2024/25 attended further education establishments with 10.2% in Specialist Post-16 Institutions.

443 young people aged 20 to 25 with an EHCP living in Worcestershire have continued with further education. As the number of young people with EHCPs grow, there could be an increase in the number of post-19 young people needing specialist FE provision. However, there are a small number of young people between 16 and 25 who stop attending education, many for the reason of starting in employment.

The number of post 16 young people with EHCPs is forecasted to continue to rise from its current level of 1,911 in 2025 to 4,196 by 2030.

74.5% of young people aged 20-25 with an EHCP attend mainstream FE colleges, such as Heart of Worcestershire (HOW), Warwickshire College Group or Kidderminster College. The January 2025 SEN2 data shows that 23.5% of young people in this age group attend specialist independent post-16 institutions such as National Star College (Gloucestershire), Queen Alexandra College (Birmingham), Mencap, Glasshouse College (Stourbridge) and Chadsgrove Educational Trust (Bromsgrove).

Since 2018, the number of young people aged 16-19 years in Worcestershire who have an EHCP has increased by 81%, whilst the number aged 20-24 years has increased by 205%. A proportion of this cohort attend independent specialist FE provision that is located outside Worcestershire.

Worcestershire County Council will continue to develop and improve the working partnership with local colleges to ensure that we continue to meet our statutory obligations for young people post 16 and post 19 with SEND.

WCC provided funding to Kidderminster College to create new life skills and sensory accommodation as detailed in Section 3.

7. Out-of-County Provision

There are a number of Worcestershire children and young people that attend out-of-county provision. This may be due to parental preferences or to a child's not being able to attend specialist provision due to capacity at Worcestershire's special schools.

The table below shows the numbers of Worcestershire children and young people with EHCPs attending out of county provision by establishment type.

Figure 38: Children Attending Out-of-County Provision by Establishment Type, SEN2

Establishment Type	Number of Worcestershire Children with EHCPs Attending Out of County Provision by Type	Percentage of Worcestershire Children with EHCPs Attending Out of County Provision by Type
Mainstream schools	122	20.9%
Independent schools	32	5.5%
Special schools	99	17%
Independent Special schools	143	24.5%
Further Education	102	17.5%

Special Further Education	83	14.2%
Alternative Provision / Pupil Referral Units	2	0.3%
Total	583	

The largest age group of children and young people with an EHCP attending out-of-county provision are post-16.

41.4% of children attending out-of-county provision are attending specialist settings. The majority attending out of county settings are male (65%).

Figure 39: Children with Known Primary Need, SEN2

Establishment Type	ASD	Physical / Sensory	Cognitive	Other	SEMH	Speech and Language
Mainstream schools	20	8	27	9	29	29
Independent schools	2	1	7	3	12	7
Special schools	25	13	33	11	4	13
Independent Special schools	37	1	24	6	57	18
Further Education	34	4	21	6	21	16
Special Further Education	24	15	29	1	2	12
Alternative Provision / Pupil Referral	0	0	0	0	2	0
Total % of need	24.4%	7.2%	24.2%	6.2%	21.8%	16.3%
Total	142	42	141	36	127	95

24% of children and young people with an EHCP attending out-of-county provision have either ASD or Cognitive needs (MLD/SLD/SpLD/PMLD). For both these needs, the largest cohort are Post 16 students attending FE/specialist FE provision.

This data highlights an insufficiency in post-16 provision within the county as this is the largest cohort to be attending out of county provision – particularly for those with ASD or Cognitive needs.

Of the pupils traveling out of county, Alderman Knight (Tewkesbury) has the highest number on roll of Worcestershire children and young people with an EHCP. 39% of those attending have a primary need of MLD, followed by ASD at 33.3%.

