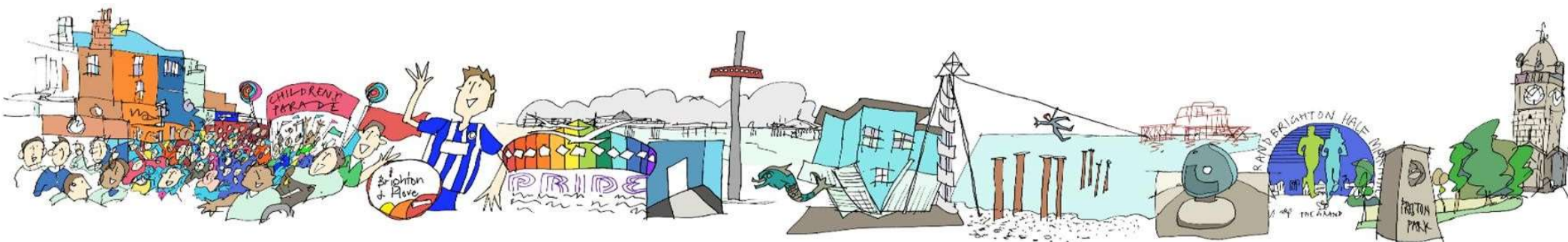


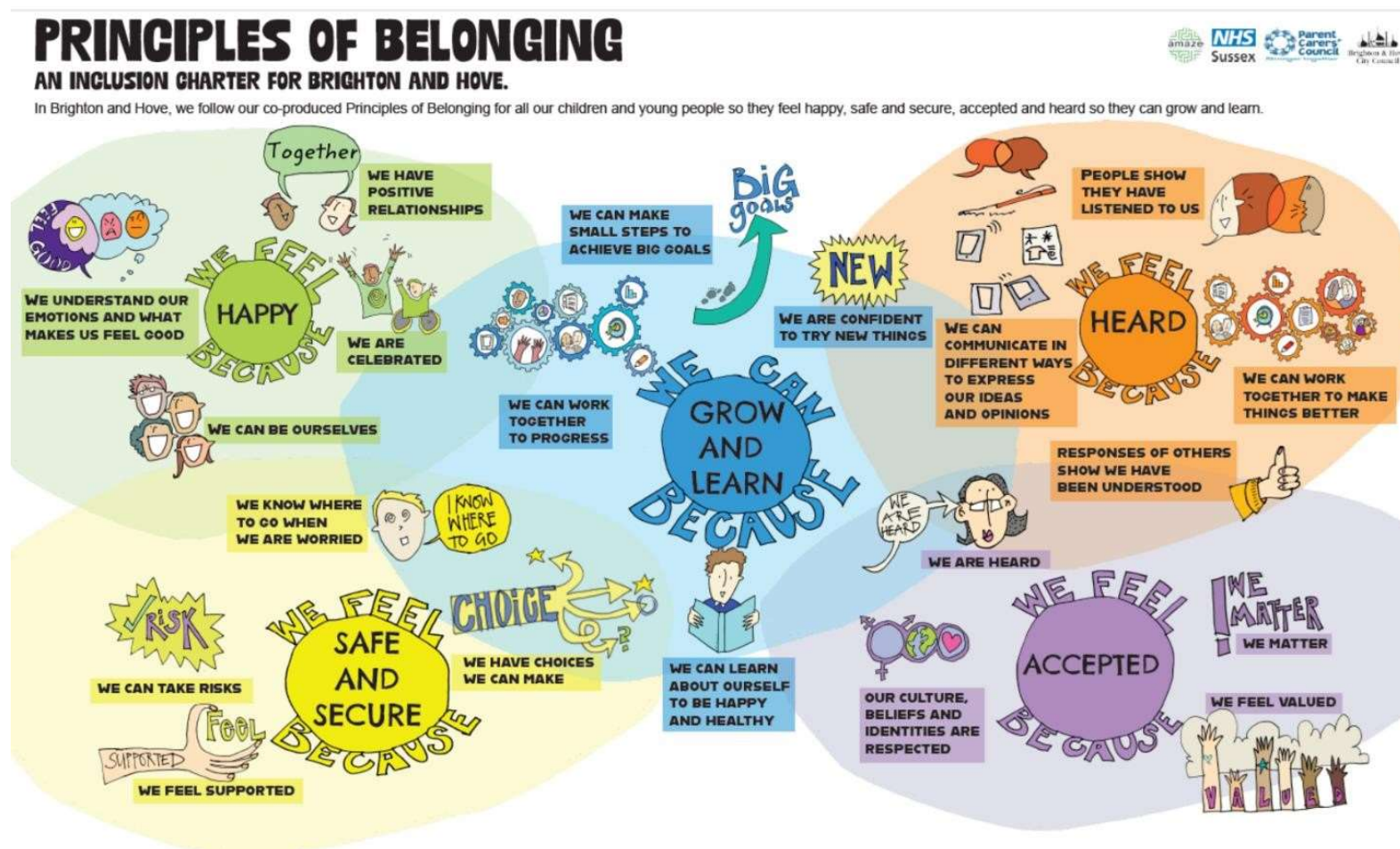
SEND Sufficiency Plan 2026-202G for children and young people with Special Educational Needs and Disabilities (Draft V7.3)

