



Title of report: High Needs Capital Spend

Decision maker: Cabinet member community services and assets

Decision date: 27 August 2026

Report by: Head of Educational Development

Classification

Open

Decision type

Key

This is a key decision because it is likely to result in the council incurring expenditure which is, or the making of savings which are, significant having regard to the council's budget for the service or function concerned. A threshold of £500,000 is regarded as significant.

Notice has been served in accordance with Part 3, Section 9 (Publicity in Connection with Key Decisions) of the Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012.

Wards affected

(All Wards);

Purpose

To approve the spend of the High Needs Provision Capital Grant and Special and Alternative Provision Free School Alternative Places Grant to extend our inclusion offer in mainstream schools, increase places for children with Special Educational Needs and Disabilities (SEND) and to improve Alternative Provision (AP) education arrangements.

Recommendation(s)

That:

- a) Approval is given to spend up to £9.162m of Department for Education (DfE) capital grant funding, comprising £5.362m High Needs Provision Capital Grant 2025–2027 and £3.8m Special and Alternative Provision Free School Alternative Places Grant, to support the delivery of additional Special Educational Needs and Disability (SEND) capacity in Herefordshire;
- b) Approval is given for the programme to include, but not be limited to, the expansion of Westfield School, the development of support bases in mainstream schools, and the

acquisition, assembly, adaptation or refurbishment of suitable council-owned or purchased land and/or buildings to create additional SEND capacity; and

- c) Authority is delegated to the Service Director for Education, Learning and Skills to take all operational decisions necessary, including the award of contracts, to deliver and vary the programme within the approved budget, including the use of any further Department for Education high needs, SEND or equivalent capital grant awards up to 2029-30 that are added to the capital programme by the Section 151 Officer.**

Alternative options

1. Do not approve expenditure of the grant funding. This option is not recommended. Herefordshire continues to experience increasing demand for SEND places. Without further investment in local capacity, the council would be more reliant on independent, non-maintained, unregistered, or out-of-county provision, which is generally higher cost and can result in children and young people travelling further from their local communities. The position is that additional local capacity is required to support sufficiency, inclusion and cost avoidance.
2. Approve a fixed list of named schemes only. This option is not recommended. Although there are clear intended programme priorities, individual scheme costs and delivery routes remain subject to feasibility, site availability, statutory approvals, procurement, Department for Education design development and final cost certainty. In particular, the council contribution required for the proposed expansion of Westfield School cannot be confirmed until the Department for Education's School Rebuilding Programme design work has progressed sufficiently to identify the cost difference between the baseline rebuild and an expanded scheme. A fixed scheme list or fixed allocation at this stage would reduce the council's ability to respond to changing demand, affordability and deliverability.

Key considerations

3. On 8 November 2024, approval was given to spend the remaining High Needs Provision Capital Grant (HNPCG) to extend the council's inclusion offer in mainstream schools, increase capacity for children and young people with Special Educational Needs and Disabilities (SEND), and improve AP education arrangements. The decision also delegated operational delivery decisions to the Service Director for Education, Learning and Skills and allowed additional high needs capital grant funding or underspends from existing education grant-funded capital projects to be added to the programme where required.
4. This report builds on that previous decision and seeks approval to commit a further £9.162m of capital grant funding to support the delivery of additional local SEND capacity. This comprises £5.362m HNPCG 2025–2027 and £3.8m Special and Alternative Provision Free School Alternative Places (SAPFSAP) Grant.
5. The purpose of the programme is to increase the availability of suitable local provision for children and young people with SEND, strengthen inclusive practice within mainstream schools, and reduce reliance, where appropriate, on higher-cost independent, non-maintained, or out-of-county placements.
6. Demand for SEND provision in Herefordshire continues to increase. The council has a statutory duty to ensure that there are sufficient school places available for children and young people in its area, including those with SEND. Where suitable local provision is unavailable, children and young people may need to be placed outside the county or in independent provision. This can result in higher placement costs, increased transport costs, longer journeys for children and young people, and reduced connection with local communities.

7. The proposed capital programme is intended to support a mixed model of local SEND provision. This will include investment in mainstream support bases, expansion of existing specialist provision, and the acquisition, adaptation or refurbishment of suitable assets where this provides a deliverable and cost-effective route to creating additional capacity.
8. The programme is not presented as a closed list of schemes. This is necessary to allow the council to prioritise schemes based on identified need, deliverability, affordability, value for money and the availability of suitable sites or buildings.