8. Children and Young People Awaiting Specialist Placements

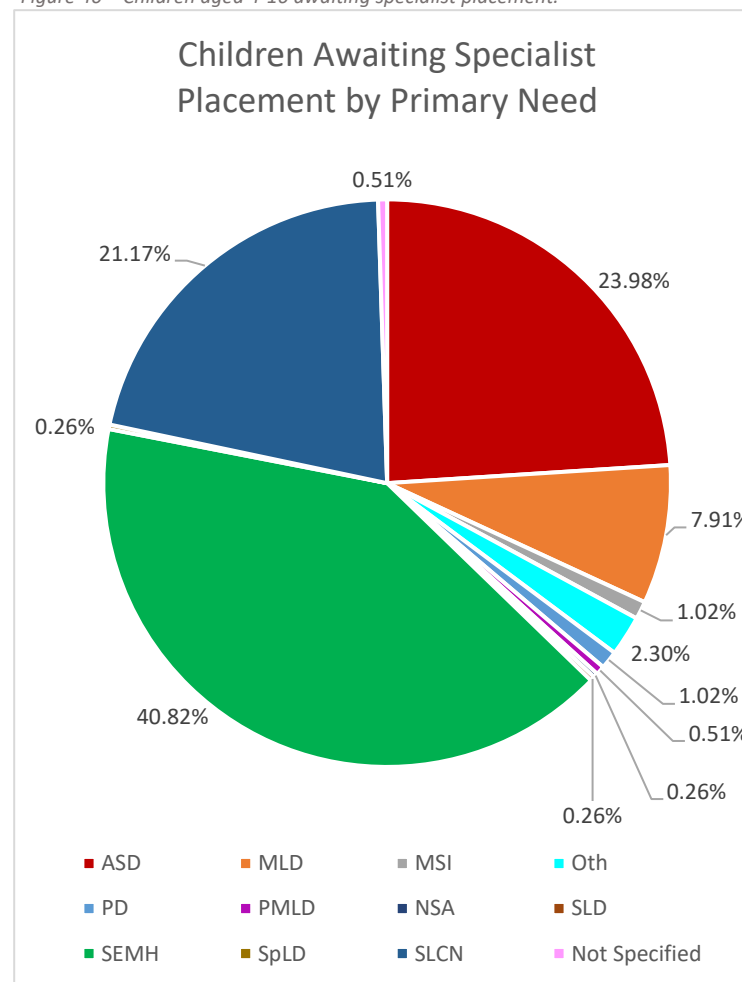
As of December 2025, there were 392 Worcestershire children and young people awaiting a specialist placement (aged 4-19), these children and young people are currently attending Mainstream schools or Alternative Provision, being home educated, or currently do not have a named setting for them. 97.4% of these are children aged 4-16 years and the remaining 2.6% are post-16.

Figure 40 shows the breakdown of the primary needs of children aged 4 – 16 awaiting specialist placement. Of the children awaiting a specialist placement, those with SEMH primary needs are largest cohort, this is followed by children with the primary need of SLCN.

There are three key types of specialist provision that children currently awaiting placement have named to meet their needs: SEMH Special (42.09%), ASD Special (40.31%) and MLD Special (15.31%). Again, this highlights the need to ensure Worcestershire has sufficient specialist state funded provision to meet the needs of children with these primary needs, particularly children with SEMH needs.

Eight of the children and young people that require provision at an SEMH special and have a named placement, seven of these have been placed at an Independent Special and the other at post-16 special.

Figure 40 – Children aged 4-16 awaiting specialist placement.



