

Coventry City Council

Education One Strategic Plan 2025 - 2029

PHOTOS

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1. Introduction

1.1. Statutory Context

Coventry City Council (CCC) has a legal duty under Section 14 of the Education Act 1996 to ensure the provision of sufficient school places for children of compulsory school age. These places must be sufficient in character, number and equipment to ensure all pupils have the opportunity for appropriate education: appropriate education means instruction and training that is desirable in view of the pupil's age, ability, aptitude, and the length of time they are expected to remain at school. It is CCC's role to plan, commission, and organise school places in a way that raises standards, manages supply and demand, and creates a diverse infrastructure. CCC can meet its duty by:

- ensuring sufficient schools and places in a locality;
- securing sufficient early years & childcare places;
- ensuring sufficient post 16 provision;
- providing appropriate education provision for children with special educational needs and disabilities;
- promoting high education standards;
- ensuring fair access to educational opportunity;
- promoting the fulfilment of every child's education potential and;
- promoting diversity in the provision of schools and parental choice

In managing the supply and demand of school places; in order to allow for flexibility in the system to meet parental preference, enable in-year transfers and support families moving to an area to find a place for each of their children at the same school where appropriate, the target for CCC is for the supply of places to exceed demand by at least 2% with as even a spread across the city as possible; the Department for Education (DfE) recommends that local authorities maintain no more than 5% surplus of places within a specified area.

1.2. Coventry's Education One Strategic Plan

The One Strategic Plan for Education will help schools, parents, council staff, local partners and stakeholders understand how CCC plans to work towards these priorities to ensure that all children and young people thrive in Coventry schools and settings throughout their education, wherever they live.

This document sets out the principles underpinning school place planning; the ways in which additional school places will be delivered; the collaboration with schools and other partners; the information used to inform this delivery; and the way work is conducted to deliver high quality, accessible school places for all learners.

2. Funding

The following section examines the different sources through which funding can be received for provision of additional school places such as grant through the DfE, or by requesting contributions from new housing developments.

- **Basic Need Grant funding**

Capital allocations to meet projected shortfalls in provision are provided by the DfE to all local authorities based on the data provided in the annual School Capacity return (SCAP). The level of funding is determined by the demand for school places in the city.

In Spring 2025 there was a 2-year basic need allocation. The allocation for Coventry totalled £97,657,978 across the 2-year settlement and was the highest allocation in the Country.

Year of Allocation	£
Basic need funding received up to 25/26 entry	£82,724,761
26/27 entry (announced Spring 2025)	£59,755,756
27/28 entry (announced Spring 2025)	£37,902,222
28/29 entry (due to be announced Spring 2027).	
Grand Total	£180,382,739

- **Early Years Capital Funding**

CCC received £530,241 Childcare Expansion Capital Grant funding in year 2023-2024 from the DfE to support the provision of new places to support the expansion of 30-hours entitlement places for children 9 months to 3 years old and wraparound provision for primary school aged children. CCC has allocated this funding to 9 providers which includes Private Voluntary and Independent (PVI) childcare providers, childminders and schools to develop expanded entitlement and wraparound places. The grant agreements are currently being finalised before the funds are distributed to the providers in line with the recommendations made in the most recent Childcare Sufficiency Assessment.

In addition, in October 2024, the DFE launched the School Based Nurseries Programme, enabling state funded primary schools to access up to £150,000 in capital funding to create or expand nursery provision. Funding has been confirmed for 2024-2025 and 2025-2026, with a third phase announced. Stoke Primary School has successfully secured phase one funding, further rounds of funding are anticipated to be announced in April 2026.

- **Special Provision Fund and High Needs Fund (2018 – 2025)**

In October 2021 the government announced that it was supporting local authorities with High Needs Capital Funding, as a continuation of Special Provision Fund, to enable Local Authorities to deliver new places and improve existing provision for children and young people with Special Educational Needs (SEND). The financial allocation for 2025 was announced in March 2025 and formed part of the national £740 million of capital investment in 2025-26, to support children and young people with SEND or who require alternative provision (AP) as part of the broader capital settlement.

In March 2025, CCC received an allocation of £5,160,168. In total CCC has received £30,517,548 in funding through this mechanism over the past 6 years. This funding has been used to deliver additional school places at Woodfield Special School, Sherbourne Fields School, Tiverton School, and Baginton Fields Academy.

- **Section 106 (S106) funding / Community Infrastructure Levy (CIL) funding**

There is an expectation that when the predicted impact of a new housing development creates a shortfall of places this will be funded through S106 contributions towards the following: providing additional education provision, expansion of existing schools, opening of new schools. The DfE expect the infrastructure required because of housing developments to be mitigated by S106 funding/CIL funding.

