APPENDIX A

Leicestershire
County Council

School Places Strategy

2026 - 2031

Section A - Introduction *Contents*

Welcome to the Leicestershire School Places Strategy 2026 to 2031.

In Leicestershire, we believe that children and their education should come first. We want our children and young people to enjoy learning, make good progress, and achieve high standards. This will provide them with a strong foundation to build their lives on. To do this, we want to ensure that Leicestershire offers a good choice and diversity of school places, providing excellent opportunities for all learners at schools within their own communities.

We are proud that children thrive in Leicestershire's schools and academies, and this strategy is about supporting their ongoing success. Our aim is to ensure that schools are the right size for their community, safe, accessible and inclusive, well maintained and provide a high-quality learning environment and facilities.

The School Places Strategy examines the duties placed upon the County Council by the Department for Education and provides an analysis of current school provision across all phases of education that exist across Leicestershire so that stakeholders and partners understand how places are planned and developed. The role of the Council is set within a legal framework of statutory duties to ensure that there are sufficient school places in its area. The Council's primary role is now a commissioner of school places rather than a direct provider.

Our statutory duty remains clear – to ensure that there are sufficient good school places. This strategy is about ensuring that we meet that duty by having the right number of school places in the right place, at the right time and secure sufficient funding and resources to this.

We will achieve this by working closely in partnership with our many stakeholders.

The strategy covers the background, principles and challenges of delivering school places in Leicestershire and how we will work collaboratively to fund and deliver places.

It is hoped that all stakeholders with an interest in the planning of school places will find this document useful, take the time to become familiar with its content, and actively engage and support the delivery of our vision to ensure that Leicestershire is the best place for all children, young people and families.

Jane Moore   **Councillor Charles Pugsley**

Director   Cabinet Lead Member

Children and Family Services   Children and Family Services

Pupil Forecasting

Leicestershire County Council has a strong record of actively planning school places to meet its statutory duty using forecast data to analyse need and inform solutions.

2025 ONS Live Birth rates in Leicestershire
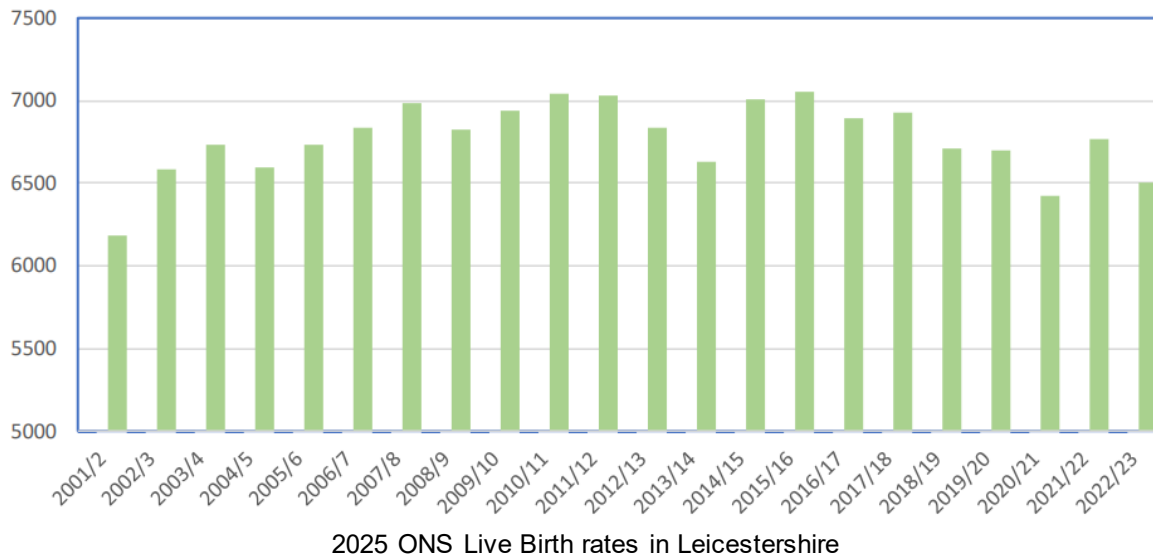
From 2007 to 2018 the birth rate peaked several times to around 7,000 per year and has since fallen in line with a fall in birth rate seen across the UK, despite population growth in some parts of Leicestershire. The larger cohorts, which have also increased because of inward migration, are now progressing through secondary schools and Post 16.

Trend-based pupil projections for individual schools across both primary and secondary phases are produced annually. The County Council provides detailed pupil forecasts for every school and academy. Leicestershire is experiencing high levels of new housing growth from the seven district councils. Housing gains from developments that have received planning permission are included in our forecasts. Health data is used to track the numbers of births and location of pre-school age children.   In addition to this, like all County Councils, we complete a statutory annual return for the Department for Education of the net capacity of each school and academy in the county. Schools must inform the Council of any physical change to the buildings that might change building layout and capacity. This information is then reported through the annual statutory data collection which captures school capacities, pupil forecasts and details of future school places delivery.

The quality of data available for mainstream forecasting means the County Council can accurately predict need. The forecasting of SEND place

requirements is less predictable. Recently, detailed analysis of current and forecast will enable us to better understand and plan for SEND needs so that we can strategically plan the delivery of places.

Planning School Places

The County Council has a good record of actively planning school places so that parents are given the best possible chance of securing one of their preferences. Admissions and School Organisation services work closely together to achieve a high proportion of parents gaining one of their preferences at First Time Admissions (FTA) and Secondary Transfer. Where necessary they work with secondary schools to provide additional capacity in bulge years ahead of permanent provision.

Each autumn, the School Organisation Service analyses forecast data to decide what actions are needed to provide more school places for future years.

Key projects are added to the Capital Programme, and officers work with schools and academies to consider options for creating extra pupil places, undertaking site visits and feasibility studies to scope projects. Once a scheme is developed and briefed approval is sought from the Children and Family Services Capital Programme Board (CPB). Plans are developed in consultation with stakeholders and progressed in accordance with the timescales required, usually the start of academic year.

A review of admission applications is undertaken to identify the need for any unplanned need for expansions.

Statutory process must be followed when a school or academy is enlarged. For maintained schools a Statutory Notice must be published and for Academy Trusts a Significant Enlargement application must be submitted to the Regional Directorate of the Department for Education. Permanent increases in SEND provision at a maintained school or Academy also require a statutory process to be followed.

Places required because of housing developments are usually funded by developer contributions.   The County Council works closely with all seven district councils, the Local Planning Authorities (LPA), in relation to Section106 and Community Infrastructure Levy (CIL) contributions, sought on an individual development basis to meet CIL tests. Where it is forecast that local schools cannot meet increased demand education infrastructure contributions are based on the pupil yield from the housing development multiplied by the cost multiplier in the County Council's Planning Obligations Policy (LPOP).

Primary School Places

In response to housing growth and population increase over the past 10 years Leicestershire has delivered several new primary schools and expanded others. As the birth rate has now fallen some primary schools are experiencing falling rolls, especially in rural locations where no significant housing growth is planned.

In 2025/26 academic year there was a capacity of 61,064 places with a number on roll of 56,213 pupils resulting in a primary surplus of 4,831 places which equals 7.91% of the available capacity across Leicestershire.

- Some rural primary schools have a significant number of surplus places due to their location away from urban areas and housing development.
- There are pockets of localised pressure on primary places in the large urban centres throughout Leicestershire.
- The demand for additional places in high birth rate years has now moved into the secondary with the 2025/6 Year 6 cohort being the final year of the increased birth rate passing through.

The latest forecast suggests that further expansion of primary schools in areas with housing growth is needed. In addition, a number of new primary schools on housing developments are named on Section 106 agreements and Local Plan developments imply additional schools will be needed. The County Council is working with developers to secure contributions for school places at new and existing primary and secondary schools.

Increasing numbers of mid-term applications continue to prove difficult to address, especially at secondary schools. In 2024/25 22,624 mid-term applications were received with 18,646 children being allocated a place. This equates to 82% of all in-year applications that year. 49.4% of all applications are for primary school places and 50.6% for secondary school places. The County Council's statutory duty only applies to First Time Admissions (FTA), infant to junior and Year 7 for secondary transfer.

The 2022 Housing and Economic Needs Assessment (HENA) for Leicestershire indicated that 52,160 homes will be required for Leicestershire by 2036. If Local Plans deliver this the pupil capacity needed in Leicestershire schools could see an increase from 110,485 school places to 136,963 school places. This is an increase of 26,478 (23.9%) school places across all phases and types of education. Whilst smaller pockets of development could be accommodated at existing schools through expansion, new primary schools and secondary schools will be needed.

Housing development in the towns of Oadby, Hinckley, Loughborough, Melton Mowbray, Coalville, Ashby and Market Harborough will increase the need for local primary places. Proposed developments of more than 4,000 homes in North West Leicestershire and Hinckley will require several new schools with multiple new forms of entry for primary.

Secondary school forecasts show an increasing number of places required from 2027 to manage growth caused by the historic higher birth rate and housing development. The 2025/26 capacity of 48,276 will be exceeded in 2027/28. Secondary school expansions are planned in the main urban centres to manage the demand for places. There will be pressure on places resulting from rising numbers in specific localities and in some areas current supply levels will not be sufficient. In-year applications across secondary schools are particularly difficult to manage in some areas and do result in some children having to travel outside their community to be educated. This pressure will ease as additional places come on board.

Secondary School Places

The County Council continues to explore options to increase capacity in the secondary sector, working closely with secondary schools (now all academies). Academy Trusts have been willing to take on bulge years to help manage demand until permanent places can be created. Expansion has helped grow some schools to a sustainable size, including former 11 – 14 high schools.

Several secondary schools have been or will be expanded to meet expected demand. Some former high schools have also needed significant investment to address shortfalls in infrastructure, such as sporting and dining facilities, to ensure they are fit for purpose and able to manage public examinations for large cohorts. If all of proposed housing development is delivered a range of 6FE to 9FE secondary schools in Blaby, Harborough, Hinckley and North-West Leicestershire will be needed.

Post 16 Places

Post 16 places are predominantly within local academy sixth forms or Further Education (FE) college provision. The number of Post 16 places being taken up has been low for several years but with the recent increased birth rate now passing through secondary schools and predicted housing growth, the numbers are rising again. Demand for Post 16 SEND places is also rising.

The demand for SEND provision continues to grow through increases in EHCPs and demand for specialist school places, which continues to rise faster than capacity. The number of children and young people with Education, Health and Care Plans (EHCPs) has grown annually at a national and local level since the

introduction of the SEN Code of Practice changes in 2014. Based on the latest SEN2 published data, the number of EHCPs in England rose 149% between 2016 and 2025; Leicestershire saw a 140% increase from 2,995 to 7,196 EHCPs over the same time period.

SEND Places

Leicestershire has 9 state funded special schools and academies offering 1,856 places as of September 2025. There are also 786 places in SEND Units and Enhanced Resource Bases attached to mainstream schools. Demand for Special School places is exceeding capacity despite additional places being created.

Work to develop SEND provisions across the county is ongoing, including converting surplus primary capacity to Enhanced Resource Bases (ERB). Bowman Academy, a new SEMH provision opened in September 2024. In March 2023 Leicestershire was successful in a DfE bid for a new Communication and interaction school in Quorn., which is currently in development. Feasibility work is also in progress for an area special school in Market Harborough.