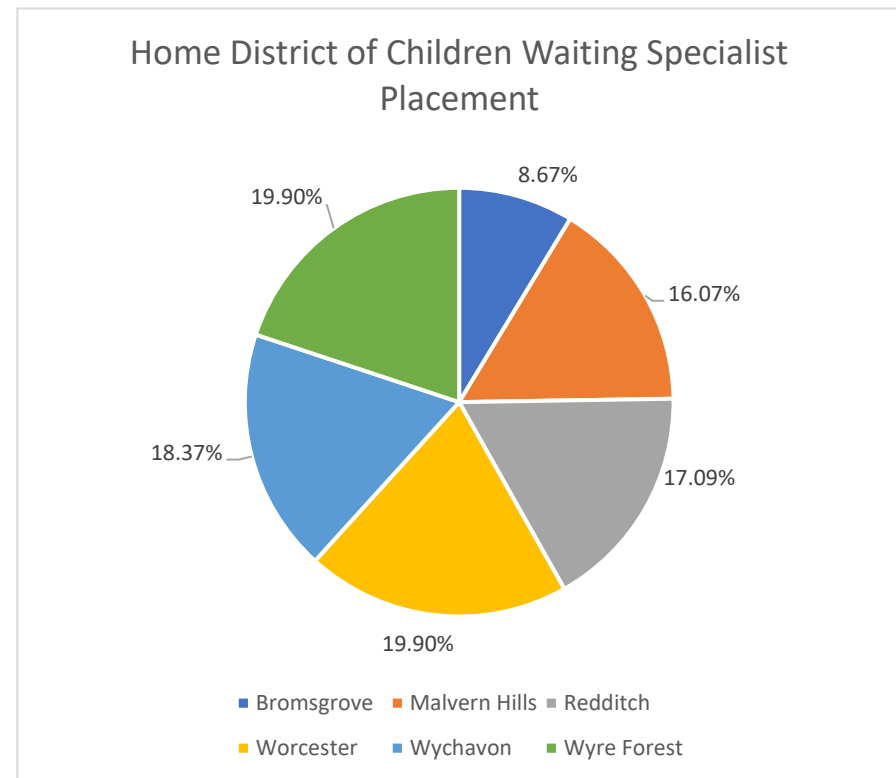
The largest percentage of children awaiting specialist provision placement live within Wyre Forest and Worcester (19.90%), followed by Wychavon(19.37%).

Within Wyre Forest, 39.74% of children and young people awaiting specialist placement have a primary need of SEMH. 37.18% of the children in Worcester have the same primary need.

Within Worcester, children with SEMH are also the largest cohort, making up 40.28% of the district total.

Of the children and young people waiting specialist placement, 67.09% are currently attending Mainstream provision. 19.13% don't have a current named setting.

Figure 41 – Home District of Children Waiting Specialist Placement by Percentage



9. Travel to Specialist Provision

One way to monitor how well the needs of pupils with SEND are being met and the sufficiency of provision within the county is to analyse the distances pupils are travelling to their education settings.

Figure 42: Travel Distance for Children with EHCP to In County Setting Type – SEN2

Distance Band	Mainstream (inc. AP/PRU)	Mainstream Independent	Mainstream FE	Special	Independent Special	Specialist FE	Totals
<2km	1,780	11	71	411	9	2	2,284
2-5km	728	21	97	552	56	1	1,455
5.01-10km	293	31	83	255	69	3	734
10.01-15km	105	16	22	303	83	2	531
15.01-20km	63	14	38	87	62	3	267
>20km	67	26	269	183	95	14	654
Totals	3,036	119	580	1,791	374	25	5,925

Figure 43: Travel Distance for Children with EHCP to Out of County Setting Type – SEN2

Distance Band	Mainstream (inc. AP/PRU)	Mainstream Independent	Mainstream FE	Special	Independent Special	Specialist FE	Totals
<2km	16	0	0	1	3	0	20
2-5km	29	1	1	7	1	1	40
5.01-10km	35	2	14	13	7	3	74
10.01-15km	22	10	9	19	13	11	84
15.01-20km	8	5	10	23	16	8	70
>20km	13	14	44	36	102	60	269
Totals	123	32	78	99	142	83	557

29% of children and young people with an EHCP are travelling to Specialist settings, just over 34% are travelling over 10km to attend this provision. Of the independent special cohort, 38.2% are having to travel over 20km to attend the relevant provision.

The number of young people at specialist further education settings are relatively low, however, the majority are travelling longer distances of 20km or more to access their education provision.