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Introduction

Brighton and Hove aims to be an inclusive city for all children and young people. The Principles of Belonging were developed to support our children as they learn and grow to feel happy, safe, secure, heard and accepted. At the heart of these principles is a culture in which we embrace difference, barriers are minimised or removed, and in which the every-day lived experience, interests and needs of children and young people are better understood. That culture of inclusion in our schools is everybody's responsibility so that children and young people can be educated as close to home as possible and make progress. This plan is about the more specialist educational provision in our city, but it is based on the foundation of supporting children as early as possible to succeed and grow well. You will find reference to the graduated response and how the tiers of support work together to meet our children and young people's needs. For those who do need a more specialised response we want to provide high quality, local provision whenever possible.



This Sufficiency Plan sets out our future placement intentions and will serve as the foundation for ongoing engagement with education providers, children and young people, and their families.

Legal Duty and Strategic Context

Brighton C Hove City Council has a statutory duty under Section 14 of the Education Act 1996 to ensure sufficient school places for all children residing in the local area, including those with Special Educational Needs and Disabilities (SEND).

Over the past decade, demand for SEND places in the city has increased significantly. There is now a clear and pressing need to expand both specialist provision and mainstream resource bases to ensure that children and young people have access to the right type of support — both now and in the future.

SEND sufficiency was identified as one of six key priorities in the SEND Strategy 2021–2026. While progress has been made against several of the strategy’s actions, a dedicated sufficiency plan is now required to guide the next three years of development and delivery.

This plan outlines:

- The current landscape of SEND provision
- Forecasted demand for future places
- Identified gaps in provision
- Current projects and future plans to secure additional capacity

It aligns with Priority 2 (A fair and inclusive city) and Priority 3 (A healthy city where people thrive and a better future for children and young people) of the Council Plan. It supports all the Council’s five organisational pillars but in particular: Innovation and Creativity, and Diversity and Inclusion, as part of our commitment to becoming a learning organisation



Be confident



Be connected



**Be innovative
and creative**



**Be diverse
and inclusive**



**Be healthy and
psychologically safe**

The plan will be monitored termly and updated to take account of progress and delivery through the SEND and AP Partnership Board.

Current Position in Brighton s Hove

As of January 2026, there were 29,847 pupils on roll across Brighton C Hove schools, with 1,907 children holding an Education, Health and Care Plan (EHCP). Brighton and Hove maintained 3,193 EHC Plans for children and young people (0-25) resident in the city.

SEND prevalence in the city continues to rise. In January 2026, 26.1% of pupils (7,787) were identified as having SEND which is significantly above the national average of 20.8%. This represents an increase of 524 pupils compared to January 2025, despite an overall decline in the total pupil population.