Where a housing development yields significant numbers of pupils and justifies new provision it may be necessary to secure land. The land would be used for education purposes to safeguard CCC's statutory responsibility to provide sufficient school places. Contributions are requested fairly based on their proximity to the development. All education types are considered and some rounding within the pupil yield calculation may see an additional place be requested when rounded up to the nearest whole pupil place.¹

Other funding sources:

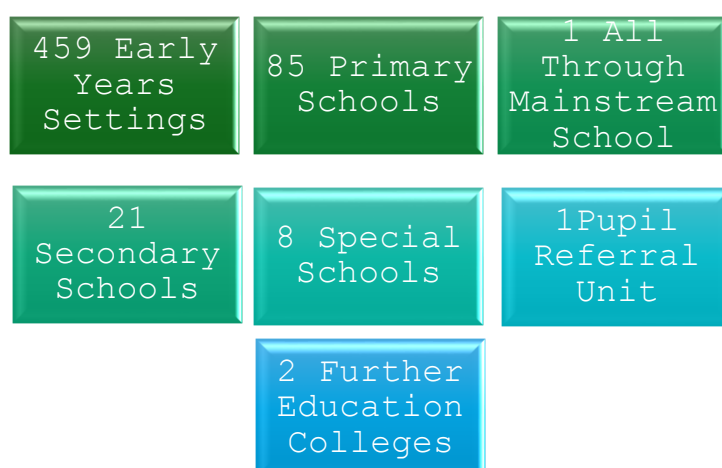
¹ The methodology for the pupil yield calculation is included in appendix 3.

- Centrally funded schools via the Government's School Rebuild programme. Coventry has a number of schools which are being rebuilt under this scheme, namely – West Coventry Academy, Bishop Ullathorne, Coundon Court, Cardinal Newman, Foxford Academy, Spon Gate, Limbrick Wood; Coventry will work collaboratively with the DfE to progress these projects.
- Capital Receipts – the sale of former education settings deemed surplus to requirements can be ring fenced to education in exceptional circumstances.
- Capital contributions from individual school budgets and/or bids by Academies for 'Capital Infrastructure Funding' (CIF).
- Capital funding allocations for 'Voluntary Aided' schools (LCVAP funding).

3. Coventry Context

Coventry is the ninth largest city in England and the twelfth largest in the United Kingdom, with a population of 360,700 as of the mid-year population estimates, making it the second largest Local Authority in the West Midlands.

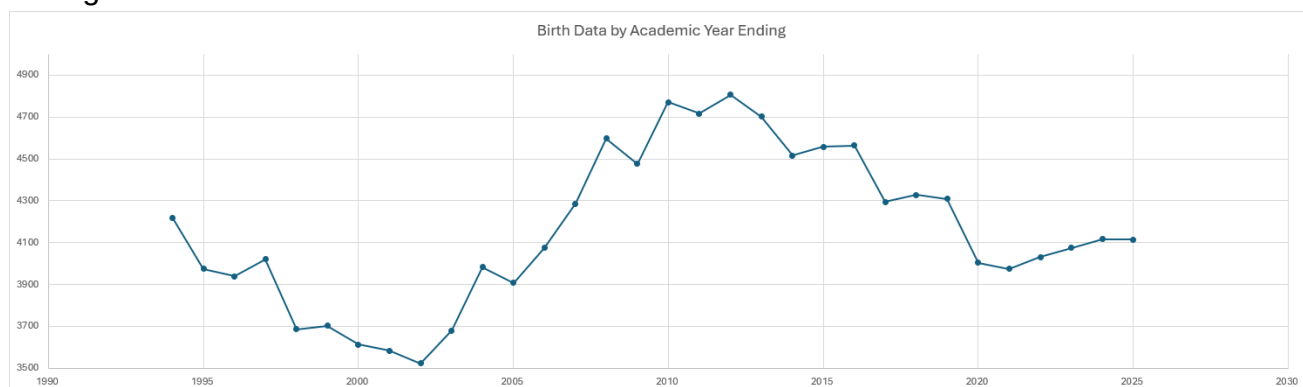
According to the 2023 mid-year population estimates, just over one-fifth (22.3%) of the city's population are children and young people aged under 18, 63.6% are of working-age (18-64), and the remaining 14.1% are aged 65 and over. The city has the following education provision within Coventry:



The graph below shows the birth rate across Coventry, with 2021 to 2025 showcasing a gradual increase of the birth rate, increasing slightly each year, in comparison to the previous decline between 2010 and 2020. Given the transient nature of the city's population and the

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social mobility of its residents, updates to birth and GP registration data will occur quarterly through the NHS Foundation Trust.



The latest data gives us some key headlines:

- The birth cohort peaked for entry into Reception in September 2016
- The current Year 5 cohort (the cohort born between September 2015 and August 2016) is the largest across Coventry Primary Schools and is projected to transition to secondary school in September 2027, placing significant pressure on secondary capacity. Strategic planning is underway to mitigate the impact on place availability and ensure sufficient provision for this cohort.

In recent academic years, CCC has experienced a sustained increase in in-year school applications, driven largely by migration into the city. This period of heightened demand resulted in significant pressure on school capacity, with a number of schools operating at or above the published admission number (PAN). The impact was most pronounced in the primary schools, where increased in-year movement reduced available capacity across several year groups.

Primary School	Total Applications Made	Secondary School	Total Applications Made
01/09/2018 - 31/08/2019	1255	01/09/2018 - 31/08/2019	1267
01/09/2019 - 31/08/2020	1454	01/09/2019 - 31/08/2020	1117
01/09/2020 - 31/08/2021	2243	01/09/2020 - 31/08/2021	1399
01/09/2021 - 31/08/2022	3124	01/09/2021 - 31/08/2022	1794
01/09/2022 - 31/08/2023	3056	01/09/2022 - 31/08/2023	1878
01/09/2023 - 31/08/2024	2533	01/09/2023 - 31/08/2024	1652
01/09/2024-31/08/2025	2111	01/09/2024-31/08/2025	1484

Analysis of the data provided in the table above depicts that in-year applications have begun to stabilise at a lower level. This reduction has eased immediate pressure on some schools; however, capacity constraints remain in specific cohorts.