Reorganisation of School Places

Reorganisation of school places to ensure all schools are sustainable will need to be a key strategic focus for the County Council. Consistent secondary transfer age, the removal of a two-tier secondary phase and some infant and junior amalgamations have historically been achieved. A number of small schools are not able to balance their budgets and have low pupil numbers projected. This strategy discusses Leicestershire's approach to the reorganisation of schools in greater detail and how it will be achieved.

Risks associated with the delivery of school places have increased since the Covid-19 pandemic. The County Council has experienced significant cost increases due to inflation, global events and shortage of construction workers. Legacy Section 106 agreements, based on lower pupil yield rates and construction costs at the time have led to a significant shortfall in funding to deliver school places. Changes in DfE Basic Need funding methodology has reduced funding to address this. To avoid this the County Council now makes a full monetary ask from the developer at the time of consultation which is reviewed immediately prior to construction of a development. Leicestershire's primary school designs have been carefully value engineered to reduce costs whilst ensuring there is no negative impact on the learning environment and pupil outcomes.

In summary, over the next five years the County Council expects to see a slow increase in primary places needed, predominantly in urban areas, whilst demand

for primary school places will fall where there is no planned housing. There will be a continuing rise in secondary places needed and the Local Authority will continue to monitor pupil forecasts each year and increase availability of places at existing or new schools.

1 - Our Statutory Duty

Local Authorities have a legal obligation under section 14 of the Education Act 1996 to ensure that sufficient school places are available to provide primary and secondary education for children within the area. Effective school place planning is a fundamental element of the Local Authority's role as strategic commissioner of good school places across all phases and types of statutory education.

A core ambition is for all children and young people living in Leicestershire is that they have access to the highest quality education so that they can fulfil their potential. Through the commissioning of school places we will ensure we have the right supply of high-quality school places, in buildings that are fit for purpose and allow children to achieve the best outcomes possible. This strategy is about ensuring that we meet that duty by having the right number of school places in the right locations, at the time they are needed, and having sufficient capital and revenue funding in place to achieve this.

The Academies Act of 2010 moved the education provision for children towards a more autonomous and diverse system rather than the traditional structure of schools under the direct control of the Local Authority. In terms of educational provision, the Local Authority has embraced this change and has supported schools converting to academies, setting up of Multi Academy Trusts and seeking age range changes. Most Leicestershire children, across all phases and types of provision, are now taught within an academy.

This has meant that the Local Authority's role has moved significantly from provider to commissioner. We now work in a very different way by working with a diverse range of providers and models of delivery. The range of Leicestershire education providers offers parents choices when applying for school places. Providing for children with additional needs is at the forefront of national policy and a key driver in ensuring that Leicestershire children can be educated, thrive and belong within their own community.

In terms of schools, regardless of being Local Authority maintained or an academy, we have responsibility to:

- Help develop and promote a sustainable system of education.
- Ensure that all schools offer good choice for children and young people of all abilities, safe and secure environments, delivered through local solutions wherever possible.

- Ensure in respect of the above that we have effective admission arrangements, and fair access protocols in place.
- Ensuring the school estate is fit for purpose.

Under Section 14 of the 1996 Education Act, when planning for school places, we must, as the Local Authority, take into consideration a range of factors, including:

- Forecast pupil numbers.
- School capacity.
- Impact of housing growth.
- The need to promote diversity and increase parental choice.

The schools available within a Local Authority Planning area shall not be regarded as sufficient for the purposes of meeting need unless they are sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education that leads to positive outcomes for young people.

To meet our statutory duty, the Local Authority will consider:

- Expanding existing schools.
- Building new schools.
- Working with maintained schools and academy trusts to ensure sufficient places.
- Reducing capacity though a reduction in published admission numbers or closure
- Reorganising existing schools.
- Considering alternative solutions such as transporting children outside of their community.

As a Local Authority we will continue to adopt a flexible and innovative approach to delivering our statutory responsibilities and are confident that we can meet the challenges that lie ahead.

2 - Government Policy and Direction

The Government has introduced the Schools' Bill and although it has not come into law yet and is working through due process. At this stage the implications for School Place Planning are unknown.

3 - Our Commissioning Role

To deliver school places we follow a three-step process that effectively and efficiently delivers places and allows the Local Authority to meet need. Our key commissioning activities involve:

- Analysis of the need for places using various sources of data identifying the number of places required and where they will be provided. Working with internal and external partners and stakeholders to negotiate the best possible solution to provide high quality places that support high quality education; Commissioning new providers and existing maintained schools and Academy Trusts to deliver additional school places through CFS's Capital Programme.

The diagram below captures the process behind the County Council's statutory duty to ensure there are sufficient good school places. Although the process appears to be quite simple the work involved is often complex and relies on the knowledge and expertise of officers to ensure the final solution is successfully achieved. There can be significant overlap between each stage of the process, and no two projects are the same.

1

Analysis of Need

2

Identifying Solutions

3

Commissioning
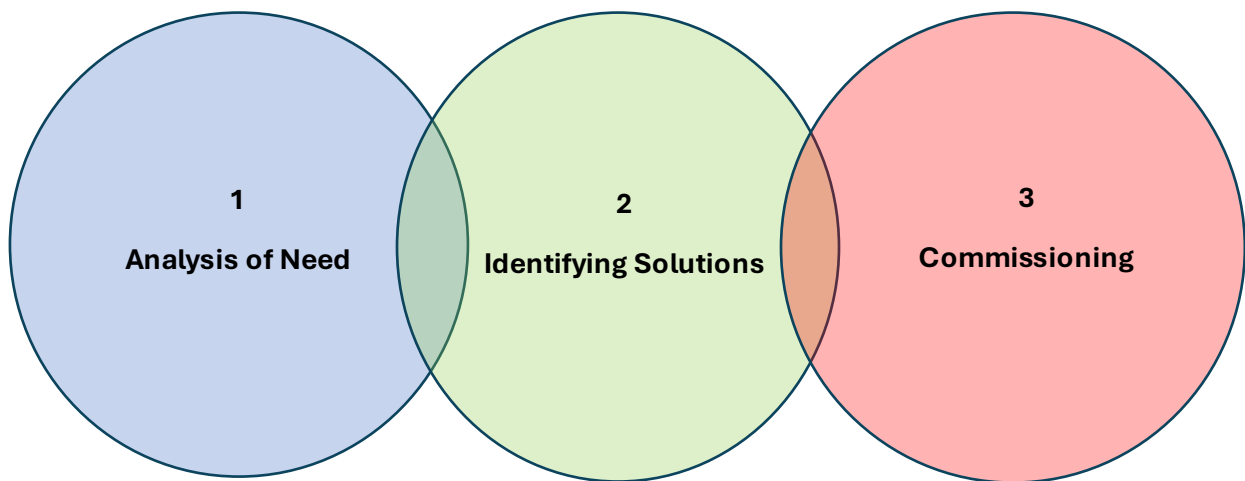
Leicestershire's Statutory Process

The School Organisation Service delivers school places by following a three-step process to deliver places where needed:

- Analysis of the need for school places using a range of information to identify the number and location of places required.
- Working with internal and external stakeholders to develop the best possible solution to provide high quality school places.
- Commissioning providers to deliver additional school places.

4 - Stakeholder Engagement

The Local Authority works collaboratively to ensure that its statutory responsibilities are met. The information below shows who the County Council's partners are and their involvement in delivering school places:

Schools and Academies: The School Organisation Service meets on a regular basis with Local Authority Maintained Schools, Single Academy Trusts (SATs) and Multi Academy Trusts (MATs) to discuss sufficiency to create opportunities for the commissioning of pupil places. The Local Authority works positively in partnership with all providers to ensure there are sufficient high-quality places for children across the county. Regular sufficiency meetings are held to consider the current position and strategy for growth and reorganisation.

County Council Partners: The County Council's structure of its departments has evolved to continue to meet the needs of the people of Leicestershire. Changes in government legislation and the need for additional pupil places due to an increased birth rate and a significant increase in housing development has meant that work with colleagues has become broader, more complex and detailed. Strategy delivery is reliant on positive relationships with departments across the Council at the strategic planning and delivery stage. Key departments are:

- **Elected Members:** Regular briefings are provided to elected members regarding developments in the provision of school places across Leicestershire and within their own ward.
- **Property Services:** Support the work of the service through every stage of our process. They provide information to support analysis and input into the Section 106 process when requesting land for new schools. Property Services also support with providing technical advice prior to commissioning. Their main input into school places comes through the actual construction of additional places and the

maintenance of schools. Our work with them also includes framework contractors who we work closely with as part of the delivery of places.

- **School Admissions Service:** Both Admissions and School Organisation services rely on each other to be effective in their own service delivery. The provision and delivery of additional places, coupled with required changes in admission arrangements and school catchments, ensures that the County Councils' statutory responsibility is met.

- **Legal Services:** Work with Legal Services has increased due to the increase and complexity of Section 106 agreements. Since the academies agenda started there has also been a new area of legal work involving the passporting of capital funding to Trusts requiring a legal agreement.

- **Planning Obligations Team:** Education developer contributions are complex. The role of the team is to ensure that all requests for developer contributions are in line with the County Council's Planning Obligations Policy which ensures we meet planning legislation.

- **Business Intelligence Team:** The Business Intelligence Team are responsible with providing pupil forecast information to support the planning of pupil places and Section 106 contribution requests.

- **CFS Finance:** The service's work with this team involves the monitoring of income and expenditure for the Capital Programme and support for schools where Growth Funding may be required to supplement revenue budgets when additional pupil places are needed.

- **Planning and Highways:** Early discussions take place with planning and highway colleagues to ensure that the delivery of places is acceptable in planning terms and highways challenges with sites are understood. This is of particular importance when housing developers are offering new school sites and thorough due diligence takes place to ensure the site is suitable.

The School Organisation Service's work with partners, including colleagues in LCC teams, has become more complex, especially with district councils and Housing Developers. The School Organisation Service collaborates on Local Plans across all districts to ensure additional school places are provided where needed. Changes to planning legislation over the past ten years have made the work more detailed and challenging but has increased capital funding from Section 106 agreements, leading to the provision of several new schools built by housing developers.

- **District Councils:** The increase in housing developments has made the School Organisation Service's work with second tier councils more complex. They rely on the School Organisation Service's education provision knowledge when developing their Local Plans and responding to developer contribution requests.
- **Church of England and Catholic Dioceses:** The School Organisation Service meets regularly with the Dioceses regarding the provision of places at their schools and academy Trusts.
- **Department for Education:** The School Organisation Service meets regularly with the DfE Regional Director's Office on matters regarding pupil places, academy conversions, and the implementation of government education legislation.
- **Housing Developers:** The School Organisation Service's work with housing developers has increased dramatically and often involves the provision of new schools, requiring innovative solutions.
- **Education Building Development Officers Group (EBDOG):** This group, made up of School Place Planning officers from across the UK, provides useful benchmarking information that the School Organisation Service contributes to and uses for various purposes.
- **Neighbouring Local Authorities:** The School Organisation Service works with neighbouring local authorities on schools and education providers near the county border that receive pupils from more than one local authority.

5 - Population and Demographics

Leicestershire County Council covers an area of 202,880 hectares and contains a diverse range of communities living within several large urban settlements in the main market towns, or around the periphery of Leicester, and interspersed by many rural villages. The County of Leicestershire is currently a two-tier council. Within the County boundary there are seven District Council areas. Each district has its own unique demography and geography. Leicester City is in the centre of the County and is its own authority. The city is the largest settlement with a population of approximately half a million.

Leicestershire – Leicester City and District Councils

The 2021 Census records 712,300 people living within the County Council area, of which an estimated 143,063 are children and young people aged up to 19 years (including 36,154 0 to 5 year olds). There were 296,400 households within the county.