The table below breaks this pattern down by Primary Need.

Figure 44: Travel Distance for Children with EHCPs by Primary Need – SEN2

Distance Band	ASD	Cognition	Speech	Sensory/ Physical	SEMH	Other	Total
<2km	365	518	694	111	510	106	2,304
2-5km	279	363	434	66	302	51	1,495
5.01-10km	173	193	194	50	160	39	809
10.01-15km	124	163	141	47	127	13	615
15.01-20km	95	72	65	18	80	7	337
>20km	226	207	166	45	250	29	923
Total	1,262	1,516	1,694	337	1,429	245	6,483

Figure 44 shows there are high numbers of children and young people with ASD, Cognition, Speech and SEMH primary needs that are travelling over 20km to attend their education provision. 245 children and young people have the primary need of 'Other', with a range of complex needs. Just over 17% of children and young people with an EHCP and primary need of SEMH or ASD are travelling over 20km to attend their education provision.

Figure 45: Travel Distances for Children with EHCPs Attending Special Schools by Worcestershire District (Home Address) – SEN2

Distance Band	Bromsgrove	Malvern	Redditch	Worcester	Wychavon	Wyre Forest	Out of County
<2km	8%	0%	13%	33%	17%	28%	1%
2-5km	14%	5%	21%	28%	9%	22%	22%
5-10km	15%	12%	16%	10%	33%	15%	15%
10-15km	16%	29%	12%	6%	32%	5%	5%
15-20km	15%	14%	8%	13%	28%	22%	22%
>20km	8%	15%	13%	17%	25%	18%	4%
Total	100%	100%	100%	100%	100%	100%	100%

Figure 45 above shows only the travel distances across the districts to state-funded and independent special schools both in and out of county. Children and young people residing in the district of Wychavon are travelling greater distances (more than 10km) to a special school than those living in other districts.

10. Forecasting Demand for Specialist Provision

10.a Factors Affecting Demand for Provision

There are a number of factors that affect the demand for specialist provision. Parental preference means that 'parents or young people have a legal right to request that a particular school or college is named in an EHCP (or to express a preference for an independent school, college or other institution)²⁵. Parental preference for a school may not be the most local school that can meet the child's needs.

Families are also choosing to electively-home-educate their child/young person (EHE), this may be due to being dissatisfied with their local schools or that they are unable to get a place in their preferred provision.

New housing developments will also have an impact on demand for provision to meet the needs of children and young people with SEND and a need for additional specialist provision. Worcestershire is seeing a significant level of new housing either being built or planned as the popularity of the county grows. Each district council has their own development plan in place with new housing requirements.

Since 2019, Worcestershire County Council Education Planning Obligations Policy²⁶ ('section 106 policy'), which is approved by Cabinet, requests a contribution from housing developers to fund the additional SEND provision that will be required to mitigate the impact of new housing. Current policy contributions are requested for school age SEND provision on developments of 50 dwellings or more. The published SEND Pupil Product Ratio (PPR) is based on the percentage of pupils in Worcestershire with an Education Health & Care plan which for January 2025 was 5.3%, with the building cost multiplier four times the value of mainstream provision as per Government guidance²⁷. The Policy has been updated to reflect the changing demand for SEND provision in Worcestershire and was published in October 2025 following Cabinet approval. Contributions may be spent on increasing provision to meet the needs of children and young people with SEND at mainstream schools or special schools. The Policy will be updated annually to reflect the increasing percentage of children with SEND.

²⁵ [Choosing a school/college with an EHC plan | \(IPSEA\) Independent Provider of Special Education Advice](#)

²⁶ <https://www.worcestershire.gov.uk/council-services/planning-and-developments/planning-policy-and-strategy/school-planning-obligations>

²⁷ [Worcestershire Education Planning Obligations Policy Oct 2025](#)

The growth in new housing means there is forecast to be an increase in demand for specialist provision, on top of current projected demand. As more children/young person's needs can be identified at an older age, we would expect to see more children and young people with EHCPs across new developments at a secondary age.