Despite the reduction in school applications last year, supply pressure persists in some primary year groups, particularly Years 3, 5 and 6, where capacity remains below 2%. As a result, some schools continue to operate close to or above PAN. Primary school sufficiency is therefore under active monitoring to ensure that existing provision remains aligned with demand and that localised pressures can be addressed promptly.

These capacity pressures are also beginning to impact the secondary schools; demand is exceeding earlier projections. In addition, the larger primary cohorts admitted during the peak years are expected to progress into Year 7 over the coming years, placing further pressure on secondary school capacity.

Strategic planning is currently focused on limited small-scale intervention in the primary phase of education to support localised pressure and supporting cohort progression into secondary schools, where larger additional capacity is being planned to meet projected demand. This targeted approach ensures continuity of provision while maintaining flexibility to respond to future changes in demand.

4. Providing School Places

There are two consistent methods for providing additional school places, through either expansions of existing schools or the delivery of new schools.

- **School expansions**

Where a predicted shortfall of places has been identified the first option explored is to expand an existing school. Education Capital Strategy will consult with all schools and decide upon the most cost-effective way forward (after considering expansion opportunities available within various school sites and costs).

- **New schools**

The need for new schools often arises when there are no opportunities to expand existing local schools, or where new housing developments are expected to bring large numbers of new families to an area, or where no existing provision can accommodate additional pupils within the city. Education will determine suitable sites based on location of need, i.e. where

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pupil numbers are growing rapidly, and the size of the land to ensure it is of sufficient size to accommodate the proposed number of new pupils. The land size has to be compliant with the Building Bulletin 103 (BB103) and Building Bulletin 104 (BB104) guidelines² for new schools.

There is a presumption in law that when the need to establish a new school arises these schools will be Free Schools. The role of the local authority is to identify a site for the school and to seek applications to run the new school from potential sponsors. CCC intends to work collaboratively with the DfE, the Regional Schools Commissioner, and other external providers as new school(s) are required. The *Childrens Wellbeing and Schools Bill* is proposing to change this, removing the presumption that new schools will be opened as academies and instead allowing proposals for all types of new schools, including allowing local authorities to propose their own new school.

5. Early Years

The Early Years sector in Coventry is committed to its own robust assessment of local needs through a dedicated Early Years Childcare Sufficiency Assessment (CSA). This work underpins the **Coventry Integrated Early Years Strategy**, which outlines a citywide focus on improving outcomes for children aged 0–5. The Strategy not only supports the development of educational, health, and wellbeing outcomes but also aligns with national priorities such as the *Start for Life* programme and the expansion of early education entitlements.

You can find more information in the [Early Years Sufficiency Assessment](#) and [Coventry Early Years strategy 2025 to 2028](#).

Context and Purpose

Analysis of ward-level data highlights uneven demand and capacity across Early Years settings, nursery classes, childminders and wraparound provision. Several wards are operating at very high levels of utilisation (90–100%), indicating pressure on parental choice, system resilience, and the ability to respond to growth in demand. This strategy sets out a targeted approach to explore and develop options in areas of highest pressure, while maintaining sufficiency across the wider system. Sufficiency is calculated at ward level and take up rates will vary depending upon the demographic of the local community.

² BB103 provides area guidelines for mainstream schools in the UK, covering buildings and sites for all age ranges from 3 to 19. BB104 provides area guidelines for school buildings and sites, particularly for special schools and alternative provision.

Key Pressure Points

The data shows consistent and acute pressure in the following areas:

- **Early Years Settings:** In Bablake (97%), St Michaels (94%), Sherbourne (91%), Wainbody (89%) and Wyken (84%), suggesting limited flexibility for new demand.
- **Nursery Classes:** In Wainbody (100%), Upper Stoke (98%), Bablake (97%), Lower Stoke (93%) and Foleshill (90%). There is an existing project in the Upper Stoke ward which will reduce the pressure on this area.
- **Registered Childminders:** In Cheylesmore (100%), Longford (100%), Earlsdon (97%) and Holbrook (87%), alongside low availability in Foleshill (17%).
- **Out-of-School / Breakfast Clubs:** In Holbrook (98%), Lower Stoke (85%), Upper Stoke (83%), Whoberley (82%) and Sherbourne (80%).

% of filled places	Early Years Settings	Nursery Classes	Nursery Unit at Independent Schools	Registered Childminders	Schools with out of school/breakfast club
Bablake Ward	97%	97%	75%	53%	73%
Binley and Willenhall Ward	72%	75%		48%	58%
Cheylesmore Ward	81%	64%		100%	79%
Earlsdon Ward	83%	50%	50%	97%	70%
Foleshill Ward	65%	90%	66%	17%	74%
Henley Ward	72%	82%		56%	62%
Holbrook Ward	75%	76%		87%	98%
Longford Ward	69%	81%		100%	68%
Lower Stoke	77%	93%	65%	75%	85%
Radford Ward	73%	78%		59%	52%
St Michaels Ward	94%	84%		55%	60%
Sherbourne Ward	91%	69%		59%	80%
Upper Stoke*	60%	98%		88%	83%
Wainbody Ward	89%	100%		50%	53%
Westwood Ward	72%	81%		55%	65%
Whoberley Ward	69%	84%		64%	82%
Woodlands Ward	73%	74%		43%	68%
Wyken Ward	84%	85%		64%	70%

Strategic Priorities

Contingent on early years capital funding being received by CCC, places would be added for the following reasons.