It indicates the usual resident population figure for Leicestershire increased by 9.5% since 2011. A further 10.2% growth is projected by 2031.

The table below shows expected growth in each of the second-tier councils based on the Office of National Statistics data.

Section B – Leicestershire Context   *People, Schools and Partners*

District	2022 Population	2032 Projection	Population Change since 2022	Percentage Population Change since 2022
North-West	107,666	124,628	16,982	15.8
Harborough	100,550	115,044	14,494	14.4
Charnwood	185,266	204,246	18,980	10.2
Melton	52,404	55,116	2,712	5.2
Blaby	104,732	113,732	9,000	9.1
Oadby & Wigston	58,456	62,348	3,892	6.7
Hinckley & Bosworth	114,315	122,350	8,035	7.0
Total:	**723,389**	**797,484**	**74,095**	**10.2**

ONS Expected growth by District Across Leicestershire

An increase in the birth rate in Leicestershire led to an increase in the intake into primary schools over recent years and that birthrate is now passing through into our secondary schools. The changing dynamics of Leicestershire's population, influenced by changes in birth rate births, immigration, housing developments and economic migration, mean that the pattern of provision of school places must also change in order to keep pace with demand, whether through provision of additional places or through the reorganisation of existing places within the county.

6 - Local Authority Structure

The Government has made it clear it wants to move away from two-tier local government. The County Council is having constructive discussions with the City Council and there is joint agreement that the best option for Leicester and Leicestershire is a two unitary model, one City, one County, that both authorities must be financially sustainable with the capacity to enable strategic land use planning across City and County, providing the optimum structure for devolution of powers, responsibilities and funding.

Although proposals for local government reorganisation are being considered, at this stage, they do not impact on the County Council's School Places Strategy.

7 - Leicestershire's Education History

Prior to 2010, when the Academies Act was passed, Leicestershire was a three-tier education system with primary/infant/junior schools covering 4-11 years old, high schools covering 11-14 years old and upper schools covering 11-16/11-19 years old. Over the subsequent ten years high schools and upper schools converted to academy status and changed their age range, and Leicestershire established a consistent model of primary/infant/junior and secondary schools.

In addition to this some primary schools were 10+ where pupils left at the end of year 5 and then went up to high school. This was changed from 2008 as pupils who transferred to secondary a year early often had a detrimental impact on Key Stage 2 SAT outcomes. 8 high schools then changed their age range from 4 – 11 years old in a move to regularise secondary transfer across Leicestershire and improve Key Stage 2 outcomes for children.

8: Our Schools and Education Performance

 There are 285 state-funded schools in Leicestershire, including:

- 231 primary schools
- 44 secondary schools
- 1 Post 16 school
- 9 special schools

The Local Authority has actively supported many schools to convert to academy status. There are 133 academies (44 secondary, 1 Post 16 school, 83 primary and 3 special schools) and further schools planning to convert.

The details of the provision in Leicestershire schools can be found at www.leics.gov.uk/yourguides.htm

In total the 285 schools in Leicestershire have a collective capacity for 110,485 children and young people, comprising 61,064 in primary schools, 47,131 in secondary schools and 2,290 in special schools, units or Enhanced Resource Bases

In addition, there are approximately 27,759 young people in post-16 education.

Section B – Leicestershire Context *People, Schools and Partners*

Leicestershire schools vary in size, from primary schools with little more than 25 pupils on roll to secondary schools with large numbers on roll, the largest being 2,454 pupils.

Primary Schools: Leicestershire's birthrate in 2024 had fallen to 1.41 children born per woman which was equal to the national average at the same time in England and Wales, which is the UK's lowest rate ever recorded. The usual replacement birth rate in the UK is 2.1 children per woman to sustain the population. The recent bulge in birth rate has almost worked its way through primary schools with the current Year 6 pupils being the final year of the bulge. The table below is the 2025 Primary DfE SCAP in full Forecast position which shows a rise in numbers over the coming years across all primary schools.
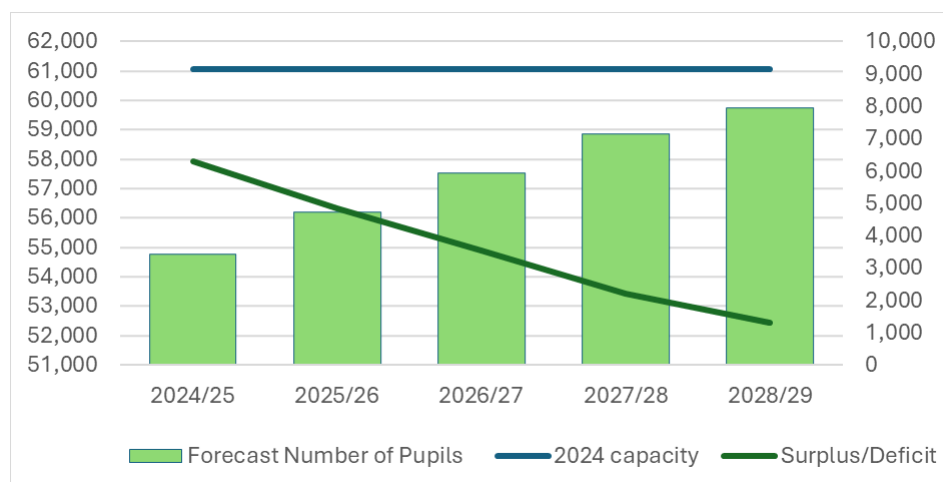
2025 Primary DfE SCAP Forecast (Leicestershire)

The effect on primary school occupancy is inconsistent. Some schools in popular areas are oversubscribed, whereas some small primary schools, typically in rural areas, are significantly below capacity. Some LA maintained schools and academies have consulted to reduce their Pupil Admission Numbers (PAN) and/or reorganised classes to reduce staffing costs. In such schools the continuing effect of a low birth rate and consequently small numbers of children in catchment, means the risk of not remaining sustainable is increasing.

Secondary Schools: The County Council has seen the bulge in birth rate passing through into primary. Most of our expansion projects in secondary schools are connected to birth rate and housing growth. The table below is the 2025 Secondary DfE SCAP Forecast position which shows a rise in numbers over the coming years across all secondary schools.

Section B – Leicestershire Context   *People, Schools and Partners*
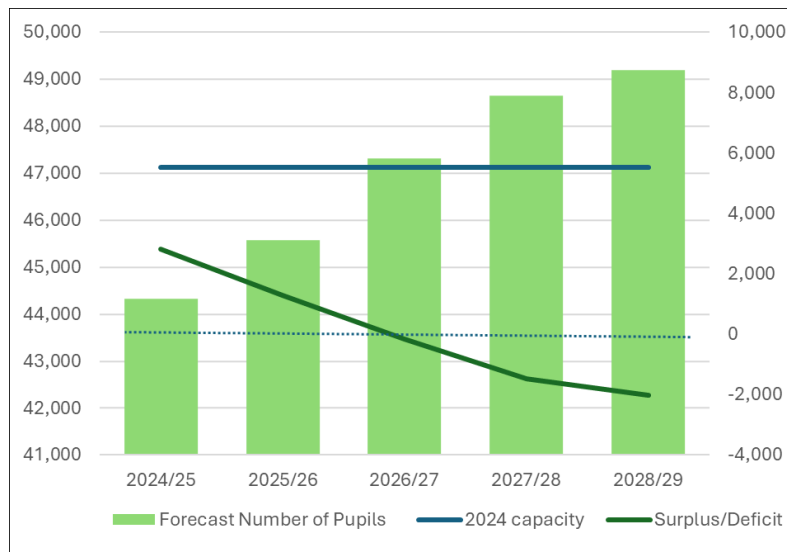
2025 Secondary DfE SCAP Forecast (Leicestershire)

Although there are currently enough places within the County, the distribution of those places can make it difficult for mid-term applications throughout the year in some areas. Some schools have introduced operational capacities in some secondary year groups to help them manage pupil numbers within the resources they have to ensure they can meet the needs of their pupils.

Post 16: numbers are increasing due to the higher birth rate cohort moving from secondary into Post 16 and inward migration. All Leicestershire school-based Post 16 providers are showing an increase in forecast numbers, sometimes as a result of housing gains. We are expecting an increase in Post 16 places from 4,859 in 2025 to 5,891 in 2030, an increase of 28.4%. Post 16 provision and future requirements is underway. At Post 16 students are more likely to attend provision outside of their local community, including FE colleges outside Leicestershire.
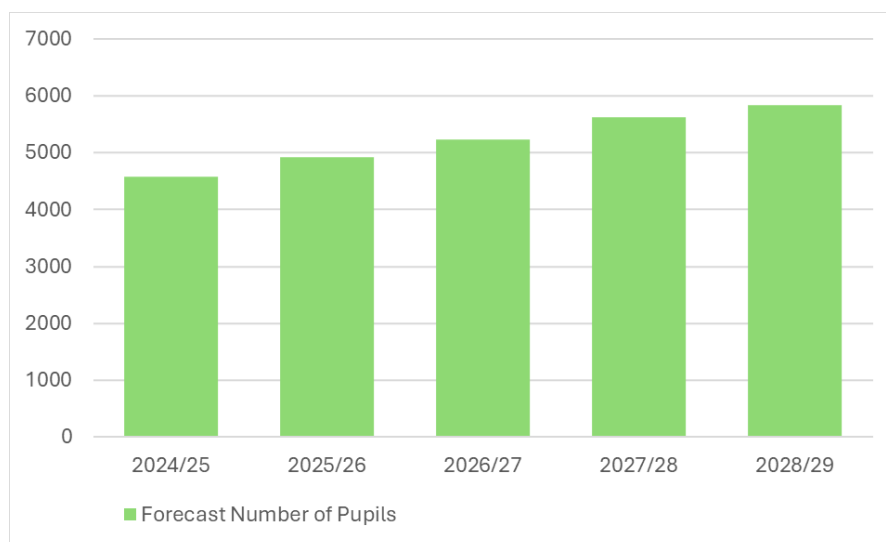
2025 Forecast Pupils in School Sixth Forms and Sixth Form Colleges (Leicestershire)

SEND: The 2025 School Census, which includes all pupils on roll at a school within Leicestershire (aged 4 to 16 years), records 13,983 pupils at SEN Support and 7,196 with an Education, Health and Care Plan. SEND pupils account for 17.2% of the Leicestershire school population.

During recent years Leicestershire has faced significant challenges in responding to the increasing demand for Education, Health and Care Needs Assessments (EHCNAs) like many Local Authorities nationally. We know that within Leicestershire there is an increasing trend for requests for Education, Health and Care Needs Assessments (EHCNAs) resulting in Education and Health Care Plans (EHCPs) which increased 18% between 2022 and 2023 and a further 12% between 2023 and 2024. Growth in EHCPs issued slowed somewhat in comparison to national and regional trends over the last 5 years, however the number of EHCPs in January 2025 increased 13% on the previous year, with a further increase of 15% to the end of September 2025.

Area	Number of EHCPs as at January						Percentage Increase Over Past Five Years
	2021	2022	2023	2024	2025	Sept 2025	
England	430,697	473,255	517,049	575,693	638,745		48%
East Midlands	30,500	33,402	36,950	41,806	47,444		56%
Leicestershire	5,288	5,813	6,201	6,377	7,196	8,311	36%

2025 EHCP Comparison

Section B – Leicestershire Context   *People, Schools and Partners*

Alternative Provision: Leicestershire County Council has a duty to ensure that any child permanently excluded from school has access to full-time education through alternative provision.