10.b. Early Years Enhanced

There are more children being born with complex needs, research and development into special needs and their characteristics means that needs are being identified and diagnosed at an earlier stage, creating an increase in demand at younger ages.

10.c. Resourced Provision

Forecasting for Resourced Provision is based on trends from previous year's attendance. There is a challenge with forecasting for Resourced Provision as children/young people don't necessarily attend for a full academic year and attend alongside mainstream provision, therefore numbers within this type of provision can vary throughout the academic year.

10.d. Special School Places

All pupils attending the Worcestershire state-funded schools are recorded on the statutory school census completed in January each year. The placement trends can then be extrapolated forward to forecast likely future number of pupils on roll. Currently for all special schools, the future NOR is based upon housing and admissions trends in the previous 5 years, therefore there is a likely risk that forecasts do not take into account any unmet demand for special school places in the county.

Over the last several years, demand for places in special schools has been high, driven by parental demand for high quality specialist education provision. Special schools in Worcestershire have very successfully adapted to high demand and where possible increased the number of pupils attending the schools. However, there are constraints to further growth - for example the physical accommodation and size of school sites available are limiting the further expansion of several special schools. So far, schools have managed within existing facilities with managed expansion projects at various schools, however, **this growth in demand for special school places is not sustainable and broader solutions need to be considered.**

Worcestershire County Council have been working closely with our special schools who provide termly data information in order to aid with providing more accurate forecasts of NOR.

Priority 2 of the Worcestershire Local Area Partnership SEND Strategy 2023 to 2026²⁸, is to ensure sufficient and effective SEND provision is critical along with the priorities in the Worcestershire SEND Accelerated Progress Plan including increasing the percentage of pupils with an EHCP remaining in mainstream settings.

The forecast uses either the known September 2025 pupils number on roll as provided by the individual special school, or the most recent indicative number on roll for September 2025 if the exact number has not been provided. The next 5 years are forecast using a combination of historical numbers on roll, mainstream population forecasts, and transfer rates.

The following NOR forecasts show that if schools could accommodate more places, the demand following the previous 5 years trends against the population of Worcestershire including housing growth would continue to increase year on year.

This forecast show that numbers of pupils on roll across all schools apart from three are expected to be at their highest by 2030 as the population grows in Worcestershire, therefore, the demand for special school places is expected to continue to rise. There currently isn't forecast to be demand for more physical disability places at Chadsgrove school. The number on roll at Fort Royal is also forecast to decrease as the complexity of pupils' needs at the school increase, which may result in the number of children per class numbers decreasing. There is forecast to be a significant rise for Rigby Hall (Bromsgrove) and Wyre Forest.

²⁸ [Worcestershire Strategy for Children and Young People with Special Educational Needs and Disabilities \(SEND\) 2023-2026](#)

Figure 46: Combined Special School Forecast R – Year 14

	Chadsgrove	Rigby Hall*	Pitcheroak	Kingfisher	Fort Royal	Regency High**	Riversides	Vale of Evesham	Wyre Forest	TOTAL
2026	125	232	151	151	197	334	69	187	411	1,857
2027	127	240	151	157	183	341	69	188	447	1,907
2028	128	252	149	158	159	337	71	197	481	1,932
2029	121	263	149	164	131	335	73	197	513	1,946
2030	122	275	149	170	102	342	73	198	542	1,973

* forecast does not include increasing places as a result of relocating sixth form provision

** forecast does not include opening of primary age provision

At Fort Royal, the cessation of Nursery provision and an agreed cap on Reception admissions from September 2025 onwards will allow the school to maintain a number on roll that can be adequately accommodated in the existing building.