Westfield School expansion

9. Westfield School is included in the Department for Education's (DfE) School Rebuilding Programme. The current DfE rebuild is based on a replacement school for 74 pupils. However, Herefordshire's identified need is for an expanded number of places, currently anticipated as up to 120 places, subject to design development, affordability and formal approval.
10. The council's potential contribution to the Westfield scheme will be determined through the DfE design and feasibility process. It is expected to represent the difference in build cost between the DfE-funded 74-place School Rebuilding Programme scheme and any agreed expanded scheme required to meet Herefordshire's local sufficiency need.
11. Following the DfE's pre-feasibility work, the council is undertaking due diligence on the deliverability of the expanded Westfield School requirement. This includes consideration of whether additional land assembly would be required to support delivery on or adjacent to the existing site, or whether an alternative site acquisition may be necessary if the preferred expanded scheme cannot be delivered within the existing site constraints. No decision on land assembly or site acquisition is sought through this report; however, the programme needs to retain sufficient flexibility to support the development of the preferred deliverable option once feasibility, site due diligence, cost and governance requirements are confirmed.
12. For this reason, this report does not seek approval for a fixed capital allocation to Westfield School. The recommendations seek authority for the proposed expansion to remain within the scope of the programme, with the level of any council contribution to be confirmed once sufficient feasibility, design and cost certainty is available.
13. Expanding Westfield School would support the council's wider SEND sufficiency strategy by increasing the availability of local specialist provision and reducing the need for some children and young people to travel out of county to access suitable education.

Mainstream school support bases

14. A key element of the programme will be the development of support bases in mainstream schools, with an initial priority on secondary schools. This reflects the need to strengthen mainstream inclusion, provide earlier intervention, and support more children and young people with SEND to remain in their local mainstream school where this is appropriate to their needs. Where suitable opportunities arise and where supported by identified need, feasibility and value for money, the programme may also support the development or expansion of support base provision in primary schools.
15. Support bases can provide targeted, structured provision within or alongside mainstream schools. They can help schools respond to a wider range of need, support transition, reduce escalation, and provide a graduated response before specialist placements are required.
16. This approach aligns with the national direction of SEND reform, which places greater emphasis on inclusive mainstream education, earlier identification of need, and schools being better equipped to support children and young people with SEND. The programme will

therefore support both local sufficiency and wider system reform by investing in mainstream capacity as well as specialist provision.

17. The development of secondary school support bases will be subject to individual school feasibility, suitability of accommodation, capital cost, governance arrangements, and confirmation that each proposal meets identified need. The final model may vary between schools depending on building layout, available space, pupil need and deliverability.
18. The programme is intended to support the development of support bases across secondary schools, but it should not be interpreted as a commitment that identical provision will be delivered in every school or that all schemes will be delivered at the same time. Delivery will need to be phased and prioritised in line with affordability, readiness and sufficiency need.

Asset acquisition, adaptation and refurbishment

19. The programme will also allow the council to acquire, adapt or refurbish suitable assets to create additional SEND capacity. This may include council-owned buildings, buildings already used for education purposes, or purchased assets where acquisition represents a deliverable and cost-effective solution.
20. This flexibility is important because new-build specialist provision is significantly more expensive and may not be deliverable within the available grant envelope. Using existing assets, where suitable, may allow the council to create additional places more quickly and at lower capital cost than a wholly new-build scheme.
21. Any proposal to acquire, adapt or refurbish an asset would be subject to due diligence, including suitability for education use, planning requirements, condition surveys, accessibility, safeguarding, transport implications, value for money and compliance with relevant council governance and procurement requirements.
22. This approach mirrors the flexibility approved in the previous HNPCG report, which recognised that purchase and refurbishment of an existing building, or refurbishment of a council-owned building, may provide better value for money than new-build provision where suitable assets are available.