In Leicestershire we have Oakfield, a Short Stay School, to meet this duty. Places are commissioned to meet the needs of excluded children and those at risk of exclusion alongside, in exceptional circumstances, for those whom no other maintained school provision can be secured.

Current data shows us that w*e currently need 50 places at Primary and 400 places in secondary. The provisions operate over 7 satellites* consisting of 2 Primary and 5 Secondary, which ensures that pupils remain in their local area, but operates as one school and ensures pupils fulfil our statutory duties, to deliver an education that offers breadth and depth and at the quality that pupils would receive compared to their peers.

Education Performance: There are many strengths that should be recognised through the performance of Leicestershire schools, the quality of the people working within them and the relationship between schools, academies and the local authority. 90% of Leicestershire's schools are rated 'Good' or 'Outstanding', this comprises 63 maintained schools and 193 academies.

9 - Encouraging Diversity

Leicestershire County Council is dedicated to equal, high-quality education for all children and young people, regardless of need. It values local community diversity and supports school management models that best serve local needs, including specialisation or federated/trust governance. The Council aims to maintain and expand diverse educational provision wherever possible.

10 - Responsible Bodies

Diocesan Schools: The current pattern of school provision across Leicestershire includes many schools with a religious foundation or background. The Catholic and Church of England Diocesan authorities work closely with the County Council in the planning of school places to provide opportunities for parents to express a preference for denominational education.

Independent Schools: In July 2024 there were 12 independent schools located in Leicestershire; two of these schools designated as primary, three as secondary schools and the remaining seven as all through (4-18). In total, the 12 schools had a registered capacity of 7,005 places, with 5,945 pupils registered on roll. The Local Authority does not hold records of independent school placements and the children attending may or may not live within Leicestershire. Children resident in Leicestershire may attend independent provision in other areas.

Academy Trusts: Academy Trusts are their own responsible body. For Multi Academy Trusts (MATs) they are the responsible body for all the schools within their Trust.

11 - Academisation

Since the introduction of the 2010 Academies Act Leicestershire has seen the majority of its schools converted to academy status as either a Single Academy Trust (SAT) or as part of a Multi Academy Trust (MAT). There are 216 academies in Leicestershire: 165 primary, all 44 11-16 or 11-19 secondary schools, 1 Post 16 and 6 Special schools.

There are currently 29 MATs operating within Leicestershire of which 20 are Leicestershire based. In 2024 5 schools joined a Multi Academy Trust (MAT). In 2025, 4 schools are progressing with conversion into a MAT.

Currently 77% of schools in Leicestershire are academies. A summary of the 284 schools and academies can be seen below:

	Primary	*Secondary*	*Post 16*	*Special*	*Total*
Local Authority Maintained	65	0	0	3	68
Academy Schools	166	44	1	6	217
	231	**44**	**1**	**9**	**285**

2025 Leicestershire Schools and Academies

12 - Housing Growth

To meet expected growth, major housing development is proposed in all of the districts with Local Plans being developed to deliver the required number of

houses. The 2020 Housing and Economic Needs Assessment carried out on behalf of the County and Leicestershire's District Councils stated that 52,160 homes were required by 2036. This would see pupil population increase by 26,278 pupils across all phases of education using current pupil yield rates per 100 dwellings.

	Primary	*Secondary*	*Post 16*	*Primary Special*	*Secondary Special*	*Total*
Pupil Yield	30.0	16.7	3.3	0.363	0.4	
Pupil Places	15,648	8,711	1,721	189	209	26,478

Leicestershire Projected Pupil Yield Due To Housing Growth

Patterns of population change will also affect Leicestershire's local communities. In some areas inward migration is a major factor, particularly where new development is planned, while in all areas there are some uncertainties about future birth rates.

Factors such as population shifts, age distribution and housing growth are all challenging to predict accurately.

The Department for Education's Rural School statistics shows Leicestershire has 38 schools designated as rural. New housing development in these areas may be less extensive than before, so population and pupil numbers are unlikely to increase significantly. This ongoing trend will continue to impact the viability of some schools.

13 - Place Planning Areas

Effective pupil place planning is a fundamental element of the County Council's role as strategic commissioner of good school places. It is under pinned by the use of local area knowledge and data to identify any early warning signs of insufficient numbers of school places in specific parts of the authority. Place Planning Areas are a group of schools within the Local Authority which is used for the purpose of assessing current and future pupil demand for school places.

Section B – Leicestershire Context   *People, Schools and Partners*

Leicestershire has 99 Planning Areas, 74 primary and 25 secondary. The Place Planning Area structure was agreed with the DfE in 2012, in line with the prevailing guidance. Since then, Planning Areas have been adjusted to reflect changes to age range and from a 3-tier to 2-tier education structure as agreed in 2018/19.

As a largely rural county, Leicestershire has a significant number of small, relatively isolated, village schools with no other school within a 'reasonable' travel distance and as such operates 22 single school planning areas.

Section E of this strategy contains SCAP forecast data and narrative about each of our Planning Areas.

It is recognised that pupils benefit from high quality learning environments and equipment. Capital investment priorities are based on requirements to:

- Provide sufficient places to meet the needs of local communities.
- Provide healthy and safe environments.
- Meet curriculum and class organisational needs.
- Enhance physical access to buildings.
- Replace temporary accommodation with permanent buildings where possible
- Implement key strategic initiatives.

Leicestershire County Council uses condition surveys alongside net capacity assessments to determine investment priorities for the schools it remains responsible for. Capital resources are, however, becoming increasingly stretched. Building maintenance in academies is no longer the responsibility of the Local Authority and these schools receive capital funding direct from central government.

There are several sources of funding available to Local Authorities to support the delivery of school places and help them fulfil their statutory duty to ensure there are enough school places for children.

1 - DfE Funding

DfE Basic Need: The Basic Need allocations are based principally on data collected from Local Authorities in the School Capacity Survey (SCAP). This survey collects information on the capacities of schools in each planning area of each local authority, and local authorities' forecasts of pupil numbers for several years ahead.

DfE High Needs Funding: Is intended to support Local Authorities in their duty to provide suitable school placements for children and young people with SEND, or who require alternative provision (AP). The grant funding is intended for children and young people with complex needs, who have Education, Health and Care plans (EHCPs), pupils with SEND without an EHCP and who require AP.

2 - Developer Contributions

Where additional school places are needed because of new housing development, as far as possible the costs should fall on the landowners and developers by way of developer contributions in line with the County Council's Planning Obligations Policy. Leicestershire's policy has an agreed methodology for calculating the infrastructure needs arising from new development, a robust

mechanism for requesting contributions from developers and how such funding is used for the delivery of places arising from housing development.

Developer contributions for education are secured by means of conditions attached to a planning obligation under Section 106 of The Town and Country Planning Act 1990, or the Community Infrastructure Levy (CIL), and is part of planning permission being granted for a development. When a planning application for new housing development comes forward analysis takes place to determine the number of pupils that may be yielded from the development. If there is not enough space in existing schools the developer will be expected to make a financial contribution to the provision of the additional places required.

On occasions, a developer may choose to build a new school themselves rather than making a financial contribution towards the Local Authority delivering the places. In this situation the developer will work with the local authority to ensure the school meets the requirements of Build Bulletin 103, and Leicestershire's school land and building specifications. Once a site is proposed for a new school the Local Authority will conduct due diligence to ensure it meets the requirements for delivering a school and any subsequent conditions such as Highways and services access.

3 - Strategic Capital Maintenance

The Department for Education (DfE) allocates funding each year to help maintain and improve the condition of school buildings and grounds.

School condition funding includes capital allocations for:

- Local Authorities and local-authority-maintained schools, including maintained nursery schools.
- Local voluntary-aided bodies and voluntary-aided schools.
- academies and large multi-academy trusts (MATs).
- Sixth-form colleges.
- Non-maintained special schools.
- Special post-16 institutions with eligible students.

Eligible schools and colleges can access funding through either:

- School Condition Allocations (SCA), with funds paid to eligible responsible bodies for maintaining school buildings. These include the local authority for maintained schools, Multi Academy Trusts for their academies and the Diocese for Voluntary Aided Schools.

- Single and smaller Multi Academy Trusts can apply to the Condition Improvement Fund (CIF) on an annual basis. If successful, funding is paid directly to the Trust to carry out the maintenance works.

In addition, Devolved Formula Capital (DFC) is allocated for individual schools and other eligible institutions to spend on capital projects.

4 - Growth Funding

Leicestershire Schools Forum has the responsibility to agree a policy for significant pupil growth to support the Local Authority's duty for delivering additional school places. This includes pre-opening and diseconomy of scale costs and agreeing the criteria for Local Authority maintained schools and academies to access this fund.

There are restrictions on what a Growth Fund can be used for. The regulations specify that a growth fund, subject to the locally adopted growth policy, can only be used to:

- Support growth in pre-16 pupil numbers to meet basic need.
- Support additional classes needed to meet the infant class size regulation.
- Meet the revenue costs of new schools.

Growth funding cannot be used to support:

- Schools in financial difficulty. No such contingency is held for Leicestershire Local Authority maintained schools.
- General growth due to increasing pupil numbers. This is managed through lagged funding. Growth Funding is currently applied to opening schools until they have reached their full capacity and it may also be considered for permanent expansions where appropriate.

5 - Other Funding Sources

Other sources of funding towards the delivery of additional school places are limited but may include:

- One-off grants from third party organisations such as Government, national bodies and charities.
- Personal donations from individual benefactors.
- Funding from Leicestershire County Council's own financial reserves.

Forecasting future demand for school places can never be absolutely accurate given the broad assumptions which have to be made about movements in and out of any given locality, the pace of individual housing developments, patterns of occupation and not least the parental preference for places at individual schools. This will be a function of geography, school reputation, past and present achievement levels and the availability of alternative provision, hence the need to review on an annual basis.

The analysis of need for school places in Leicestershire is identified through robust data analysis with pupil forecasting at the core of understanding where future provision is needed. The analysis of the data sources described below determines the need prior to identifying solutions.

Local Authorities can use different methods to forecast pupil numbers and take different factors into account. The Department for Education, for their annual School Capacity Survey (SCAP), require local authorities to provide a statement to accompany the forecast pupil numbers explaining the method by which the forecast is made. The forecasts produced cover both mainstream and SEND.

6 - Forecasting

Various data sources are used to produce our mainstream pupil forecasts and include:

Office of National Statistics (ONS) Local Authority Live Births by Postcode: Birth data is usually provided by the ONS for us to identify children coming through the system. If birth data is not available at the time of completing the forecasting work, they are estimated based on an average of previous years and/or recent trends.

DfE GP Registration Data: This is captured in May each year and is based on the number of GP registrations that are captured on the first day of each month.

School Number on Roll (NoR) Data: Derived from the January School Census.

Admissions Data: First Time Admissions (FTA) and Secondary School transfer data captured in June for the following academic year.

Housing Data: Information on new housing developments from planning application data and, where available, Local Planning Authority housing trajectory information. Housing developments 'Under construction' progress is monitored twice a year in March and December to determine current levels of occupancy.

SEND Education and Health Care Plan (EHCP) Data: In addition to the above data for SEND forecasting the latest SEND EHCP pupil level data is also used. In recent years the quality of data has improved greatly. Data dashboards have

been developed to show the type of SEND need by year group along with geographical location. This allows for greater strategic planning of places rather than reactive planning on a year-by-year basis.