Projects have been agreed at Regency and Wyre Forest to create permanent additional teaching spaces and allow the schools to maintain their current numbers but not necessarily create extra places as they are already exceeding their published pupil numbers. Both schools are following the required statutory processes to formally increase their pupil numbers in the 2025/26 academic year – Regency to 335 and Wyre Forest to 398. The projects to create additional teaching space at each school should be completed early in the 2026/27 academic year.

As previously detailed in section 6.b.v., Regency High School is also working with WCC to extend its age-range from the current Secondary/Post-16 provision, to become an all through Special School offering Primary phase places as well. WCC has commissioned detailed gap analyses and feasibility studies to explore several options for creating these new places, including the possibility of satellite Special School provision. WCC has identified a mainstream Primary school that has surplus accommodation that may, with adaptations, be suitable for Primary Special School provision that would be delivered by Regency. An alternative option under consideration would be to relocate Regency's Post-16 cohort to satellite accommodation, freeing-up space on the school's main site for Primary classes.

WCC has also commissioned a feasibility study of the Greenscope building in Bromsgrove, to assess its suitability for Post-16 Satellite Special School provision. The proposal under consideration would then be for Rigby Hall to relocate its Post-16 cohort to Greenscope, freeing up space for additional places in other year groups on Rigby Hall's main site.

At Pitcheroak and the Vale of Evesham schools, WCC has commissioned feasibility studies that have determined that, due to the size of the school sites, no further expansion of existing school buildings is possible. However, there may be opportunities for them to expand their provision by utilising adjoining sites, and WCC is working with the Trust that operates both schools to investigate these options further.

The DfE intention to deliver the new Autism special free school in Malvern Hills for September 2027 opening on a phased approach will provide for some of the demand for special school places, however this will not meet all of the additional demand and will not cater for in particular those children and young people with increasing complex SEMH needs.

This report details that there is significant demand for SEMH provision to meet children and young people's needs. Riversides SEMH Special School operates from two sites in Worcester City (Thorneloe Road and City Walls Road). Thorneloe Road was previously a Design & Technology block of an FE college and has limited outdoor space. The school is commissioned for 68 FTE places, the age range of pupils attending Riversides are 7 – 16 years. The school site is limited in terms of internal and external space, and the suitability of the site to meet the needs of the pupils. Kingfisher SEMH Special School in Redditch, expanded age range and size, increasing in September 2022 to 140 commissioned places for 7 – 19-year-olds.

Ahead of September 2026, the Sufficiency and Place Planning Team and SEND Officers are reviewing the forecast demand for all special school places. Intake points and phase transfer points are being considered alongside children and young people awaiting specialist provision. Worcestershire County Council are meeting with each school / Academy Trust to review forecast numbers compared with available places at each school. Options will be considered where additional places are required, including temporary accommodation to mitigate demand. Options including further resourced provision / SEN Units on mainstream school sites, will also be considered to meet the needs of children with SEND.

The SEND Specialist Provision Plan 2024/25 is currently being updated to detail the areas of demand and actions being taken to investigate options to meet demand, these are summarised in section 9 of this report. Additional funding, in excess of the current and forecast grant funding, to deliver the sufficiency of education provision will be required over the next 2 – 3 years.

10.e. Post-16 Specialist

The change in Government legislation means that there has been a significant rise in the number of post-16 EHCPs, as the EHCP can remain in place until the young person reaches 25. Population growth alongside increased diagnosis rates also has an impact on the increase in post-16 specialist provision. Also, a child's complexity of need can change as they grow up, leading to requiring more specialist provision and support. There is unmet demand within Worcestershire in the post-16 age group as they are the largest age group of children and young people with an EHCP attending out-of-county provision.

11. Capacity of Specialist Provision

11.a. SCAP

In 2023, the DfE made it statutory for Local Authorities to complete the School Capacity Survey (SCAP) for all special schools and resourced provision. This is the second year in which this information has been completed.

The capacity of a school is determined by using a Net Capacity Assessment (NCA), all authorities are to use the same assessment to provide a single, robust, and consistent method of assessing the capacity of schools. The assessment applies to all community, voluntary aided, voluntary controlled, foundation schools and academies in England.

