

Bournemouth, Christchurch and Poole

APPENDIX 3B: Inclusive Place Sufficiency Presentation



Planning and building for Inclusion

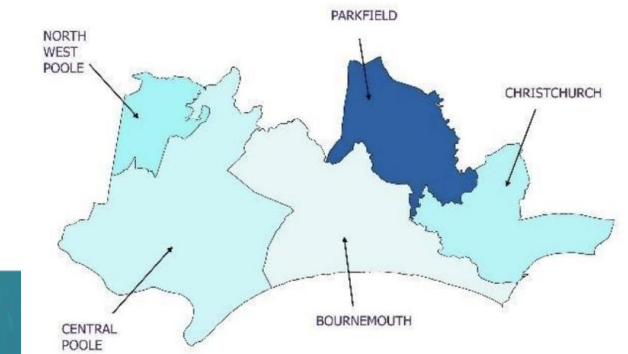
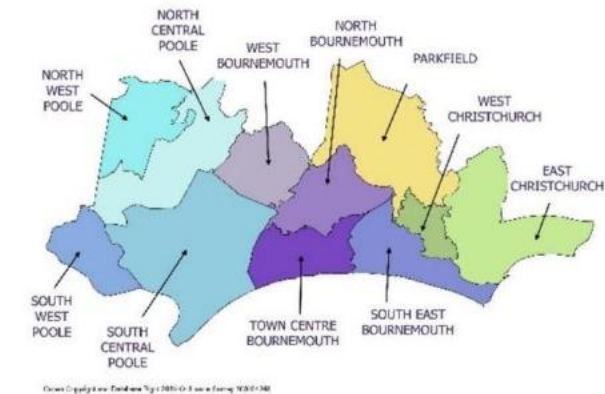
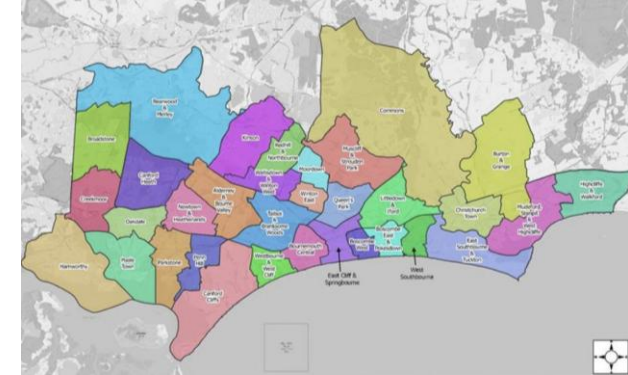
18th May 2026

LA's duties to place sufficiency

- **Secure sufficient and suitable education provision for children and young people of compulsory school age (5–16)**, including arranging suitable education and alternative provision for those unable to attend school - *Statutory duties under the Education Act 1996*
- **Keep education and training provision for children and young people aged 0–25 with SEND under review**, securing the special educational provision set out in Education, Health and Care Plans in line with the SEND Code of Practice (0–25) - *Responsibilities under Part 3 of the Children and Families Act 2014:*
- **Secure sufficient, high-quality early education and childcare for working parents and eligible families** - *Statutory duties under the Childcare Act 2006, as amended by the Childcare Act 2016*
- **Be a system leader for post-16 education and training, supporting the Raising the Participation Age duty** and shaping a coherent local offer through forecasting, commissioning and partnership working. This includes particularly strong and enforceable duties for learners with SEND up to age 25.

Background to Place Planning

- Traditionally, the DfE and Local Authorities have separately managed:
 - Childcare and Early Years sufficiency
 - Mainstream statutory school place sufficiency, and
 - SEND and AP sufficiency
 leading to fragmentation and inefficiencies in the system.
- The DfE has only required LA's to include information on specialist places within their annual School Capacity (SCAP) report since 2023.
- Place sufficiency is planned at:
 - ward level for childcare and Early Years,
 - in primary planning areas,
 - in secondary planning areas and
 - at an area level for Specialist places.