7 - Data Processing

Our forecasts for the primary phase of education comprise of the following elements:

Early Years Foundation Stage (EYFS) Forecast: This is forecast by looking at the previous EYFS numbers compared to the births for each cohort. The reception numbers are analysed for each school in one of three ways:

- As an average percentage of the births cohort for that year group.
- Looking at the differences between births and EYFS cohorts if the school has very low birth rates.
- For schools that do not have a formal Local Authority catchment area, EYFS numbers are analysed in terms of the average intake at the school in recent years.

Forecasts for each school are usually averages or weighted averages based on 4 years' data. This can sometimes vary if there are good reasons to use a different calculation, such as a three-year average for example. If this is used assumptions are then taken regarding take-up figures to forecast intakes for the next five years.

Admissions allocations regarding intake for year of entry at the start of the academic year, including allocated places for pupils from neighbouring local authorities, is incorporated into the forecast and generally form the basis of year 1 figures**.** Generally, intake is not limited by the Admission Number (AN) listed for the school as the intention is to show the true pressure of demand for places.

Non-Intake Year Groups: Cohort numbers are rolled forward from the preceding academic year. An appropriate average percentage retention rate is applied to each non entry year group transition as appropriate.

Junior Schools: The forecast for intake at Year 3 is based on the percentage average from the feeder Infant schools. The percentage rate may be increased if the Junior school also makes small gains from other schools at this transfer point.

Secondary Schools: Each Secondary school has an allocated list of feeder Primary schools for 11+ transfer. These enable the local authority to calculate the size of potential intakes over the next ten years based on the seven years actual Primary school NOR data and three years Primary school forecast intake.

Secondary school intakes are calculated based on the 4-year average, or some close variant, of previous intakes relative to the potential feeder cohort sizes.

Non-intake groups are forecast in an equivalent way to primary schools with the average percentage retention rate applied to each non entry year group transition as appropriate.

Migration and Housing Developments: Potential gains from new housing are included for all sites either currently under construction or expected to start having been granted full planning permission. In addition, gains from other sites that currently have outline planning permission only have also been included if available information from district councils' housing trajectories has not indicated that construction is not expected to commence within the forecast period.

Education Phase	*Pupil Yield Per Dwelling*	*Pupil Yield Per Flat*
Primary	0.3	0.043
Infant	0.129	0.018
Junior	0.171	0.025
Secondary	0.167	0.02667
Post 16	0.033	0.00533

2025 Leicestershire Pupil Yield Rates

8 - In/Out Catchment Analysis

Parent preference causes movement between schools in neighbouring authorities and catchment schools. After every school census day, the movement for each school is monitored. Most schools gain or lose to and from other local schools. Depending on the numbers they gain minus the number they lose, they will be known as a net gainer or loser of pupils. This data factors into identifying future need for places, especially where housing development falls into a catchment of an existing school. Additional school places may not be needed if pupils over time can be pushed back to their original catchment as children in catchment, through the school's admissions policy, would gain a place over those from out of catchment.

9 - Forecast Accuracy

Pupil forecasts are checked annually against the autumn term School Census NOR. The checks are made against intake and total NOR as of October and variances above applied thresholds are investigated. However, where the above threshold variance against October NOR is identified, the subsequent January NOR figure is checked to determine whether the variance still applies, and potential adjustment justified.

The thresholds for variance investigation are:

Primary: Forecast intake of more than 2 pupils

Forecast NOR 10 or more pupils (or >5% for small schools)

Secondary: Forecast intake of more than 10 pupils

Forecast NOR 20 or more pupils

Investigation seeks to determine the reason for the variance and ascertain if there was a more accurate intake or retention rate option that could have been applied based on system generated averages or the latest year. This will then be considered during the next round of forecasting. Investigation of variance covers both forecasts with and without housing gains to determine the current impact of pupil yield from housing development under construction.

Intake variance is usually due to inaccuracy in First Time Admissions (FTA) and/or Secondary transfer data from the Schools Admissions Team. Where a pattern of variance emerges, the decision could be taken to increase or reduce Admissions Team data for certain schools to increase the accuracy of future forecasts.

Our comparable accuracy rates are calculated on Year 1 forecast compared to the previous years to monitor ongoing performance. The latest NOR is checked against previous years' forecasts relating to the current academic year to determine the ongoing accuracy of forecasts covering forecast years 2 to 5 for primary schools and forecast years 2 to 10 for secondary schools.

10 - Local Plans

The School Organisation Service works closely with housing developers and district councils to ensure that Infrastructure Delivery Plans (IDP) presented for examination during the Local Plan assessment will deliver the additional school places needed due to housing growth. Once potential sites are confirmed by the district council the local authority can propose educational solutions to accommodate the additional pupil yield. At this point the proposed pupil yield from Local Plan allocated sites can be factored into the strategic planning of additional school places alongside the forecast data.

Identifying solutions is the most complex part of the process for delivering school places. DfE guidance gives a strong emphasis towards the expansion of successful and popular schools where possible. Leicestershire County Council is committed to supporting ways of increasing parental choice in school admissions and ensuring places are located where parents want them, ideally serving the local community where children live.

As Leicestershire is a rural county, it can sometimes be difficult to provide diversity, when there is only one school serving a local community. However, as the population continues to grow the council will seek to meet the increasing demand wherever school places can be expanded or provided new in local communities. Working with a range of internal and external stakeholders effectively will ensure that this aim will be met with additional school places being delivered that allow children to achieve good outcomes throughout their time at school.

In this section we will look at the considerations behind identifying solutions, working with stakeholders and the various possible solutions that are available for delivery.

11 School Accommodation Analysis

This is the foundation for the development of a project brief. Once the number of school places is known, a detailed analysis of the DfE's Building Bulletin 103 is undertaken to determine the accommodation that will be needed.

This analysis may be for a whole new school, expansion of an existing school or the remodelling of an existing space. The analysis will identify the accommodation needed to support good teaching and learning outcomes.

12 - Working with Responsible Bodies

If the delivery of places involves an existing school, the School Organisation Service will seek early engagement to gain a full understanding of the school, its vision and values and the community it serves. This will ensure that the school places provided meet the needs of the school, support good outcomes for children and are in line with national and local education policies.

If a new school is needed, engagement will happen with the housing developers at the development master planning stage to ensure that any site coming forward for a new school is suitable, prior to a Section 106 agreement being agreed or planning permission being granted. The County Council's Highways and Property Services departments will support with due diligence to ensure the site is fit for purpose.

When a new school build is ready to be submitted to planning the Local Authority will work with the DfE, though the presumption process, to identify a Multi Academy Trust for the school. The Trust appointed can then be involved in the final stages of detailed design of the school ahead of construction.

13 - Solution Principles

The delivery of additional school places within Leicestershire County Council is focused on ensuring that they do not cause detriment to other schools and supports long term sustainability. Before the solution for school places is identified, the County Council will plan to provide school places in schools that are of a viable size and promote:

- Sufficient curriculum coverage and, where appropriate, adequate curriculum choice.
- Viable and sustainable schools which do not require disproportionate financial support and may attract DfE capital funding.
- Viable class organisation structures.
- Adequate non-contact time for staff.
- Supporting the needs of the local community.

Once it is established that solution principles can be met, the provision of school places can be delivered by using one or more of the following approaches:

- Remodelling existing space.
- Expansion of the school premises.
- Relocation of a school to an alternative site.
- Amalgamation with another school
- Off-site expansion by creating a satellite of the existing school.
- Delivery of a new school.

14 - School Sizes

Whilst the County Council does define optimum sizes for schools it recognises that there will be some schools falling outside this range which still provide an excellent education and deliver good outcomes for children. Factors that can affect the size of a school include the local population, site constraints, availability of funding and deployment of revenue resources. Our preferred school sizes for new and expanding schools are:

Primary School: The preferred size for new primary schools is within the range of 420 places to 630 places (2FE to 3FE) and Leicestershire County Council will

only seek to open new primary schools of full forms of entry in line with our standardised primary school designs which allow for phased delivery of places to support the availability of funding needed and to prevent the destabilisation of existing places in the area.

Where a new primary phase school is required, this will be built as an all through primary school, rather than separate infant or junior schools. The County Council will continue to seek opportunities to amalgamate separate infant and junior schools where the combined numbers are less than 420 and the sites lend themselves to a single becoming a single school.

Secondary Schools: The minimum size for an 11 to 16 secondary school is 900 (6FE) to 1,200 (9FE) pupils. However, Leicestershire County Council recognises that provision in some communities may fall outside the ideal size of secondary school and demand for additional places could be met either by expanding existing schools, if there is sufficient capacity on the site, or by new provision of a new school located within a substantial new housing development. The expansion of an existing secondary school to the optimum size is preferable to support sustainability and ensure children are receiving an education within an established setting.

Special Schools: These need to be of sufficient size to provide appropriate facilities and opportunities to meet the needs of the range of pupils they admit and to act as resource and to support SEND pupils at settings within maintained schools and academies. Their size will depend on the age range of pupils, locality and the type of SEND that they cater for. Work is currently ongoing to review SEND provision across Leicestershire to ensure future demand can be provided in one of the following ways:

- New SEND schools.
- Expansion of SEND Schools on site or at a satellite location.
- Enhanced Resource Bases and Units within mainstream schools and academies.

15 - Location of New Schools

Leicestershire County Council aims to provide school places within their communities, close to where children live and to meet parental preferences as far as possible.

Leicestershire's approach is that new primary schools should be provided, wherever possible, within major new housing developments where the pupil yield is sufficient to open a 2FE school. The site should ideally be within a 2-mile walking distance of most of the development. The School Organisation Service

works with the Highways Department through the development's master planning process to develop safe routes to school for pedestrians and cyclists. Sites should be of a suitable size to allow future expansion of the school if further housing development happens.

Where a new secondary school is planned, a site will be sought that provides safe pedestrian and cycling routes and good access for those pupils arriving by public and school transport from further afield. To discourage the use of private cars, schools are expected to prepare and maintain a School Travel Plan. Like new primary school sites, additional land may be sought to futureproof any future expansion of the housing development and additional pupil yield. On occasions, additional land may be required from a single developer to address the need for school places from cumulative developments in the area. Where this is required, and in line with the DfE's Securing Developer Contributions guidance, a land equalisation mechanism will be put in place between the developers to ensure the cost of land for providing the secondary school is shared on a fair and equitable basis between all developments feeding into the school.

16 - Home to School Travel

Leicestershire County Council recognises the importance of considering distance of travel from home to school when planning new developments to reduce dependence on subsidised bus travel and encourage safe walking and cycling to school.

Leicestershire County Council has a statutory responsibility to ensure that children aged 4-16 can access compulsory school age education. Transport assistance for all students aged over 16 is a discretionary provision. Different arrangements are in place for children with SEND, where the nearest suitable school is stated in their Education and Health Care Plan (EHCP).

To meet this requirement Leicestershire County Council will encourage the use of walking and cycling to school. Where this is not an option Leicestershire County Council's Mainstream Home to School Transport policy will provide transport to children who are attending their nearest maintained school or academy. Stakeholders should be aware there is no Council provision for school transport where children are not attending their nearest school.

The key challenges that Leicestershire County Council has in terms of providing access to compulsory education are summarised as follows:

- Providing flexible choices for young people is a challenge for the Council.
- Managing down the costs of school transport within the context of a growing population and increasing fuel costs.

- Ensuring new housing growth areas are well connected by walking and cycling routes to minimise demand on school services provided under statutory regulation.
- Encouraging young people to take up active modes where convenient as a substitute for car journeys through alternative methods of travel such as walking and cycling that will help foster positive lifetime travel habits.