Focused Place-Based Exploration

Priority support and capital funding would be utilised in wards where multiple provision types exceed 85–90% utilisation, including Bablake, Wainbody, Upper Stoke, Lower Stoke, St Michaels, Holbrook and Cheylesmore. In these areas, the Early Years team will explore:

- Expansion potential within existing settings
- Opportunities for new provision aligned to local demand
- Better balance between maintained, private, voluntary and independent providers

Strengthening Nursery and School-Led Solutions

High pressure in nursery classes suggests limited capacity within schools. Options to explore include:

- Expanding nursery classes where space allows
- Developing nursery units within schools currently without early years provision
- Encouraging schools in high wraparound demand areas to extend breakfast and after-school offers
- Hollyfast Primary school (Sherbourne Ward) and Keresley Grange Primary School (Bablake Ward) have expressed an interest in expanding the Early Years offer; CCC is supportive of developing these plans under the next phase of DfE School Based Nursery Funding.

Wraparound Provision Expansion

High demand for out-of-school and breakfast clubs requires collaboration with schools, particularly in Holbrook, Lower Stoke, Upper Stoke and Whoberley. CCC will explore:

- Feasibility of extending existing clubs
- Partnership models with PVI providers and community organisations
- Capital or revenue support where lack of provision is a barrier

6. Primary Education

Demographic changes have altered the sufficiency position for both early years and reception school places in recent years. Historically, circa. 95% of pupils born within the city would go on to attend a Coventry primary school, with the remainder choosing to attending other Local Authority Schools, Private Education, or moving out of the Coventry local authority during pre-school age. However, in recent years an increasing number of pre-school children have attended a Coventry school. September 2023 being the first year in a 20-year tracking where the number of children attending a primary school was larger than the relevant birth cohort from 4 years previously. This trend is still being observed and increasing in the September 2025 reception entry. The main reason for this variation being the size of the reception cohort is larger due to in-year migration from families with pre-school children.

Year ending 31 st August of Births	Number of Births	Year of Entry to Primary School	Number of Children attending Coventry Primary School from 1 st September	% of birth cohort who attended primary school
2014	4517	2018	4337	96.0%
2015	4557	2019	4322	94.8%
2016	4564	2020	4303	94.3%
2017	4294	2021	4170	97.1%
2018	4327	2022	4298	99.3%
2019	4309	2023	4361	101.2%
2020	4004	2024	4299	107.4%
2021	3974	2025	4210	105.9%

CCC has taken a phased and responsive approach to primary school place planning over time:

- Phase One (from 2008) delivered a programme of permanent school expansions, introducing 37.3 forms of entry and creating 8,840 additional primary school places.
- Phase Two (from 2017) responded to declining birth rates in certain areas of the city. This led to a re-evaluation of PAN, with reductions implemented at a number of schools where pupils were falling, to ensure provision remained sustainable and aligned with demand.

School	PAN reduction information
Alderman's Green	Reduced from 90 to 60 in Sept 2020
Coundon Primary	Reduced from 90 to 60 in Sept 2021
Frederick Bird	Reduced from 120 to 90 in Sept 2021
Hill Farm	Reduced from 90 to 60 in Sept 2022
John Gulson	Reduced from 90 to 60 in Sept 2020
Little Heath	Reduced from 60 to 30 in Sept 2017
Richard Lee	Reduced from 90 to 60 in Sept 2018
Spon Gate	Reduced from 60 to 30 in Sept 2018
St Bartholomew's	Reduced from 60 to 30 in Sept 2018

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From 2022 onwards, increasing in-year migration led to renewed pressure across multiple primary year groups. This has been particularly evident in Years 3,5 and 6, where cohort sizes have grown as pupil moved through.

To manage this demand, CCC adopted a flexible and targeted approach including:

- Working in partnership with schools to introduce temporary bulge classes, typically for a single year group, with the cohort progressing through the school until Year 6.
- Applied the Fair Access Protocol where appropriate, to ensure children could be placed quickly and fairly in specific circumstances.

This strategy allowed CCC to respond to short- and medium-term pressures while avoiding over-expansion in areas where demand is changeable.

The current position shows that in-year application levels have begun to stabilise, following the significant growth seen in previous years. While this has eased immediate pressure in some areas, the impact of earlier migration continues to challenge sufficiency as larger cohorts move through the primary phase.

As a result, primary school sufficiency remains under close review at cohort and local area level. The current strategy is focused on:

- Consolidating existing provision rather than creating new permanent capacity.
- Continuing to use temporary expansion space where additional places are required.
- Ensuring that capacity decisions do not create long-term surplus places should demand reduce in future years.