KEY POINTS

- 6.4% of pupils in Brighton & Hove schools have an EHC plan, which is in line with the national average (6.0%)
- 19.7% of Brighton & Hove pupils are receiving SEND Support compared to the national average of 14.8%
- EHCP numbers have increased by over 100% since 2018/19, rising from 1,486 to 3,193 maintained plans in 2026, with annual growth consistently between 10–13%
- Statistical neighbour average EHCP plan 5.33% SEND Support 12.67% as at January 2025

3193

THE NUMBER OF

EHCPs

IN BRIGHTON & HOVE



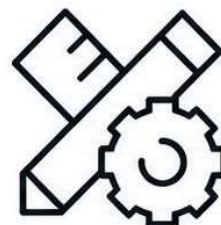
20.2%

PUPILS IN SPECIAL SCHOOLS



3.3%

ATTENDING
RESOURCED
PROVISIONS
AND
SEN UNITS



42.4%
IN MAINSTREAM
SCHOOLS
WITH AN
EHCP

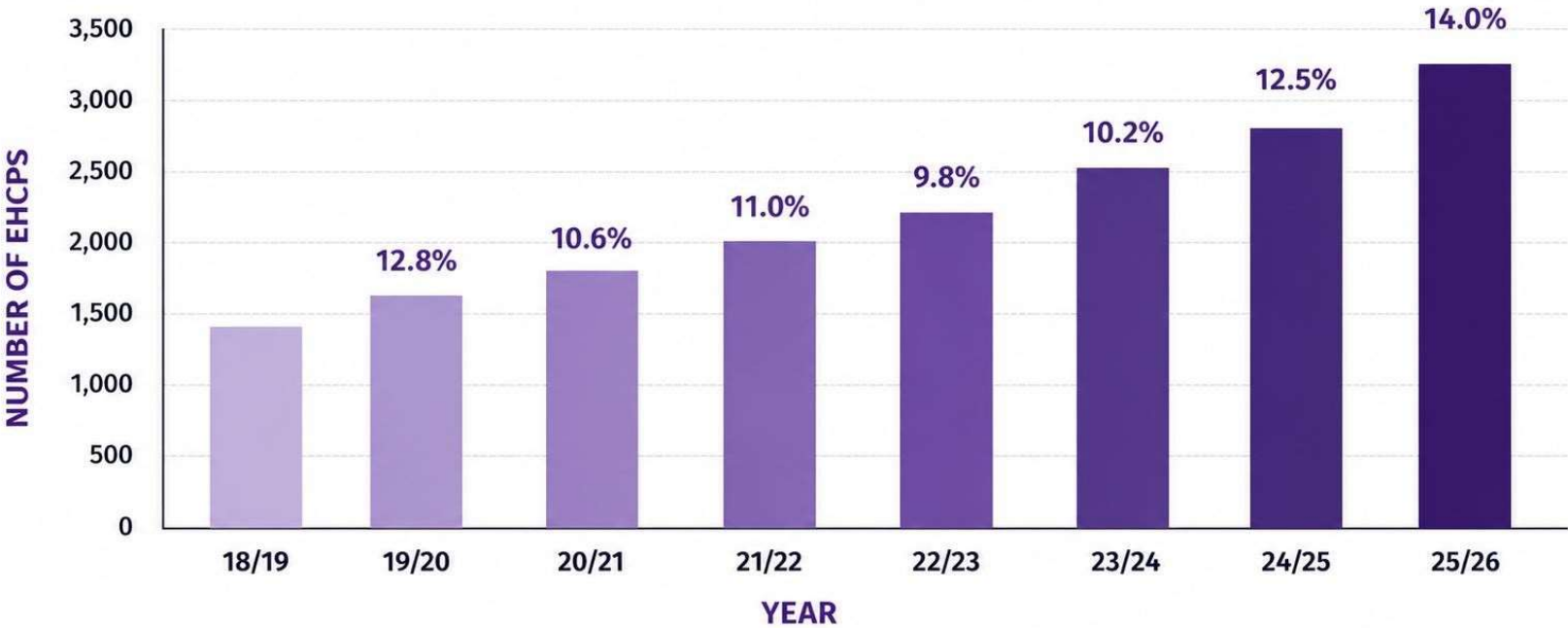


As at SEN2 January 2026 (0-25 pupil population) – This infographic shows the breakdown of EHC plans resident in the city.

Growth in EHC Plans

The city has seen a rise in EHC plans year on year. The graph below is based on the growth in EHC Plans in Brighton and Hove from 18/19 to 25/26 and the annual percentage rise each year. A steady increase in percentage of between 10-13% each year. The growth demonstrates a 57% increase in the last 5 years. In 2025-2026 the percentage increase has risen to 14%.