17 - Project Brief

Leicestershire's School Organisation Service will write a detailed brief to enable project delivery, including details of:

- Main project requirements summarising the work to be delivered.
- Project background including evidence of need.
- Accommodation required based on analysis against the DfE's Building Bulletin 103.
- Site requirements including social space, sport provision and infrastructure such as car parking.
- Building specification requirements such as mechanical and electrical needs delivered to current building regulations.
- Room specification requirements to support delivery of teaching and learning.
- Stakeholder involvement required and project communication to ensure the project runs smoothly.
- Phasing of works required to ensure, particularly on existing school sites, that the education of children is not hindered during project delivery.

Where applicable for schools that are being expanded, the brief will be signed off by the school and Trust prior to release for Capital Programme Board approval and the commissioning of a suitable delivery method.

18 - Leicestershire's Approach

All school places' provision falls under the County Council's Capital Programme as part of its Medium-Term Financial Strategy (MTFS). This is reviewed throughout the year on a regular basis to make sure that adequate resources are provided for the County Council's place planning statutory duty to be discharged.

Leicestershire County Council has successfully used various commissioning methods for the delivery of school places. Prior to commissioning additional school places, the project must be approved by the Children and Family Services Capital Programme Board (CPB) to agree to the need, approve the funding required and provide an appropriate commissioning method. The School Organisation Service prepares Place Planning Papers (PPP) that summarise these three areas for members of the board to consider as part of their decision making.

19 - Market Position Sufficiency Statement (MPSS)

It is recognised that commissioning school places is not restricted to providing school places by funding them through capital investment alone. For SEND places where there is inadequate capital funding to provide the places needed to meet the growing demand alternative provision also needs to be considered. To meet this demand Leicestershire County Council has developed an Education, Inclusion and Additional Needs Placement Market Position Sufficiency Statement (MPSS). The purpose of the MPSS will be to consider current placement sufficiency across the SEND system in Leicestershire and indicate how the department will ensure sufficiency for SEND school places in the future outside of those places being provided directly by the County Council. The MPSS will therefore build upon this School Places Strategy and consider the role of and opportunities for the external market to support the County Councils SEND sufficiency needs.

20 - Commissioning Routes

The commissioning of school places must meet Procurement Regulations and the County Council's Procurement Team ensure compliance. Capital funded school places at existing schools and academies, or the delivery of a new school is usually delivered by one of the following routes:

Leicestershire County Council Property Services Department: This is the most traditional route of commissioning places. The procurement route to be

followed is dependent on the value of the work. Frameworks are used to deliver both minor and major projects. Projects are overseen by the department's team of building and quantity surveyors.

Responsible Bodies: Where an academy Trust has the capacity to manage the delivery of school places to Leicestershire County Council's building specifications, the passporting of funding may be agreed. A legal agreement will be drawn up to ensure that places will be delivered and where Section 106 funding is involved, the legal obligations of the Section 106 agreement will be passported to the academy Trust to also meet. The academy trust is then responsible for meeting procurement regulations and appointing an appropriately qualified contractor to deliver the places.

Developer Delivered: For new schools and major expansion within large housing developments, the Section 106 agreement provides the option for the developer to construct and deliver the additional school places. Again, they must be delivered to Leicestershire County Council's specification and officers from the County Council will work in partnership with the developer and academy trust to ensure that the project reaches a successful conclusion.

DfE Free School Delivery: The County Council has been successful in bidding for DfE Free Schools to meet our need for new SEND places. Bowman Academy opened in 2024, and Achieve Academy is in development. This delivery model is dependent on the DfE releasing funding to bid for new schools. Leicestershire County Council will continue to bid for this type of funding as and when the government releases any further funding waves.

1 - Need to Reorganise Schools

Leicestershire County Council recognises that reorganisation may be needed for more than one reason. Where these reasons impact on rural schools, we acknowledge the government's presumption against the closure of rural schools and will only bring forward proposals to close any school where it can be demonstrated through a robust business case that one or more of the following criteria can be met:

- There is only very limited demand for places at the school from children living within the immediate catchment area or wider planning area of the school.
- Surplus places at the school exceed 25%.
- Education standards are low and there is little confidence in the likelihood of improvement.
- The school is not financially viable and is in or has a long-term forecast budget deficit that cannot be recovered.
- Necessary improvements to the school accommodation are either not possible or not cost effective.

For all schools with fewer than 105 pupils on roll the County Council will actively encourage the governors of maintained schools and Trustees of academies to consider further collaboration with the amalgamation with one or more neighbouring schools or by joining a Multi Academy Trust to achieve sustainability.

2 - Types of Reorganisation

In addition to the above, the County Council may have to reorganise schools in the following situations:

- Where an age range change may be required, for example so schools can use existing space to set up an Early Years provision.
- A change in a school's PAN to allow for a reduction or increase in the number of pupils being admitted.
- The redesignation of an existing school to meet another educational need such as additional SEND places.
- Conversion of maintained schools into Multi Academy Trusts (MAT), the transfer of a Stand-Alone Trust (SAT) into a MAT and a MAT merging with another MAT.

Whilst the County Council does define optimum sizes for schools it recognises that there will be many schools falling outside this range which provide excellent

education. Factors that can affect the size of a school include local population, site constraints, availability of funding and deployment of revenue resources.

Leicestershire County Council will plan to provide school places in schools of sizes which:

- Can offer a curriculum that allows pupils to achieve good outcomes.
- Are viable and sustainable schools which do not require disproportionate financial support and attract DFE capital funding.
- Have a viable staff structure that supports efficient class structures.
- Can offer a suitable amount of non-contact time for teaching and support staff.
- Are at the heart of their community.

To achieve this, Leicestershire County Council will initially consider opportunities to expand existing schools where possible. Where significant housing developments warrant new schools within their community our preference is to open schools of the following size:

- **Primary:** A range of 420 to 630 places (2FE to 3FE). New schools may be phased to open to whole forms of entry. The County Council will continue to seek opportunities to amalgamate separate infant and junior schools where the combined numbers are less than 420 and their sites allows them to exist as a single institution.
- **Secondary:** For an 11 to 16 secondary school the preferred range is 900 to 1,200 places (6FE to 9FE). However, the County Council recognises that some communities may not fit within our preferred range for a secondary school. Additional places may be met by expansion of existing schools if there is sufficient site capacity or by new provision located within a development for an existing school such as Sixth form provision.

3 - Consultation

Leicestershire County Council will always consider all possible options prior to proposing the reorganisation or closure of schools. A full business case will always be provided to relevant stakeholders which sets out the case and details the background, reasons, timeframe and benefits. This will be the basis for transparent decision making and allow stakeholders to comment through the process of meaningful consultation.

The change process for reorganisation will be detailed in the next section. It is the responsibility of the County Council and other responsible bodies to ensure that reorganisation is appropriately supported to ensure that change can be delivered to benefit children and the community where their family lives.

4 - Types of Change Process

The County Council have a statutory duty to ensure that there are sufficient schools for primary and secondary education in their areas. There is an expectation from the Department for Education that Local Authorities manage their school estate efficiently and to reduce or find alternative uses for surplus capacity to avoid a negative impact on a school offering to its children, their families and the community it serves.

There are different change processes depending on the nature of the change and whether the school is maintained or an academy.

5 - Academy Conversion

There is a strong Multi Academy trust (MAT) sector in Leicestershire which works productively with the Local Authority in planning school places. The pace of conversion has slowed but the Local Authority continues to support schools wishing to convert. Leicestershire's School Organisation Service coordinates the process of academy conversion by liaising with the converting school, receiving Trust, teams across the authority and legal advisors to ensure a smooth process takes place. This ensures that we continue to maintain positive relationships with academies and MATs.

6 - School Expansion and Age Range Change

Change in age range or expansion of a school is covered by the statutory notice process for Local Authority maintained schools and the Department for Education's Significant Change Process for academies.

Statutory Proposal: For Local Authority maintained schools this must contain sufficient information and be accessible for all interested parties to decide on whether to support or challenge the proposed change.

Significant Change: For academies, they must follow the required significant change process in advance of the change being made. Failure to do so will constitute a breach of the academy trust's funding agreement.

Section D – Approach to the Reorganisation of Schools   *Change Processes*

7 - Local Authority Maintained School and Academy Closure Considerations

For school closures the following Department for Education guidance is followed:

- Maintained Schools: Opening and Closing Maintained Schools
- Academies: Closure of an Academy by Mutual Agreement

For maintained schools, the local authority can propose the closure of a community, foundation, voluntary, community special, foundation special or maintained nursery school; and the governing body of a voluntary, foundation or foundation special school may publish proposals to close its own school.

For academies it is important that the trust engages early with the relevant Regional Director and local authorities and involves them in planning and decision-making right from the outset.

Regardless of whether it is a maintained school or an academy where discussions are being held about possible closure, it is important to Leicestershire County Council that the process is delivered in a transparent and clear manner to ensure Leicestershire children, and their families are fully informed about the need for change.

8 – Presumption Against Closure

The County Council recognises the Government's Presumption Against the Closure of Rural Schools and will only bring forward proposals to close such a school where it can be demonstrated that the school is no longer sustainable:

Although the guidance for maintained schools and academies is different, Leicestershire County Council believe the same closure process should be followed regardless of school type.

To achieve the closure of any type of school, all parties involved must work in a collaborative manner, following the appropriate guidance, in a pragmatic, respectful and sensitive manner. This will involve the County Council's Schools' Sustainability Board (SSB) working closely with schools, responsible bodies,

Section D – Approach to the Reorganisation of Schools *Change Processes*

academy trusts and the Department for Education. Alternative options to closure that could be considered are:

- Academisation by joining a MAT.
- Federation or amalgamation with another school.
- Relocating the school to a site on a new housing development where additional school places are needed.
- Extended school provision that provides viability such as a pre-school or wrap around care.
- SEND provision being provided by the school.
- Sharing school facilities with community groups.

All these options need to be thoroughly investigated with an appropriate level of due diligence being undertaken to ensure the long-term sustainability of the school.

9 – Maintained Schools and Academy Closure Process

The table below outlines the timeframe to be followed:

Item	Process Stage	Work Required
1	Prioritisation of schools for reorganisation	- Analysis of pupil forecast data. - School financial viability analysis. - Reorganisation modelling of school places. - Risk analysis and resources required. - Discussions with responsible bodies and leaders of affected schools.
2	Business Case	- Production of business case including detailed proposal for reorganisation. - Approval to proceed to consultation by responsible body ensuring their own decision-making process is adhered to. - Draft proposal.
3	Pre-Publication Consultation	- Time frame to be determined by the proposer having regard to the proposer's own consultation guidance. Consultation must happen during term time. - Proposal to follow approved business case. - Arrange consultation meetings and write necessary communications for relevant stakeholders.

Section D – Approach to the Reorganisation of Schools   *Change Processes*

		• Set up website for consultation, feedback forms and consultation FAQ.
4	Statutory Notice Publication and Representation	• The updated proposal made available clearly identifying changes to the proposal consulted upon. • Proposal sent to relevant bodies. • Proposal requests sent out within 1 week of requests being made. • Arrange consultation meetings and write necessary communications for relevant stakeholders. • Compile representations to be provided to the decision maker and shared on the consultation website.
5	Decision	• Decision and reasons to be published within one week of the decision being made. • Relevant stakeholders informed. • May be requests within 1 week to refer to the Schools Adjudicator.
6	Implementation	• Publication of detailed Implementation Plan. • Communications and meetings coordinated to progress closure. • Implementation of plan to redesignate vacated school site for schools and academies.