Education have secured two parcels of land within Coventry for new primary schools. These sites are required, as despite the changed birth rate, the number of homes within the local plan, and number of new homes with approved planning permission, will increase demand within the local area. These Primary school sites will only be brought online in conjunction with the housing developments and the occupation of these homes.

CCC is exploring options with Keresley Grange Primary School to increase places in the North of the city by adding an extra 105 places across all year groups. The driver for this proposed expansion is new housing at the Keresley Urban Expansion, and housing at the former Meggitt's Factory on Holbrook Lane. CCC intend to open a new school on the Keresley housing site as part of the Local Plan; however, demand is not yet sufficient to justify opening the new school, but the pressure is of a nature that it does require additional capacity to be

added in. Expansion at Kerley Grange will increase the schools capacity from 1.5 to 2 forms of entry (FE).

In 2018, a planning application was submitted for a significant housing development as part of the Eastern Green Sustainable Urban Extension. All 3,300 homes have now been approved; CCC has secured land to allow building of (up to) a 3FE Primary School. The neighbouring schools are St Andrews Infant and Eastern Green Junior, the only remaining infant and junior schools within the city. This housing development provides the opportunity for both to schools to extend their age ranges to become all-through Primary Schools. CCC would look to move St Andrews from its current site to the new location, extending to a full Reception to Year 6 cohort. Eastern Green Junior would expand their current provision to a full Reception to Year 6 cohort on its current school site, with investment required. This would be in line with the proposed buildout rate of the housing development; the anticipated timeline is currently by 2030 but will be continuously reviewed as set out above.

7. Secondary Education

Since September 2018, additional capacity has been added in Secondary schools to provide for the larger birth cohorts identified through the pupil forecasts through phases. As agreed at Coventry Education Partnership meetings, the plan has been to deliver and adopt a model of both permanent and temporary expansions to ensure sufficiency of places, current and future viability for schools, and cost efficiency.

As set out in Section 6 the increase of in-year migration (between 2023 and 2025) has increased the number of pupils attending Coventry primary schools, which is impacting on secondary sufficiency when the relevant cohort moves to year 7. As a result of this primary cohorts are larger than previously forecast, meaning more year 6 pupils have been applying for year 7 school places. To respond to this, CCC has adopted the following strategy:

- Working in partnership with schools to either re-utilise former bulge (temporary) classes as part of the One Strategic Plan 2018-2024 or introduce new bulge (temporary) classes.
- The challenges of creating in-year bulge classes within secondary schools, and the difficulties this has created for timetabling and recruitment, has highlighted the need to ensure that available spaces are created at the year of entry and offered through co-ordinated scheme.

Phase One

Between 2018 to 2021 544 additional Year 7 places were created through a combination of temporary and permanent expansions across existing secondary schools in Coventry.

Phase Two

Between 2022 to 2024 the focus was on addressing the projected shortfall of school places through the creation of additional temporary places and bulge classes. This was done to ensure sufficient surplus places across the city. For 2024, plans were adjusted (from 6FE to 10FE) in response to the rise in in-year applications. During this period, 810 additional places were created across 11 secondary schools in Coventry.

Phase Three

Between 2024 and 2027 additional places are required responding to the increase in in-year applications. Due to the more transient nature of phase three this will continue to be reviewed annually in line with the updated pupil forecasts, and the expansion plan may be altered accordingly.

- In total 5 permanent additional classes and 2 temporary additional classes were added for 2025 with a total of 193 Year 7 places added.
- In September 2026, 1 additional Year 7 class has been agreed in addition to the above. This is at Eden Girls School.
- In September 2027, 4 additional Year 7 classes will be needed in addition to the above. These places have been agreed at Blue Coat, President Kennedy, Cardinal Wiseman, and Westwood Academy, projects are in a design stage to add the necessary capacity to these schools.

The capacity added in 2027 should provide sufficiency until 2030, however this will be monitored annually and plans revised accordingly to either add or remove places as required to keep a fair division of surplus places across the city.

8. Special Educational Needs Provision

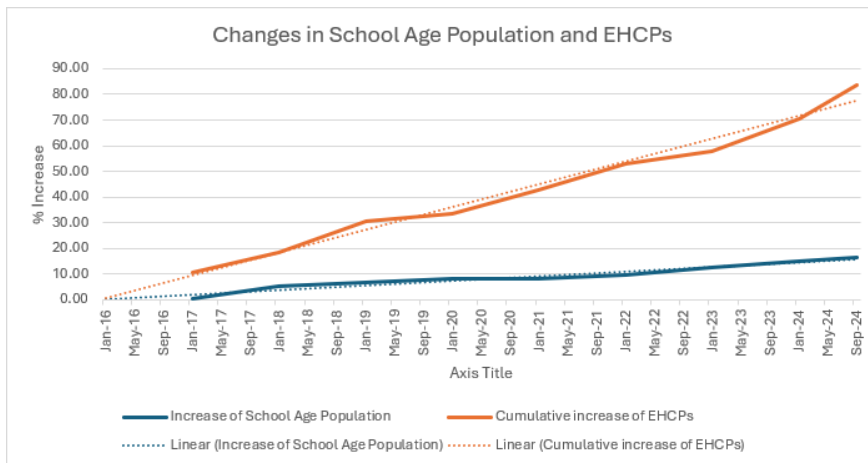
Over the past decade, demand for Education, Health and Care Plans (EHCPs) has risen steeply, far outpacing demographic mainstream growth. This trend is projected to continue, creating significant pressure on specialist school capacity, mainstream inclusion, post-16 pathways, and the High Needs Block (HNB) budget.