Alternative Provision Free School Alternative Places Grant

23. The DfE previously approved a planned 80-place special free school for Herefordshire. The DfE has since confirmed that the planned school will not continue because no trust had been appointed and the school would not open until beyond 2030.
24. Instead, the DfE has confirmed that Herefordshire will receive £3.8m SAPFSAP Grant. The purpose of this funding is to support the delivery of places through alternative routes, such as expanding existing schools, developing SEN units, or adapting mainstream settings.
25. The funding calculation is based on 80 places x £50,000 per place x 0.95 regional adjustment, resulting in an allocation of £3.8m, profiled over three years.
26. It is important to note that the £3.8m allocation is not sufficient to deliver a standalone 80-place special school. Current capital costs for a new special school would be expected to be significantly higher than the grant available, likely in the region of circa £25m or more, depending on site, specification, abnormal costs, design requirements and market conditions.
27. The £3.8m should therefore be regarded as a contribution to the wider high needs capital programme, rather than a like-for-like replacement for the withdrawn special free school. Combining this funding with the HNPCG provides a more realistic and flexible route to

increasing local capacity through a combination of expansion, support bases, adaptation and refurbishment.

Programme approach

28. The programme will be managed as a flexible capital programme within the approved budget envelope. Individual schemes will be developed and prioritised based on need, deliverability, affordability, value for money and the extent to which they contribute to increasing local SEND capacity.
29. Delegated authority is sought to allow the Service Director for Education, Learning and Skills to take operational decisions required to deliver and vary the programme. This is necessary to allow the council to respond to changing demand, emerging opportunities, DfE design work, site availability and procurement outcomes.
30. The programme will not remove the need for further governance where a specific scheme requires separate approval under the council's constitution, property procedures, procurement rules or financial procedure rules.
31. The overall aim is to maximise the impact of the available grant funding by increasing local SEND capacity, strengthening mainstream inclusion, improving sufficiency, and reducing reliance on high-cost placements where appropriate. The following section sets out how the programme will be delivered and assured.

Programme delivery and assurance

32. The programme will be delivered through established council capital programme governance arrangements. The approval sought through this report provides authority to spend the identified DfE capital grant funding within the scope of the programme but does not remove the requirement for appropriate scheme-level due diligence, business case development, procurement, property, planning, legal, financial or statutory approvals where these are required.
33. The scope of the programme is to support additional local SEND capacity through a combination of expansion of existing specialist provision, development of mainstream school support bases, and acquisition, assembly, adaptation or refurbishment of suitable council-owned or purchased land and/or buildings. The programme aims to improve local sufficiency, strengthen inclusion in mainstream schools, reduce reliance where appropriate on higher-cost independent, non-maintained or out-of-county placements, and support children and young people with SEND to access suitable education closer to home.
34. The key benefits expected from the programme are increased local SEND capacity, improved suitability of education accommodation, improved access to local provision, strengthened mainstream inclusion, and better alignment between capital investment and identified SEND sufficiency need. These benefits will be considered as individual schemes are prioritised and developed.
35. Individual schemes will be assessed against identified need, affordability, deliverability, value for money, site suitability, accessibility, safeguarding, planning, transport implications, operational requirements and contribution to SEND sufficiency. Scheme-level costs will be developed as feasibility and design work progresses. Where a scheme cannot be delivered within the available funding envelope, options will include re-scoping, phasing, deferring the scheme, identifying alternative funding, or seeking further approval where required.
36. The proposed Westfield School expansion is dependent on DfE School Rebuilding Programme feasibility, design development and gateway approvals. The indicative programme provided by

the DfE shows a phased programme including site and pupil number confirmation, feasibility, procurement, planning and design development, construction, decant and handover activity. The current indicative programme runs to July 2030. This is a draft programme for planning purposes and remains subject to further feasibility, site due diligence, approvals, procurement, planning and construction programming.

37. Procurement activity will be undertaken in accordance with the council's contract procedure rules and relevant procurement legislation. The procurement route will be determined at scheme level, taking account of the nature, value and complexity of each project. Where schemes are linked to DfE programmes, procurement and delivery routes may also be influenced by DfE requirements, gateway approvals and delivery arrangements.
38. Programme risks, constraints and dependencies will be managed through the council's capital programme governance arrangements. Key dependencies include DfE feasibility and approvals, site availability, land assembly or acquisition where required, planning and statutory approvals, school and academy trust engagement, procurement timescales, market conditions and affordability within the available grant funding.
39. Project management arrangements will be proportionate to the scale and complexity of each scheme. Individual projects will have identified project leads, delivery plans, cost monitoring, risk management, stakeholder engagement and reporting arrangements. Progress will be monitored through education capital programme governance, with escalation through the relevant council governance routes where additional approvals or decisions are required.