10 - Prioritisation of Schools for Reorganisation

A School Sustainability Board including officers from education, finance, HR, admissions, legal and property services will consider any school reorganisations and manage the process. Every reorganisation will be different due to the diversity of schools and communities involved.   The following analysis will be undertaken:

- Pupil forecast data for the schools within the Planning Area.
- Cohort survival rate looking at progress from year of entry to leaving year.
- Financial viability looking at recent actuals and budget forecasting.
- Staff Headcount and possible HR reorganisation costs.
- Impact of future housing development and Local Plans.
- Designation of schools in the area include relation to third parties and rural designation.
- Condition and suitability of school sites and buildings.
- Stakeholders impacted by reorganisation.
- Potential alternatives to schools that may be considered for closure.

- Potential time frame and audit trail for reorganisation including statutory procedures and County Council governance.
- Potential risks entered captured on a risk register and RAG rated.
- Appointment of officers to deal with the reorganisation with roles and responsibilities clearly identified.

Once the analysis is complete, a recommendation will be made by the SSB to seek approval to proceed with informal discussions with the appropriate responsible bodies and leaders of schools affected.

11 - Reorganisation Business Case

Following careful consideration of alternative options to closure, and prior to any consultation being approved by proposers, a detailed business case will be produced that sets out the following for every school impacted by a proposal. The business case will be shared with all relevant stakeholders, including schools and academies, that may be impacted by the potential reorganisation:

- Narrative explaining the reason for change.
- Affected stakeholders including people, schools and third parties.
- Pupil forecast data including places available at other schools for future parental preference.
- Financial projections and costs associated with reorganisation.
- Staffing implications including restructuring costs.
- Community considerations.
- How the change will impact all schools within the planning area, including their numbers of children, families, staff and community stakeholders.
- Future admission arrangements.
- Current and future transport and vehicular movements.
- Impact on curriculum knowledge, Ofsted ratings and resource availability.
- Considerations for Equality, Diversity and Inclusion.
- Possible rebranding of schools impacted by the reorganisation.
- Statement about future use of the site.
- Time frame for closure with clear milestones for decision making.
- Details of other statutory processes required to deliver the closure.
- Draft Statutory Notices and Significant Change documentation.

Section D – Approach to the Reorganisation of Schools *Change Processes*

Once the business case is written it will be presented to the relevant board for a decision to be made regarding progressing to Pre-Publication Consultation.

12 - Pre-Publication Consultation

This is the stage at which the potential reorganisation will be published. Therefore, every consideration and detail of the reorganisation must be understood and prepared by the Schools Sustainability Board. This will include the impact of staff and children leaving the school prior to formal decisions being made. Communication will be key to the success of the reorganisation, and the following will be needed for the consultation:

- Appointed member of LCC Media team who has ownership of comms plan and communications.
- Consultation proposal to be published.
- Public meeting to formally launch consultation.
- Website for consultation information, responses and FAQ.
- A range of formats for consultation responses to be made by.
- Consideration of other resources that may be required to manage aspects such as public protests.
- The consultation report is to be written once closed, including key points raised, matters to be considered further and next steps.

13 - Statutory Notice Publication and Representation

Once a consultation report is written and considered, a formal decision needs to be made to progress Statutory Notice Publication by Cabinet within 12 months of the consultation being completed. For academies, this decision will be proposed by the academy Trustees to the Secretary of State for a decision. Representations that are made must be passed on to the decision makers for consideration. The publication of the notice must be for a minimum of four weeks during term time and include details of:

- Where copies of the proposal can be obtained, including the consultation website.
- How representations can be made to decision makers.
- Clear timeframe for representations to be made.

14 – Decision

For maintained schools the final decision is made by Cabinet as the decision makers. They must decide within two months of the end of the representation period and the outcome of the decision must confirm the decision made and the reasons for doing so. The decision can be referred to the Schools Adjudicator and must be referred within 1 week of the decision being made. For academies the decision is made by the Secretary of State for Education.

15 - Reorganisation Implementation

Once the final decision is made the process of implementing a reorganisation must happen within three years of the decision being made and a detailed plan for the implementation must be followed. Where the reorganisation of schools involves school closure, the date of closure must be considered carefully and be at least one academic year after the decision is taken. This will set out the major milestones for completing the reorganisation including how vacated sites and buildings will be used, ensuring any land trust issues as stipulated in the 1841 School Sites Act are addressed.

The implementation of the reorganisation will be reported to the Schools' Sustainability Board with copies being shared with relevant responsible bodies. Where the reorganisation is being implemented by another responsible body, relevant officers from the County Council will work with them to support the reorganisation and ensure a smooth transition for Leicestershire children and families affected by the reorganisation.

There are 74 Primary School Planning Areas with Leicestershire. Please click on the relevant Planning Area below which will take you to the County Council's School Organisation Service website where the data is stored:

- Schools within the Planning Area.
- Planning Area map.
- Admission Number (AN).
- Capacity.
- Five-year pupil forecast.
- Current Overview.
- Future actions.

The SCAP Data will be updated on an annual basis once the SCAP return is signed off with the Department for Education.

Number	*Name*	*District*	*Schools Included*
855019	Braunstone LFE Primary	Blaby	Fossebrook Primary School Lubbesthorpe Primary School Kingsway Primary School Millfield L.E.A.D. Academy Ravenhurst Primary School Stafford Leys Community Primary School
8550160	Narborough Enderby Croft Thurlaston Primary	Blaby	Croft Church of England Primary School Enderby Danemill Primary School Greystoke Primary School Huncote Primary School Red Hill Field Primary School The Pastures Primary School Thurlaston Church of England Primary School
8550206	Glenfield Primary	Blaby	Glenfield Primary School The Hall School
8550235	Countesthorpe Arnesby Kilby Primary	Blaby	Arnesby Church of England Primary School Greenfield Primary School

			Kilby St Mary's Church of England Primary School
8550321	Stoney Sapcote Sharnford Primary	Blaby	All Saints Church of England Primary School Manorfield Church of England Primary School Sharnford Church of England Primary School
8550335	Blaby Whetstone Cosby Primary	Blaby	Badgerbrook Primary School Blaby Stokes Church of England Primary School Blaby Thistly Meadow Primary School Cosby Primary School St Peter's Church of England Primary School
8550004	Thurmaston Primary	Charnwood	Bishop Ellis Catholic Primary School Church Hill Church of England Junior School Church Hill Infant School Eastfield Primary School
8550005	Burton Wymeswold Primary	Charnwood	Burton-on-the-Wolds Primary School Wymeswold Church of England Primary School
85500006	Anstey Primary	Charnwood	The Latimer Primary School Woolden Hill Primary School
8550009	Loughborough North Primary	Charnwood	Hathern Church of England Primary School Robert Bakewell Primary School Stonebow Primary School Loughborough Thorpe Acre Infant School Thorpe Acre Junior School
8550204	Barkby Syston Queniborough Primary	Charnwood	St Peter and St Paul Church of England Academy Queniborough Church of England Primary School The Merton Primary School The Pochin School
8550205	Cossington Sileby Primary	Charnwood	Cossington Church of England Primary School Sileby Highgate Community Primary School Sileby Redlands Community Primary School
8550208	Shepshed Belton Primary	Charnwood	Belton Church of England Primary School Newcroft Primary Academy Oxley Primary School Shepshed Saint Winefride's Catholic Voluntary Academy

			St Botolph's Church of England Primary School
8550209	Loughborough South Primary	Charnwood	Beacon Academy Booth Wood Primary School Cobden Primary School & Community Centre Holywell Primary School Loughborough Church of England Primary School Mountfields Lodge School Outwoods Edge Primary School Rendell Primary School Sacred Heart Catholic Voluntary Academy Saint Mary's Catholic Primary School
8550304	Rearsby East Goscote Primary	Charnwood	Broomfield Community Primary School St Michael & All Angels Church of England Primary School
8550305	Quorn Barrow Mountsorrel Seagrave Primary	Charnwood	Barrow Hall Orchard Church of England Primary School Christ Church & Saint Peter's CofE Primary School Seagrave Village Primary School St Bartholomew's Church of England Primary School
8550306	Birstall Primary	Charnwood	Hallam Fields Birstall Highcliffe Primary School and Community Centre Riverside Community Primary School
8550405	Swithland Woodhouse Primary	Charnwood	Swithland St Leonard's Church of England Primary School Woodhouse Eaves St Paul's CofE Primary School
8550406	Rothley Thurcaston Primary	Charnwood	Richard Hill Church of England Primary School Rothley Church of England Primary School
8550704	Thrussington Primary	Charnwood	Thrussington Primary
8550021	Hinckley & Burbage Primary	Hinckley and Bosworth	Battling Brook Primary School Burbage Church of England Infant School Burbage Junior School Hinckley Parks Primary School Richmond Primary School Saint Peter's Catholic Primary School A Voluntary Academy Sketchley Hill Primary School Burbage St Mary's Church of England Primary School Hinckley Hollycroft Primary School

			Westfield Infant School Westfield Junior School
8550200	Desford Primary	Hinckley and Bosworth	Desford Community Primary School
8550220	Barlestone Verdon Primary	Hinckley and Bosworth	Barlestone Church of England Primary School Newbold Verdon Primary School
8550221	Barwell & Earl Shilton Primary	Hinckley and Bosworth	Barwell Church of England Academy Barwell Infant School Newlands Community Primary School Saint Peters Catholic Voluntary Academy Townlands Church of England Primary School St Simon and St Jude CofE Primary School
8550230	Congerstone Primary	Hinckley and Bosworth	Congerstone Primary School
8550240	Sheepy Primary	Hinckley and Bosworth	Sheepy Magna Church of England Primary School
8550250	Linford Groby Kirby Ratby Primary	Hinckley and Bosworth	Elizabeth Woodville Primary School Kirby Muxloe Primary School Lady Jane Grey Primary School Martinshaw Primary School Newtown Linford Primary School Ratby Primary School
8550260	Markfield Stanton Thornton Primary	Hinckley and Bosworth	Mercenfeld Primary School Stanton Under Bardon Community Primary School Thornton Primary School
8550270	Market Bosworth Primary	Hinckley and Bosworth	St Peter's Church of England Primary Academy
8550280	Witherley Primary	Hinckley and Bosworth	Witherley Church of England Primary School
8550421	Higham Stoke Golding Primar	Hinckley and Bosworth	Higham-on-the-Hill Church of England Primary School St Margaret's Church of England Primary School
8550015	Market Harborough Primary	Market Harborough	Farndon Fields Primary School Foxton Primary School

77

			Wellington Place Primary School Great Bowden Academy A CofE Primary School Little Bowden School Lubenham All Saints Church of England Primary School Market Harborough Church of England Academy Meadowdale Primary School Ridgeway Primary Academy St Joseph's Catholic Voluntary Academy
8550135	Broughton Astley Dunton Bassett Primary	Market Harborough	Dunton Bassett Primary School Hallbrook Primary School Old Mill Primary School Orchard Church of England Primary School
8550165	Lutterworth & South Harborough Primary	Market Harborough	Claybrooke Primary School Gilmorton Chandler Church of England Primary School Husbands Bosworth Church of England Primary School John Wycliffe Primary School Sherrier Church of England Primary School South Kilworth Church of England Primary School St Andrew's Church of England Primary School St Mary's Church of England Primary School Swinford Church of England Primary School Ullesthorpe Church of England Primary School
8550214	Thurnby Primary	Market Harborough	Fernvale Primary School Thurnby St Luke's Church of England Primary School
8550215	Fleckney Kibworth Primary	Market Harborough	Fleckney Church of England Primary School Kibworth Church of England Primary School
8550314	Houghton Primary	Market Harborough	Houghton-on-the-Hill Church of England Primary School
8550315	Billesdon Primary	Market Harborough	Billesdon Church of England Primary School
8550415	Bringhurst Primary	Market Harborough	Bringhurst Primary School
8550515	Church Langton Primary	Market Harborough	Church Langton Church of England Primary School
8550615	Great Glen Primary	Market Harborough	Great Glen St Cuthbert's Church of England Primary School