Capacity is based on the number, size and type of teaching space and age range of the school, this is checked against the total useable space available and ensures that there is neither too much nor too little space available to support the core teaching activities.

For special schools, the net capacity is calculated in the same way as mainstream schools, but with an additional assumption that allows significantly more space per pupil.

11.b. Special Schools

Figure 47 details the Net Capacity of each special school, following the DfE guidance for assessment and the most up-to-date plans available for each school. Using the Numbers on Roll (NOR) from January 2025, this shows they all have more pupils on roll than the Net Capacity except for Chadsgrove. It is understood to be a national issue and not specific to Worcestershire, that most special schools have increased the number of pupils per class and therefore will have lower net capacity assessments than NOR.

Figure 47: Worcestershire Special Schools Jan 2025 NOR and SCAP Net Capacity Figures

School	Jan 2025 NOR	SCAP Net Capacity
Chadsgrove	137	140
Rigby Hall	213	159
Pitcheroak	158	132
Kingfisher	145	109
Fort Royal	231	216
Regency High	309	206
Riversides	74	68
Vale of Evesham	188	165
Wyre Forest	372	327

11.c. Resourced Provisions

For Resourced Provisions/SEN Units such as MABs, EMABs and Language Units it is not possible to forecast in the same way as Special Schools as the number of children attending can vary drastically year on year and changes often through a school year as some children don't necessarily attend full time through an academic year. Therefore, for SCAP, forecasting on Resourced Provision is based on previous trends.

Capacity at Resource Provisions for both the Primary and Secondary phases are forecast to be at their highest by academic year 2031/2032.

12. Conclusions

This report assesses the sufficiency of current provision to meet the needs of children with SEND living in Worcestershire.

WCC's ambition for all children is a sustainable school placement in their community and for them to receive a good education. To achieve this, a variety of provision is needed to support children and young people with SEND and to enable them to reach their potential.

The percentage of children identified with special educational need and disabilities has increased over the last 10 years in Worcestershire. This is likely to continue to increase year-on-year as a percentage of the total population, following continual advancement in identification and diagnoses.

This has meant that our reliance on providers who are able to quickly adapt to meet the needs of pupils with SEND has increased, including state-funded special schools, Specialist FE as well as specialist independent schools in Worcestershire.

At the same time, research is continuously being undertaken into ways to support children with various needs to remain within mainstream settings, alongside their peers, and in their local communities.

Most education settings report that children's needs are becoming more complex which supports the trend seen nationally that special schools are providing places for more complex children. High levels of complex needs more often require more physical space for equipment, or breakout areas or quiet rooms. As mainstream schools develop their expertise on special needs education, they are likely to be able to accept more children with EHCPs. Resourced provision and SEN Units within Mainstream schools enable Special Schools to meet the needs of pupils with more complex needs.

13. Overview of Recommended Actions

The SEND Specialist Provision Plan 2024/25 is updated regularly to detail the actions being taken to investigate options to meet demand.

Changes continue to be made in Worcestershire to provide more places for children with SEND as detailed in section X.

WCC are working with our existing MABs/EMABs to expand and provide additional places for children with an EHCP and primary need of ASD. Four MABs are due to increase places between September 2025 and September 2026.

Two primary SEN Units are due to open, at Matchborough First in October 2025 and St Johns CofE Primary in January 2026, providing an additional 10 places at each provision for children with an EHCP and primary need of SLCN. WCC is continuing to work with other mainstream schools in all phases and across the county, with a view to establishing SEN Units to meet the demand for specialist provision for specific SEND needs.

The planning process for education places will now use the analysis in this report, along with current local policies and budget restrictions, to support the development of provision and places available to meet the needs of children and young people with SEND.

The following summarises the schemes and provision being progressed to deliver additional / enhanced specialist provision with the Education capital funding available. Additional funding, in excess of the current and forecast grant funding, to deliver the sufficiency of education provision for SEND provision will be required over the next 2 – 3 years.