Changes within the SEND system have been formally acknowledged since 2019 and the publication of the Education Select Committee's report on SEND, which concluded that

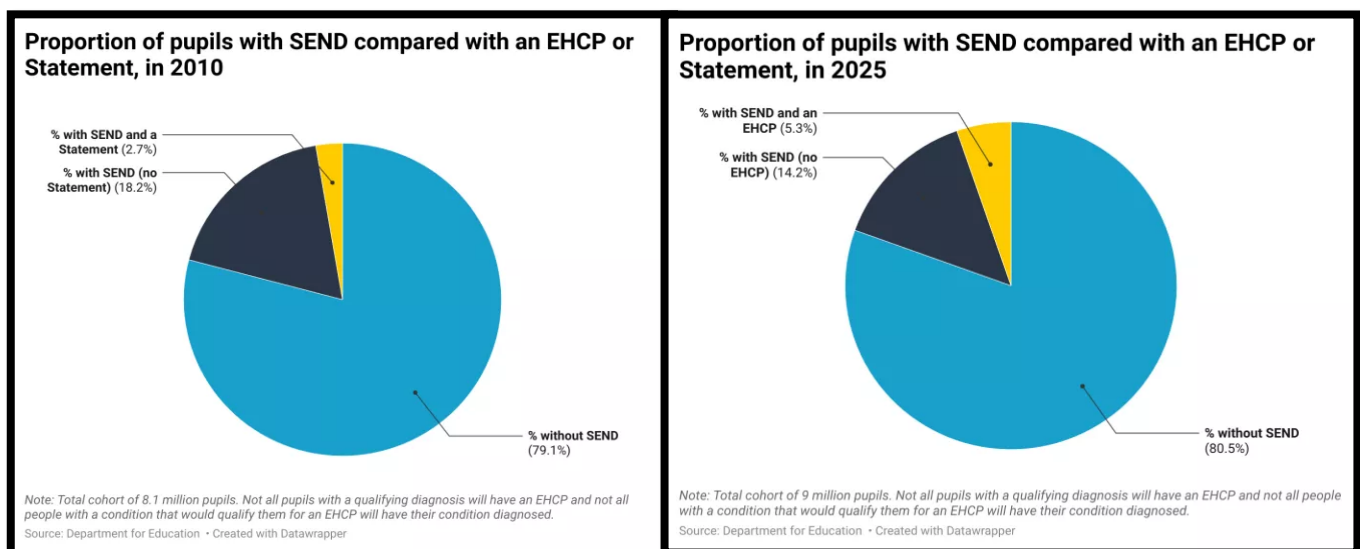
immediate action was required by the Department for Education to secure the feasibility of the national SEND system.

In 2023, a SEND and AP Improvement Plan (2023–2024) was published by the then Conservative government. The Improvement Plan sought to secure a sufficiency of provision for children with SEND by introducing National Standards and inclusion pathways, improved accountability mechanisms, and changes to EHCP processes. These reforms were partially implemented, but paused following the change of government in 2024, pending the publication of a SEND white paper, scheduled for early 2026.

Since 2015, there has been a significant increase in the number of children with SEND whose needs require support to be coordinated through an EHC Plan. This has been evident in Coventry and throughout the UK.



Figures 1 and 2 below show changes in the overall proportion of children nationally with SEND and the proportion of these who have an EHC Plan. These figures illustrate the disproportionate growth in EHC Plans relative to the SEND and general school age populations.



As a result of the disproportionate growth of EHCPs, the demand for specialist placements has increased, exceeding forecasts based on birth rates. The SEND Transformation Strategy has highlighted the below actions:

- Ongoing support and training in the mainstream education workforce and the development of a capital investment, ensuring that mainstream schools are equipped and resourced to meet the needs of children with SEND through high-quality, inclusive, and flexible support.
- Increased number of enhanced resource provision (ERP) places in mainstream schools.
- Expand special school provision within the city, prioritising new places for children with the most complex SEND, so that more learners can access high-quality education locally.
- Establish a dedicated post-16 SEND partnership to increase both the number and diversity of placements available for young people with SEND after age 16, ensuring that all learners can access high-quality, appropriate pathways that support their aspirations and needs as they transition into adulthood.

Future need

Primary

Given the rising demand for EHCPs, the number of pupils in primary mainstream with additional needs has also increased. To meet the needs of these pupils, it is proposed to create resourced provision units on mainstream school sites making use of existing education assets. The following schools currently have ERPs:

School name	DfE number/URN	Phase
Alderman's Green Primary	2000	Primary
Aldermoor Farm Primary	2131	Primary
Blue Coat Secondary School	4800	Secondary
Courthouse Green Primary	2001	Primary
Hearsall Primary	2124	Primary
Little Heath Primary	3435	Primary
President Kennedy	6906	Secondary
Stoke Park School	4033	Secondary
Whittle Primary	2017	Primary

Table of Schools with ERP

CCC has developed a model of provision based on best practice and experience. This best practice states that resource provisions can accommodate up to 10 learners in primary on a mainstream school site (either maintained or academy). However, this is a variable depending on the type of provision being provided.