Community impact

40. Using the resources available to the council to ensure that Herefordshire's school buildings are fit for purpose supports the People priority in the Council Plan 2024–2028, which states "We want all children to have the best start in life". The programme also supports the Children and Young People's Plan pledge of helping children and young people to succeed.
41. The programme supports the council's statutory responsibility to ensure there are sufficient school places for children and young people in Herefordshire, including those with SEND. It also supports the council's wider education and SEND sufficiency priorities by seeking to increase local capacity, strengthen inclusion in mainstream schools and improve access to suitable provision closer to home.
42. Increasing local SEND capacity will have a positive community impact by supporting more children and young people to access education within Herefordshire, where this is appropriate to their needs. Where suitable local provision is unavailable, children and young people may need to travel further or be placed outside the county. This can increase journey times, affect family life and reduce connection with local schools, services and communities.
43. The development of mainstream school support bases will support earlier intervention and strengthen inclusive practice across Herefordshire schools. This will help schools to respond to a wider range of need, support transition and reduce escalation where possible. The initial priority will be secondary schools, while retaining the flexibility to consider primary school opportunities where these are supported by identified need, feasibility and value for money.
44. The programme may also support the expansion of existing specialist provision and the acquisition, adaptation or refurbishment of suitable assets to create additional SEND capacity. This will allow the council to make best use of available capital grant funding while responding to local sufficiency priorities.

45. The programme is expected to have a positive impact on children and young people with SEND, including those who are also children in care, care leavers or care-experienced. Children and young people with SEND can be over-represented in vulnerable cohorts, and improving the availability of local, suitable and inclusive provision supports the council's corporate parenting responsibilities by helping to promote stability, access to education, and improved life chances.
46. Individual schemes will be developed with relevant schools, academy trusts, council services and other partners as appropriate. Where a specific scheme requires consultation, planning consent, property approval, statutory process or further governance, this will be undertaken through the relevant route before implementation.
47. The programme aligns with the national direction of SEND reform, which places emphasis on inclusive mainstream education, earlier identification of need, and high-quality specialist provision for children and young people who require it. The DfE has also confirmed that alternative places funding may be used flexibly alongside high needs capital funding to deliver places through routes such as expanding existing schools, developing SEN units or adapting mainstream settings.

Environmental Impact

48. Herefordshire Council provides and purchases a wide range of services for the people of Herefordshire. Together with partner organisations in the private, public and voluntary sectors, the council shares a strong commitment to improving environmental sustainability, achieving carbon neutrality and protecting and enhancing Herefordshire's natural environment.
49. This decision seeks approval for a flexible capital programme rather than approval for individual scheme designs. The environmental impact of each project will therefore be considered as individual schemes are developed, including through feasibility, design, procurement, planning and delivery stages where applicable.
50. The programme may include the adaptation, refurbishment or re-use of existing council-owned or purchased assets. Where suitable, this approach may reduce the need for wholly new-build provision and can support more efficient use of existing buildings and land. However, each option will need to be assessed on its own merits, including condition, suitability, energy performance, lifecycle cost, accessibility and deliverability.
51. Where capital works are undertaken, the council will seek to minimise adverse environmental impacts and identify opportunities to improve environmental performance. This may include reducing waste, improving energy efficiency, considering sustainable materials, improving biodiversity where possible, and supporting active or sustainable travel where this is practical and appropriate to the site.
52. Any contractors or delivery partners appointed to deliver works through the programme will be required to comply with the council's procurement, environmental and sustainability requirements. Relevant environmental considerations will be included in specifications and contract management arrangements where appropriate.
53. Some schemes may require planning consent, surveys, transport assessment or other statutory approvals. Where this is the case, environmental matters such as biodiversity, drainage, energy use, transport, air quality and construction impacts will be considered through the relevant approval processes before works are implemented.

54. At this stage, no specific adverse environmental impacts have been identified from the approval of the programme budget itself. Any scheme-specific impacts will be assessed and mitigated as individual projects are brought forward.