Developing an Inclusive Place Planning system

- The Governments SEND and Inclusion reforms aim to build a more consistent, inclusive mainstream education system with a graduated approach to support.
- For this to be embedded and successful BCP must have an overview of all place need
- An inclusive system requires all children and young people's needs to be included in a single strategy, which will encompass specific plans for key areas

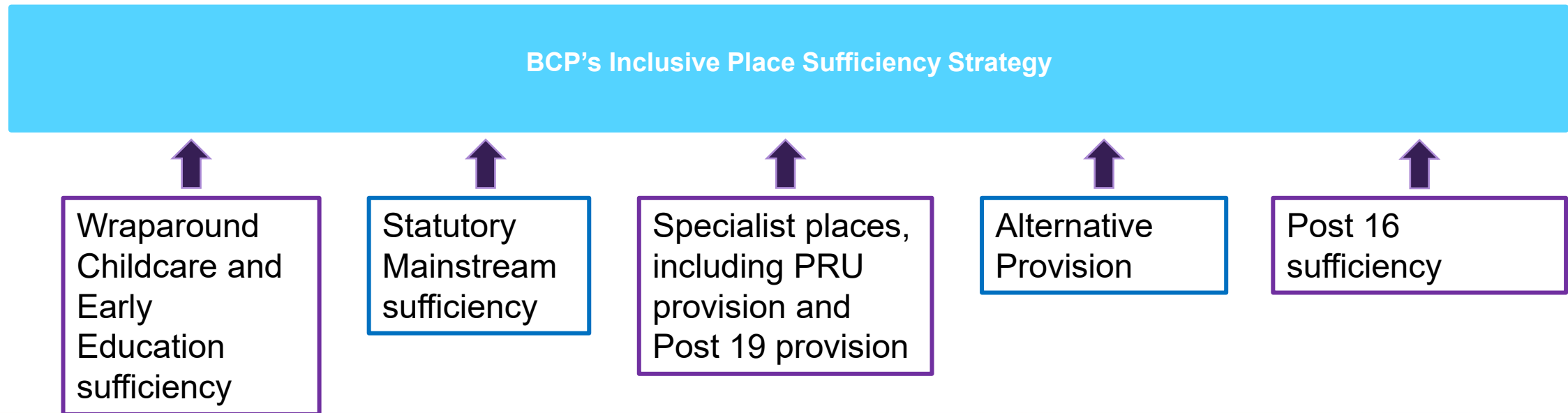
BCP's Inclusive Place Sufficiency Strategy

Building a locality based 'cradle to career' pathway model
where every child belongs

Developing an Inclusive Place Planning system

Requires:

- Data dashboard bringing together:
 - All place sufficiency needs,
 - information on the education estate, and Key partner resources
 - Experts at Hand locality models
- Governance with overview of all the LAs place sufficiency duties



Three-tiered Education Capital Programme

Three-tiered Education Capital Programme

Aligning capital investment directly to the Inclusive Place Sufficiency Strategy to support **demand management, financial recovery and sufficiency**

Tier 1 – Universal Inclusion (Mainstream Estate Adaptation)

Strategic Aim: Embed inclusion as the default across all education settings

Investment focus:

- Adaptation to increase accessibility and flexibility
- Inclusive environments aligned with Inclusive Design Charter
- Redesign of existing spaces to enable graduated support

Capital principle

Supporting settings to identify and implement low-cost, high-impact adaptations across whole estate

Tier 2 – Targeted Inclusion (Resource Provision / Inclusion Bases)

Strategic Aim: Expand local targeted provision within mainstream settings to meet cohorts with consistent needs, including those who have been permanently excluded or who are at risk of permanent exclusion

Investment focus:

- Expansion of inclusion bases / specialist bases across phases
- Delivery of additional specialist places within mainstream
- Development of cluster-based models aligned to “Experts at Hand”

Capital principle

Develop targeted provision in mainstream settings as the primary alternative to specialist placements

Tier 3 – Specialist Provision (Special Schools & complex needs)

Strategic Aim: Ensure sufficient high-quality specialist provision for children whose needs cannot be met in mainstream

Investment focus:

- Expansion and reconfiguration of special schools
- Development of satellite provision and specialist post-16 provision
- Delivery of new maintained specialist school capacity (including pipeline schemes)

Capital principle

Target specialist expansion only where need cannot be met through Tier 1 or Tier 2 provision

Inclusive Design Charter

Developing an Inclusive Design Charter

Intended outcome to ensure children and young people experience safe, inclusive, well-organised sites that promote:

- **positive experiences,**
- **feelings of belonging. and**
- **increased participation**

Purpose of the Charter:

- Sets expectations for planning , design, expansion and adaptation of all education and childcare settings
- Developed through co-production (April 2026)

Key Principles:

- **Sufficiency** – Right number and type of places in the right locations
- **Inclusion** – Children (including those with SEND) can thrive locally
- **Quality** – high-quality environments for learning, wellbeing and community life
- **Sustainability** – Resilient, adaptable and future-ready provision

Inclusive Design Charter - Partnership

Clarifying partner responsibilities to strengthen joint working and **ensure resources are effectively deployed** to secure place quality and sufficiency:

- **Schools and settings:** maximise use of their capital resources, spaces and assets to deliver safe, inclusive, welcoming and well-organised environments
- **BCP Council:** deploy education capital strategically to address gaps in provision and strengthen local sufficiency

It also outlines the responsibilities towards **assistive technology**:

- **LAs Education Capital** = Responsible for infrastructure, built-in systems and long-life assets
- **Schools and Settings** = Responsible for day-to-day use, teaching applications and low-level technology
- **High Needs / SEND and Specialist Services** = Responsible for assessment, prescription and high-cost individual solutions
- **Other Services (Health, Social Care, Therapy)** = Responsible where AT supports health, care or communication needs beyond education

Inclusive Design Charter – In use



The Charter and accompanying principles checklist should be used to:

- Assess proposals for new or expanded provision
- Inform capital bid prioritisation
- Guide redesign and adaptation of existing childcare, schools or educational settings
- Provide assurance in SEND and sufficiency governance

Inclusive Design Charter – Draft Principles



- 1: Right Place Right Provision** - Delivery of provision where evidence shows need
- 2: Sufficiency as a shared system responsibility** - Sufficiency is a whole-system responsibility
- 3: Inclusion by Design** - Supporting diverse needs from the outset, not through retrofit
- 4: Strong Mainstream capacity** - Settings use their resources to strengthen whole sites inclusion and sustainability
- 5: Specialist and AP Provision that is Local and Integrated** - Where required, it must be as local as possible, integrated with local services, and avoid isolating pupils from mainstream opportunities
- 6: Settings as Community Infrastructure** - Enable out-of-hours and community use, support early help, family and therapeutic services, and provide welcoming, non-institutional civic presence
- 7: Long Life, Loose Fit (Future-Ready Design)** - Allowing future expansion or reconfiguration, support changes in need profiles or designation, and minimise the need for disruptive or costly re-builds
- 8: Wellbeing, Safety and Belonging** - Settings must feel safe and welcoming to children, families and staff, and supportive of wellbeing, mental health and dignity
- 9: Digitally Enabled Inclusion** - Designed and equipped to enable universal, targeted and specialist use of assistive technology
- 10: Environmental Responsibility** Sites support climate resilience and carbon reduction, maximise light and air quality, and use outdoor space to support wellbeing and learning
- 11: Evidence, Accountability and Continuous Review** - Decisions must be transparent, aligned with need, capital investment and outcomes, and regular reviewed against strategies