78

8550715	Hallaton Primary	Market Harborough	Hallaton Church of England Primary School
8550815	Tugby Primary	Market Harborough	Tugby Church of England Primary School
8550007	Melton Town Primary	Melton	Brownlow Primary School Saint Francis Catholic Primary School Sherard Primary School St Mary's Church of England Primary School Swallowdale Primary School and Community Centre The Grove Primary School
8550070	Asfordby Frisby Primary	Melton	Asfordby Hill Primary School Captains Close Primary School Frisby Church of England Primary School
8550075	Bottesford Redmile Primary	Melton	Bottesford Church of England Primary School Redmile Church of England Primary School
8550275	Clawson Hose Harby Stathern Primary	Melton	Harby Church of England Primary School Hose Church of England Primary School Long Clawson Church of England Primary School Stathern Primary School
8550370	Ab Kettleby Primary	Melton	Ab Kettleby School
8550375	Croxton Waltham Primary	Melton	Croxton Kerrial Church of England Primary School Waltham on the Wolds Church of England Primary School
8550404	Gaddesby Primary	Melton	Gaddesby Primary School
8550470	Buckminster Primary	Melton	Buckminster Primary School
8550570	Great Dalby Primary	Melton	Great Dalby School
8550670	Old Dalby Primary	Melton	Old Dalby Church of England Primary School
8550770	Scalford Primary	Melton	Scalford Church of England Primary School
8550870	Somerby Primary	Melton	Somerby Primary School
8550970	Wymondham Primary	Melton	St Peter's Church of England Primary School
8550008	Kegworth Donington Diseworth Whatton Primary	North-West	Diseworth Church of England Primary School Hemington Primary School Kegworth Primary School Long Whatton Church of England Primary School Foxbridge Primary School Orchard Community Primary School

79

			St Edward's Church of England Primary School
8550022	Coalville Hugglescote Woodstone Primary	North-West	All Saints Church of England Primary School Greenstone Primary School Woodstone Community Primary School Belvoirdale Community Primary School Broom Leys School Hugglescote Community Primary School Saint Clare's Primary School Voluntary Academy Warren Hills Community Primary School
8550023	Ashby Coleorton Packington Primary	North-West	Ashby Hill Top Primary School Ashby Willesley Primary School Ashby-de-la-Zouch Church of England Primary School Packington Church of England Primary School Viscount Beaumont's Church of England Primary School Hastings Primary School Woodcote Primary School
8550024	Ibstock Heather Ellistown Nailstone Primary	North-West	Dove Bank Primary School Ellistown Community Primary School Heather Primary School Ibstock Junior School St Denys Church of England Infant School Ibstock
8550222	Whitwick Thringstone Swannington Primary	North-West	Holy Cross School A Catholic Voluntary Academy New Swannington Primary School Swannington Church of England Primary School Thringstone Primary School Whitwick St John The Baptist Church of England Primary School
8550223	Albert Village Primary	North-West	Albert Village Primary School
8550224	Measham Snarestone Primary	North-West	Measham Church of England Primary School St Charles Catholic Primary Voluntary Academy Snarestone Church of England Primary School
8550308	Breedon Primary	North-West	St Hardulph's Church of England Primary School
8550324	Newton Burgoland Primary	North-West	Newton Burgoland Primary School
8550423	Donisthorpe Oakthorpe Primary	North-West	Donisthorpe Primary School Oakthorpe Primary School

8550424	Appleby Magna Primary	North-West	Sir John Moore Church of England Primary School
8550523	Griffydam Primary	North-West	Griffydam Primary School
8550323	Blackfordby Moira Primary	North-West	Moira Primary School Blackfordby St Margaret's Church of England Primary School
8550723	Newbold Church of England Primary School	North-West	Newbold Church of England Primary School
8550923	Worthington Primary	North-West	Worthington School
8550013	Wigston Primary	Oadby and Wigston	All Saints Church of England Primary School Glenmere Community Primary School Little Hill Primary Saint John Fisher Catholic Voluntary Academy Wigston Leicestershire The Meadow Community Primary School Thythorn Field Community Primary School Water Leys Primary School
8550014	Oadby Primary	Oadby and Wigston	Brocks Hill Primary School Brookside Primary School Langmoor Primary School Oadby Launde Primary School Woodland Grange Primary School
8550136	Glen Parva South Wigston Primary	Oadby and Wigston	Fairfield Community Primary School Glen Hills Primary School Parkland Primary School South Wigston

81

There are 25 Secondary School Planning Areas with Leicestershire. Please click on the relevant Planning Area below which will take you to the County Council's School Organisation Service website where the data is stored:

- Schools within the Planning Area.
- Planning Area map.
- Admission Number (AN).
- Capacity.
- Five-year pupil forecast.
- Current Overview.
- Future actions.

The SCAP Data will be updated on an annual basis once the SCAP return is signed off with the Department for Education.

Number	Name	District	Schools Included
8551019	Braunstone Town Secondary	Blaby	The Winstanley School
8551135	Countesthorpe Secondary	Blaby	Countesthorpe Academy
8551160	Enderby Secondary	Blaby	Brockington College
8551004	Syston Secondary	Charnwood	The Roundhill Academy Wreake Valley Academy
8551005	Barrow & Quorn Secondary	Charnwood	Humphrey Perkins School Rawlins Academy
8551006	Birstall Secondary	Charnwood	The Cedars Academy
8551009	Loughborough Secondary	Charnwood	Charnwood College De Lisle College Loughborough Leicestershire Limehurst Academy Woodbrook Vale School
8551025	Shepshed Secondary	Charnwood	Iveshead School
8551270	Anstey Secondary	Charnwood	The Martin High School Anstey

82

8551021	Hinckley & Earl Shilton Secondary	Hinckley and Bosworth	Hastings High School Heath Lane Academy The Hinckley School Redmoor Academy Saint Martin's Catholic Voluntary Academy
8551200	Market Bosworth Secondary	Hinckley and Bosworth	The Market Bosworth School
8551201	Desford Secondary	Hinckley and Bosworth	Bosworth Academy
8551250	Groby Secondary	Hinckley and Bosworth	Brookvale Groby Learning Campus
8551260	Markfield Secondary	Hinckley and Bosworth	South Charnwood High School
8551136	Broughton Astley Secondary	Market Harborough	Thomas Estley Community College
8551150	Market Harborough Secondary	Market Harborough	The Robert Smyth Academy Welland Park Academy
8551155	Kibworth Secondary	Market Harborough	Kibworth Mead Academy
8551165	Lutterworth Secondary	Market Harborough	Lutterworth College Lutterworth High School
8551070	Melton Secondary	Melton	John Ferneley College Long Field Spencer Academy
8551075	Belvoir Secondary	Melton	The Priory Belvoir Academy
8551008	Castle Donington Secondary	North-West	Castle Donington College
8551022	Coalville Secondary	North-West	The Castle Rock School The Newbridge School
8551023	Ashby Secondary	North-West	Ashby School Ivanhoe School
8551024	Ibstock Secondary	North-West	Ibstock Community College
8551014	Oadby Secondary	Oadby and Wigston	Gartree High School Manor High School Beauchamp College

83

8551130	Wigston Secondary	Oadby and Wigston	South Wigston High School Wigston Academy

Section F – Appendix: Guidance, Legislation, Policies, Reports and Strategy			
Guidance:			
Basic need Funding	DfE	2025	https://assets.publishing.service.gov.uk/media/67e2ce356e54ea5b2b8ee251/Capital_funding_for_school_places_needed_by_2028_explanatory_note_on_methodology.pdf
Building Bulletin 103	DfE	2014	https://assets.publishing.service.gov.uk/media/5f23ec238fa8f57acac33720/BB103_Area_Guidelines_for_Mainstream_Schools.pdf
Closure of an Academy by Mutual Agreement	DfE	2024	http://assets.publishing.service.gov.uk/media/66fd1134a31f45a9c765efaa/Closure_of_an_academy_by_mutual_agreement_2024.pdf
Convert to an academy: guide for schools	DfE	2025	https://www.gov.uk/guidance/convert-to-an-academy-information-for-schools
Establishing a new academy: the free school presumption route	DfE	2024	https://assets.publishing.service.gov.uk/media/663dfcab993111924d9d324a/Free_school_presumption_guidance.pdf
High Needs Capital Funding	DfE	2025	https://assets.publishing.service.gov.uk/media/67e2d2025698d84e39cfdafb/HNPCA_2025-26_Grant_Spend_Guidance.pdf
Making Significant Changes to an Academy	DfE	2024	https://assets.publishing.service.gov.uk/media/670f97de3b919067bb48325b/Making_significant_changes_to_an_academy_October_2024.pdf
Making Significant Changes to Maintained School	DfE	2025	https://assets.publishing.service.gov.uk/media/67c0397d68a61757838d2026/Making_significant_changes_prescribed_alterations_to_maintained_schools-2025.pdf
Opening and Closing Maintained Schools	DfE	2024	https://assets.publishing.service.gov.uk/media/66fd4f0a080bdf716392eccf/Opening_and_closing_maintained_schools_2024.pdf
Securing Developer Contributions	DfE	2023	https://assets.publishing.service.gov.uk/media/64d0f70d7a5708001314485f/Securing_Developer_Contributions_for_Education.pdf
Strategic Capital Maintenance	DfE	2025	https://www.gov.uk/guidance/school-capital-funding#overview
Legislation:			
Academies Act 2010	Government	2018	https://www.legislation.gov.uk/ukpga/2010/32/contents
School Sites Act 1841	Government	1841	https://www.legislation.gov.uk/ukpga/Vict/4-5/38/introduction
Section 14 Education Act 1996	Government	2022	https://www.legislation.gov.uk/ukpga/1996/56/section/14
Policies:			

85

Basic Need Growth Funding Policy	LCC	2023	https://democracy.leics.gov.uk/documents/s179825/05%20-%20School%20Growth%20Policy.pdf
Mainstream Home to School Transport Policy	LCC	2025	https://www.leicestershire.gov.uk/sites/default/files/2024-08/Mainstream-home-to-school-transport-policy-2025-26.pdf
Planning Obligations Policy	LCC	2019	https://www.leicestershire.gov.uk/sites/default/files/field/pdf/2019/8/16/Planning-Obligations-Policy.pdf
SEND Home to School/College Transport Policy	LCC	2025	https://www.leicestershire.gov.uk/sites/default/files/2024-08/SEN-home-to-school-college-transport-policy-2025-26.pdf
Reports:			
Housing Needs Assessment	LCC	2022	https://www.llstrategicgrowthplan.org.uk/wp-content/uploads/2022/07/Housing-Distribution-Paper-June-2022.pdf
Population Data	Office of National Statistics	2025	https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationprojections/bulletins/subnationalpopulationprojectionsforengland/2022based
Strategy:			
SEND and Inclusion Strategy	LCC	2025	https://www.leicestershire.gov.uk/sites/default/files/2025-07/SEND-and-Inclusion-Strategy-2025-2028.pdf

86