Equality duty

55. The Public Sector Equality Duty requires the council to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity between different groups, and foster good relations between different groups.
56. Equality considerations have been considered at the formative stage of this decision.
57. Due to the nature and scope of the programme, an Equality Impact Assessment has been completed and is attached as an appendix to this report. The assessment considers the likely equality impacts of approving the capital programme and will be reviewed as individual schemes are developed.
58. The decision is expected to have a positive impact on children and young people with SEND by increasing the availability of suitable local provision, strengthening inclusion in mainstream schools and improving access to education for children and young people with additional needs.
59. Increasing local SEND capacity should help advance equality of opportunity by supporting more children and young people to access suitable education closer to home, where this is appropriate to their needs. It may also reduce the need for some children and young people to travel longer distances or access provision outside Herefordshire.
60. The development of mainstream school support bases is intended to support inclusive practice and earlier intervention. This aligns with the need to remove barriers to learning and participation, and to support children and young people with SEND to access mainstream education where this is appropriate.
61. The programme may include the expansion of existing specialist provision and the acquisition, adaptation or refurbishment of suitable assets. Any capital works delivered through the programme will need to consider accessibility, suitability, safeguarding, dignity, inclusion and the needs of children and young people with a range of SEND.
62. Potential equality risks will be considered at scheme level. These may include the accessibility and suitability of accommodation, transport implications, the impact on existing pupils and staff, the needs of different SEND cohorts, and any impact on families or communities arising from changes to local provision.
63. Where consultation or engagement is required for individual schemes, this will be undertaken through the relevant statutory or local process. Engagement with schools, academy trusts, families, children and young people, and relevant partners will be considered where appropriate to the nature and scale of each scheme.
64. Any identified adverse impacts will be considered and mitigated where possible through feasibility, design, delivery and operational planning. The Equality Impact Assessment will be updated as required as individual projects progress.

Resource implications

65. Approval is sought to spend up to £9.162m of DfE Education capital grant funding to support the delivery of additional SEND capacity in Herefordshire. The funding comprises £5.362m

HNPCG 2025–2027 and £3.8m SAPFSAP Grant. Along with any further DfE grants awarded up to 2029-30

Funding source	Funding type	Total £000
HNPCG 2025–2027	DfE capital grant	5,362
SAPFSAP Grant	DfE capital grant	3,800
Total programme funding	Capital grant	9,162

66. The funding will be added to, and managed within, the council's approved capital programme in accordance with the council's financial procedure rules. No council borrowing or additional council capital contribution is being sought through this report.
67. The profiling of expenditure across financial years will be determined as individual schemes are developed and added to the capital programme, subject to feasibility, design development, statutory approvals, procurement and cost certainty.
68. The programme is intended to support a range of capital activity, including the proposed expansion of Westfield School, the development of mainstream school support bases, and the acquisition, assembly, adaptation or refurbishment of suitable council-owned or purchased land and/or buildings. Individual scheme allocations will be confirmed through the delegated authority set out in the recommendations.
69. The council contribution required for the proposed expansion of Westfield School cannot be confirmed at this stage. Westfield School is included in the DfE's School Rebuilding Programme, with the current DfE rebuild based on a 74-place school. Herefordshire's identified need is for an expanded number of places, currently anticipated as up to 120 places. The council contribution is expected to represent the difference in build cost between the DfE-funded 74-place scheme and any agreed expanded scheme, subject to the DfE feasibility, design and cost development process.
70. The proposed Westfield School expansion may require land assembly or alternative site acquisition, depending on the outcome of DfE feasibility work and the council's site due diligence. Any such costs would need to be considered alongside wider programme priorities and managed within the approved £9.162m capital grant envelope, unless further funding is identified or separate approval is sought.
71. There will be no revenue cost implications as running costs are the responsibility of the unit/school.
72. Property implications will be considered at scheme level. Where the programme involves acquisition, assembly, adaptation or refurbishment of land and/or buildings, appropriate due diligence will be undertaken. This may include consideration of title, condition, suitability, planning, access, safeguarding, valuation, ongoing maintenance and value for money.
73. Procurement activity required to deliver the programme will be undertaken in accordance with the council's contract procedure rules and procurement legislation. Individual contracts will be awarded through the delegated authority sought in this report, subject to the approved programme budget and relevant council governance requirements.
74. As the programme delivery period may extend beyond the current grant allocation period, particularly in relation to the proposed Westfield School expansion, any future relevant DfE high needs, SEND or equivalent capital grant funding will be added to the programme budget by the Section 151 Officer where this supports the delivery of additional SEND capacity and remains consistent with the scope of this report.

Legal implications

75. The legal implications have been incorporated in other parts of the report.
76. The funding will increase local SEND capacity, strengthen mainstream inclusion, reduce reliance on higher-cost external placements and help limit transport costs and journey times.
77. If funding is refused, capacity pressures, external placements, transport costs and pressure on existing schools may increase. The Council would nevertheless remain responsible for securing sufficient education and specified EHCP provision as set out in s 42 of the Children and Families Act 2014. Failure to do so could lead to tribunal or judicial-review proceedings.