It is anticipated that 3 primary resource provisions per year will be required over the planned period assuming a population of 10 pupils per provision. For the 2026 academic year these are planned and in construction at; John Shelton, Pearl Hyde, and Henley Green Primary. Following the publication of the SEND white paper, plans will be developed for the next phase of ERPs opening in 2027.

Further expansion of special schools across the city is increasingly challenging due to the landlocked nature of many school sites, which limits the available space for new buildings or extensions. Despite these constraints, efforts are being made to continue to meet the growing demand for special educational needs (SEN) provision.

Secondary

Woodfield Special School (all-through school) is in the process of relocation and expansion at the former Woodlands site. This will create up to an additional 100 SEMH places across both primary and secondary phases. There will be a phased increase in places from September 2026.

Sherbourne Fields Special School has recently expanded to accommodate the larger primary cohort moving through to secondary phase.

Baginton Fields Academy expansion will provide up to an additional 74 additional places across the secondary phase of education for a wide range of pupils with an EHCP. This project is expected to be completed in 2027.

Due to the rising demand for specialist school placements, it is likely that further expansion of schools will be required. Consultation has been undertaken with Special School Headteachers to explore options to deliver extensions to their existing accommodation.

Blue Coat opened an ERP in September 2025, initially creating 7 places. This ERP will expand by circa. 7 pupils per year and will have a maximum capacity of 30.

Plans are underway to develop further secondary ERP's to create more specialist provision within mainstream education.

SEND Post 16

The number of post-16 learners with EHCPs is projected to increase by over 60% between 2026 and 2031. Post-16 provision in special schools is expected to grow by a similar

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proportion, driven by larger secondary cohorts moving into post-16 education and limited progression into alternative pathways at the end of Year 11.

This pattern is reinforced by provider-level data within the further education sector, which shows continued and accelerating growth in demand across Coventry College, Hereward College, adult education, and alternative and out-of-school provision. Overall demand across these providers is projected to increase substantially by 2031. This reflects rising EHCP demand alongside ongoing capacity constraints within specialist school settings. Work is underway to assess and understand the impact and necessary actions required to respond to this trend.

9. Additional capital funded works

Education capital spending focuses on improving and maintaining the physical school estate so that it supports safe, inclusive, and effective learning. Investment decisions are guided by long-term need, ensuring school buildings remain fit for purpose while responding to changing educational, environmental, and community requirements.

Energy investment supports the transition to more efficient and sustainable school buildings. The Education team has recently supported projects to deliver net-zero carbon at St Christopher Primary and Ravensdale Primary. Further work is underway to look at options for upgrading heating systems, improving insulation, installing energy-efficient lighting, and, where possible, incorporating renewable technologies. These works will aim to reduce carbon emissions, lower running costs, and create more comfortable learning environments, helping schools contribute to wider climate and sustainability goals.

The Strategic Energy Partnership (SEP) is currently developing proposals to roll out solar panels, plantroom insulation and BMS improvements across the school buildings in Coventry. The funding for this programme of work is still undecided but is likely to involve a power purchase agreement (PPA) rather than grant funding. The schools will also benefit from education engagement sessions via the SEP Social Value Fund.

Access works ensure that school buildings are accessible and usable for all pupils, staff, and visitors. This work removes physical barriers and improves movement around sites through measures such as ramps, lifts, accessible toilets, improved entrances, and safer external routes. Access projects also support compliance with equality legislation and help schools better meet the needs of learners with additional support requirements.

Suitability investment adapts buildings, so they align with modern teaching methods and curriculum needs. This can include reconfiguring spaces, upgrading specialist classrooms, improving ICT infrastructure, and creating flexible learning environments. Suitability projects help schools respond to changes in pupil numbers, curriculum delivery, and the way education is delivered, ensuring buildings actively support learning rather than constrain it.

Condition spending addresses the repair and replacement of aging or failing building elements to keep schools safe, operational, and resilient. This includes work on roofs, windows, electrical systems, plumbing, and structural components. By tackling condition issues early, capital investment reduces the risk of disruption, extends the life of school assets, and protects public investment in the education estate.

Appendices

Appendix 1 - Primary Planning Areas

Information available:

https://www.coventry.gov.uk/downloads/file/31710/primary_planning_areas

Appendix 2 – Secondary Planning Areas

Information available:

https://www.coventry.gov.uk/downloads/file/31711/secondary_planning_areas

Appendix 3 - Education Pupil Yield Methodology

CCC requests developer contributions through Section 106 agreements to support educational infrastructure impacted by new housing developments. The Coventry Local Plan 2011-2031 which is estimated to lead to over 13,200 additional children across all age ranges has followed a period of public examination and consultation on proposed modifications. There are also significant numbers of housing developments receiving planning outside the Local Plan process, which have already impacted on local schools. CCC do not request developer contributions on one-bedroom dwellings as they are unlikely to generate school pupils.

These contributions are determined by two main factors: the DfE's cost per pupil multiplier for Coventry and the pupil yield anticipated from the development. Contributions are sought for Early Years, Primary, Secondary, Sixth Form and SEND; ensuring they are aligned with government policies and local authority practices.