The following schemes have been agreed with schools and Academy Trusts and approved by Cabinet to respond to increased demand for provision to meet the needs of children and young people with SEND and approved by Council for High Needs Capital allocations:

Approved schemes	Issue	School / College / setting	Indicative Delivery Year
Increase Special School places, Worcester	School is currently at capacity and forecast to require additional places. Project to create a new, permanent 7 x classroom block to replace the temporary mobile classrooms, creating a net increase of 4 classrooms.	Regency High School, Worcester	2026
Increase Special School places, Wyre Forest.	School is currently at capacity and forecast to require additional places. Project to create 5 new, permanent classrooms by building out onto existing balconies. Temporary accommodation to be provided whilst this project is completed.	Wyre Forest School, Kidderminster.	2026
New Primary SEN Unit Provision	Adaptations to surplus classrooms to create accommodation for SEN Unit provision. Total capacity of the Unit will be 25 places, for pupils with C & I needs.	St John's CofE Primary School, Kidderminster	2026
New Primary SEN Unit Provision	Adaptations to surplus classrooms to create accommodation for SEN Unit provision. Total capacity of the Unit will be 10 places, for pupils with C & I needs.	Matchborough First School, Redditch	2025/26
Improve accommodation at Mainstream Autism Bases (MAB)	Improve accommodation and increase places by creating separate First and Middle School MABs. Increase from 10 places shared between the two phases to 12 places per phase (24 total).	Meadows First/Parkside Middle Schools, Bromsgrove	2026

Improve accommodation at MAB	Improve accommodation and increase places from 8 to 12.	Beaconside Primary School, Rubery	2026
Increase MAB places	Increase places from 10 to 20 places	Dyson Perrins CE Academy	2026
Increase MAB places	Increase places from 10 to 18 places	Abbey Park Primary	2025
Enhanced Early Years Provision	Create new enhanced early years provision for pre-school age children who are unable to access their full NEF entitlement due to their complex SEND needs.	Malvern Hills, Evesham, Pershore Bromsgrove, Redditch, Wyre Forest	2026
Medical Education Provision, Worcester	Current accommodation is not sufficient. Investigating options for alternative accommodation in Worcester City.	MEP, Newbridge, Worcester.	2026
Medical Education Provision, Wyre Forest	Current accommodation is unsuitable/not sufficient. Investigating options for alternative accommodation in Wyre Forest.	MEP, Lea Street, Kidderminster	2026
Post-19 SEND Provision	Create additional Post-19 places for Worcestershire young people with SEND, including supporting internships,	Chadsgrove Educational Trust Specialist College	2026
New ASD Special School	Support the Department for Education to deliver the new Special Free School for pupils with a primary need of ASD.	Enterprise Academy, Poolbrook Malvern.	2027

Additional High Needs Capital funding has been approved by Cabinet to address the need for additional provision / places ahead of any further High Needs Provision Capital allocations. The following schemes are proposed, and WCC are working with schools and settings to identify where the additional provision will be delivered:

Approved schemes	Issue	Locations	Delivery Year
Create additional Enhanced Early Years provision	Insufficient provision	Bromsgrove / Redditch / Wyre Forest / Evesham / Pershore / Malvern	2026/27
Improve Accessibility for SEND in Mainstream Schools	Lack of suitable provision	Countywide	2025/26 and 2026/27
Create additional Primary age Resourced provision / SEN Units	Insufficiency of provision	Countywide	2026/27
Increase places in Generic Special Schools for 4 – 16-year-olds	Insufficiency of provision	Countywide	2026/27
Increase and improve SEMH Special School provision	Insufficiency of provision and lack of suitable provision	South of the County	2026/27
SEN Units for Secondary SEMH	Insufficiency of provision	Countywide	2026/27
Increase Post 16 Specialist provision	Insufficiency of provision	Countywide	2026/27