Risk management

Risk	Mitigation
The approved capital grant funding is insufficient to deliver all potential programme priorities, including Westfield expansion, mainstream support bases and asset acquisition/adaptation.	The programme will be prioritised within the approved £9.162m capital grant envelope. Individual schemes will be assessed against need, deliverability, affordability, value for money and contribution to SEND sufficiency. Where costs exceed available funding, schemes will be re-scoped, phased, deferred or subject to further approval if additional funding is required.
The council contribution required for the proposed Westfield School expansion is higher than anticipated once DfE feasibility, design and cost development are completed.	The report does not commit a fixed allocation to Westfield School. Any council contribution will be confirmed only once sufficient design and cost certainty is available. The council will continue to work with the DfE to understand the cost difference between the 74-place SRP scheme and any agreed expanded scheme.
The existing Westfield School site may not be capable of accommodating the expanded requirement, or may require land assembly or an alternative site acquisition.	Site due diligence is being undertaken following DfE pre-feasibility work. Any land assembly or alternative site acquisition would be subject to property, legal, planning and financial due diligence, value for money assessment and the council's relevant governance requirements.
Suitable assets or sites may not be available, affordable or deliverable within the required timescales.	The programme retains flexibility to consider council-owned assets, purchased assets, adaptation, refurbishment or expansion options. Delivery options will be reviewed as feasibility and site due diligence progress, and schemes will be prioritised based on deliverability and value for money.
Individual schemes may be delayed by feasibility, planning, statutory approvals, procurement, DfE approvals or academy trust governance.	Project delivery will be managed through established capital programme governance. Early engagement will take place with relevant council services, schools, academy trusts, the DfE, planning, property, procurement and legal colleagues. Delivery programmes will include appropriate time for approvals and procurement.
A fixed programme cannot be confirmed at the point of approval, which may create a perception that the decision is too broad.	The recommendations define the funding envelope, funding sources, programme objectives, eligible categories of capital activity and delegated decision-making arrangements. Individual schemes will be

	developed and approved through the delegated authority and any further governance required by the council's constitution, financial procedure rules, property procedures or procurement rules.
Mainstream support bases may not be deliverable in all schools or may not be delivered at the same pace across phases or localities.	Support base proposals will be subject to school-level feasibility, suitability of accommodation, identified need, capital cost and governance arrangements. Delivery will be phased and prioritised, with secondary schools as the initial priority while retaining the flexibility to consider primary opportunities where appropriate.
New or adapted provision may not meet the needs of the intended SEND cohorts.	Each scheme will be developed with relevant education, SEND, property and school/trust input. Due diligence will include suitability, accessibility, safeguarding, outdoor space, curriculum delivery, transport and operational considerations.
Capital works may create disruption for schools, pupils, staff or local communities during delivery.	Construction and refurbishment works will be planned with schools and delivery partners to minimise disruption where possible. Site-specific communication, safeguarding, health and safety and phasing arrangements will be developed for individual schemes.
Site, planning or change-of-use issues may prevent an individual scheme from being delivered as originally proposed.	Site and property due diligence will be undertaken before significant commitments are made. This will include consideration of planning, access, condition, suitability, title, education use, safeguarding, transport, cost and value for money. Where a preferred option is not deliverable, alternative options will be considered through the programme governance arrangements.

Consultees

78. Consultation has taken place with senior leaders at Westfield School, who have been engaged throughout the development of the project and feasibility work.
79. The Cabinet Member for Children and Young People has been consulted and is supportive of the proposals.
80. Political group leaders were consulted and no objections to the proposals were raised.
81. Ongoing engagement will continue with all schools, project stakeholders and statutory consultees throughout the design, planning and delivery phases of the programme.

Appendices

Appendix 1 — Equality Impact Assessment

Background papers

[HNPCG spend report, 8 November 2024](#)

Glossary of terms, abbreviations and acronyms used in this report

Term / abbreviation Meaning

AP	Alternative Provision
DfE	Department for Education
EHCP	Education, Health and Care Plan
EIA	Equality Impact Assessment
HNPCG	High Needs Provision Capital Grant
INMSS	Independent Non-Maintained Special School
SAPFSAP	Alternative Provision Free School Alternative Places Grant
SEND	Special Educational Needs and Disabilities
SRP	School Rebuilding Programme
Section 151 Officer	The council's statutory chief finance officer