The way in which Education selects schools to secure contributions towards expanding school places, as part of the Section 106 process, is determined by the following criteria:

- Good value for money
- Ensure contributions requested align with CCC's One Strategic Plan and its ongoing programmes

- Select schools close to the development where possible, but must also factor in localised areas of pressure City wide
- All schools are selected equally and fairly

Cost Multiplier

There is no nationwide funding formula for Early Years provision, however there is guidance based on the amount of floor space that an Early Years child will need based on age of the child. Providers must meet the following indoor space requirements:

- Children under two years: 3.5 m2 per child
- Two-year olds: 2.5 m2 per child
- Children aged three to five years: 2.3 m2 per child

The variation in Early Years provision between AM and PM sessions, and the high turnover of providers mean that this can often be a variable that changes monthly. For this reason, the same cost multiplier as primary aged pupils are used.

The DfE provide an annual update to this figure and for 2025/2026 this figure is £19,288.30. The Secondary calculation has been updated by the DfE to a figure of £24,783.22. These new figures have been confirmed by the DfE and are expected to rise in the future in line with inflation. Therefore, the cost per pupil multiplier will be updated as and when the DfE provide the new allocation allowance for Coventry.

The DfE do not provide costs per pupil place for Sixth form pupils. Therefore, the methodology for this, takes the Secondary calculation and adds the additional floor space required for a sixth form pupil. The additional floor space required for a sixth form pupil over a secondary age pupil is a recognised DfE statistic. The basis behind these floor space calculations is the extra equipment and supervision that sixth form pupils require over secondary age pupils. The DfE state the additional floor space required be larger than that for Secondary and working this out as a percentage sixth form pupils require 30% more space than Secondary. Therefore, 30% has been added to the cost multiplier for Secondary to give a total for a single sixth form of £32,217.90

For SEND, as there is no DfE multiplier, Coventry uses the benchmarking mechanism undertaken by the DfE in 2023, which recommends that 'Special schools require more space per pupil than mainstream schools, and this should be reflected in the assumed costs of provision. Education Capital Strategy recommend that developer contributions for special or alternative school places are set at four times the cost of mainstream places, consistent with the space standards in Building Bulletin 104. There is also the National School Delivery Cost Benchmarking report for the costs of delivering SEN school places.' The DfE recommend for £96,806 average cost per pupil place for SEN, Coventry's cost per pupil multiplier has been updated to match this figure.

Pupil Yield

Early Years

The early years entitlements are:

- the 15 hours entitlement for eligible working parents of children from 9 months to 2 years old (new entitlement from 1 September 2024)
- the 15 hours entitlement for eligible working parents of 2-year-old children (new entitlement from 1 April 2024)
- the 15 hours entitlement for disadvantaged 2-year-olds
- the universal 15 hours entitlement for all 3 and 4-year-olds
- the additional 15 hours entitlement for eligible working parents of 3 and 4-year-olds

The entitlement hours are up to 15 hours of childcare a week over 38 weeks of the year (equivalent to a maximum of 570 hours a year), or, for 3 and 4-year-olds, up to 30 hours of childcare a week over 38 weeks of the year for qualifying children of working parents (equivalent to a maximum 1,140 hours a year).

From September 2025, eligible working parents of children aged 9 months and above will be able to access 30 hours (over 38 weeks a year) from the term following their child turning 9 months to when they start school.

Due to the extended entitlements the Early Years contribution request is calculated from asking for 2 years' worth 15 Hrs with the take up rate of funded 2 years and 3.3 years of 30 Hrs being added into this. This will be co-ordinated each year with Early Years colleagues to consider the take up rates.

Primary and Secondary

Coventry has seen an increase in the number of children requiring a school place in the city. This trend is expected to continue due to the new housing in the city. In essence more people within Coventry are having more children. The formula for this is by examining the total number of eligible homes within Coventry and the current Number on Roll in Schools, split between Primary and Secondary. This gives the pupil yield for how many school age children the current housing stock within Coventry provides. The pupil yield from a single eligible dwelling for primary is 0.38 and for secondary 0.32 pupils per eligible household.

Sixth Form

The formula for this is calculated from the proportion of children staying on in sixth form or in education between Years 12 and 13. However it is still an inconsistent indicator, therefore the percentage applied to the children staying on rate will be based on the stay on rate of children

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the September before the application was received. For the most recent year, the drop off between year 12 and year 13 was 8.9% of the cohort, therefore, to incorporate this into the pupil yield only 1.9 year groups are requested. This has resulted in a reduction in the sixth form contribution asked for.

Primary SEND

To calculate the primary SEND contribution, CCC use the school census (published three times annually). This lists the student details for the current mainstream and BSSS cohort and the number of children within this cohort with an EHCP. By understanding the total number of EHCPs within the current primary cohort, it is possible to calculate the current % of the cohort with additional needs arising from new housing. By dividing the figures of total cohort by number of EHCPs a total of 4.18% is received. This factor will be applied to the pupil yield calculation for primary. This figure will be updated annually as the number of EHCPs is rising in excess of proportionality of the general increase in population.

Secondary SEND

The Secondary SEND pupil yield is calculated using the same method of calculating the current number of secondary age pupils with an EHCP and dividing by the total amount of children in Secondary education. The current amount of EHCPs within Secondary school is 4.74%. This figure will be updated annually as the number of EHC plans is rising more than proportionality of the general increase in population.