NUMBER OF EHCP PLANS MAINTAINED
BY BRIGHTON & HOVE (0-25)



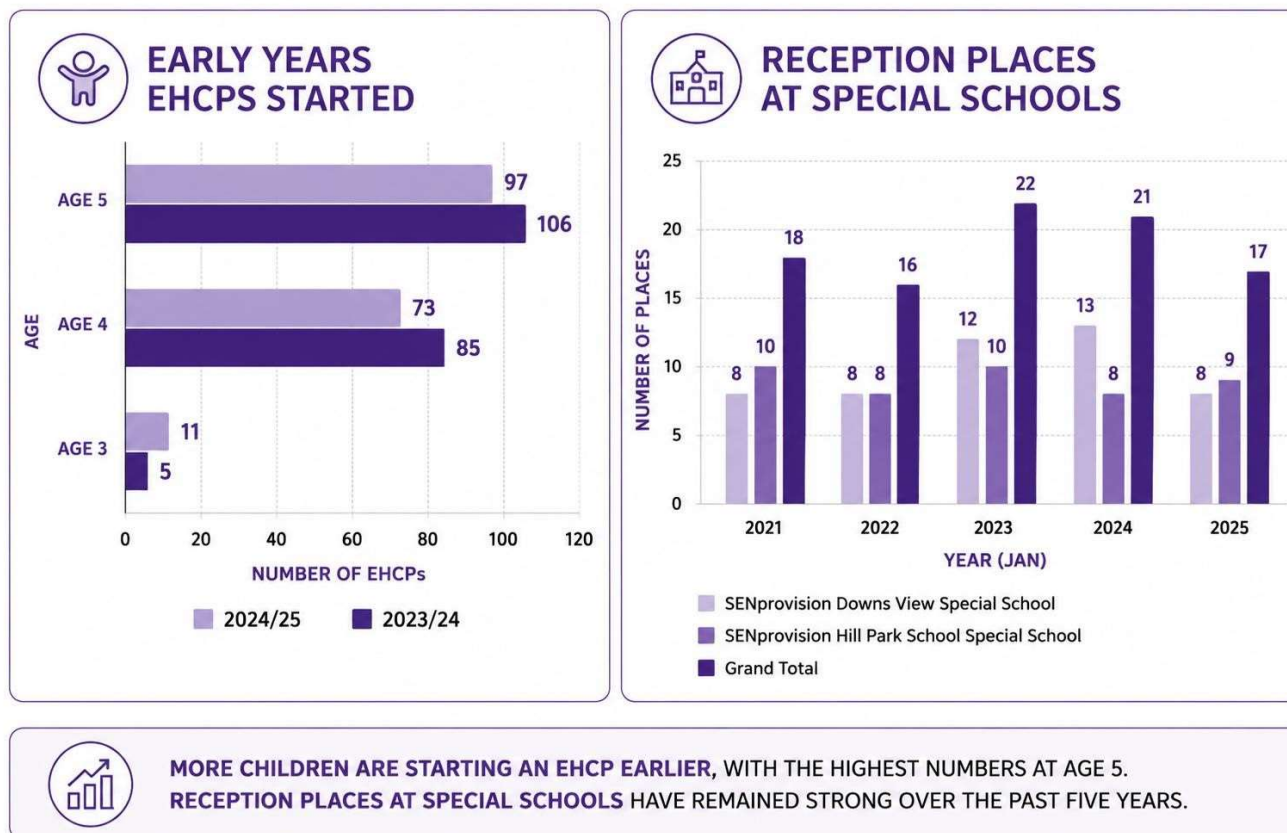
THE NUMBER OF EHCP PLANS HAS INCREASED EVERY YEAR OVER THE PAST EIGHT YEARS, RISING BY 14% IN 2025/26 TO OVER 3,100 PLANS.

Early Years

The number of plans for Early Years remains significant, with most plans starting when the child is age 5. 2024/25 shows a slight increase in plans initiated at age 3 for under 5's.

Fewer plans are recorded for children aged 5 at the time of the plan starting, but the overall trend suggests early identification and support is improving. Current data indicates that age 5 is the most common point for EHC plan initiation, highlighting the importance of early years intervention.

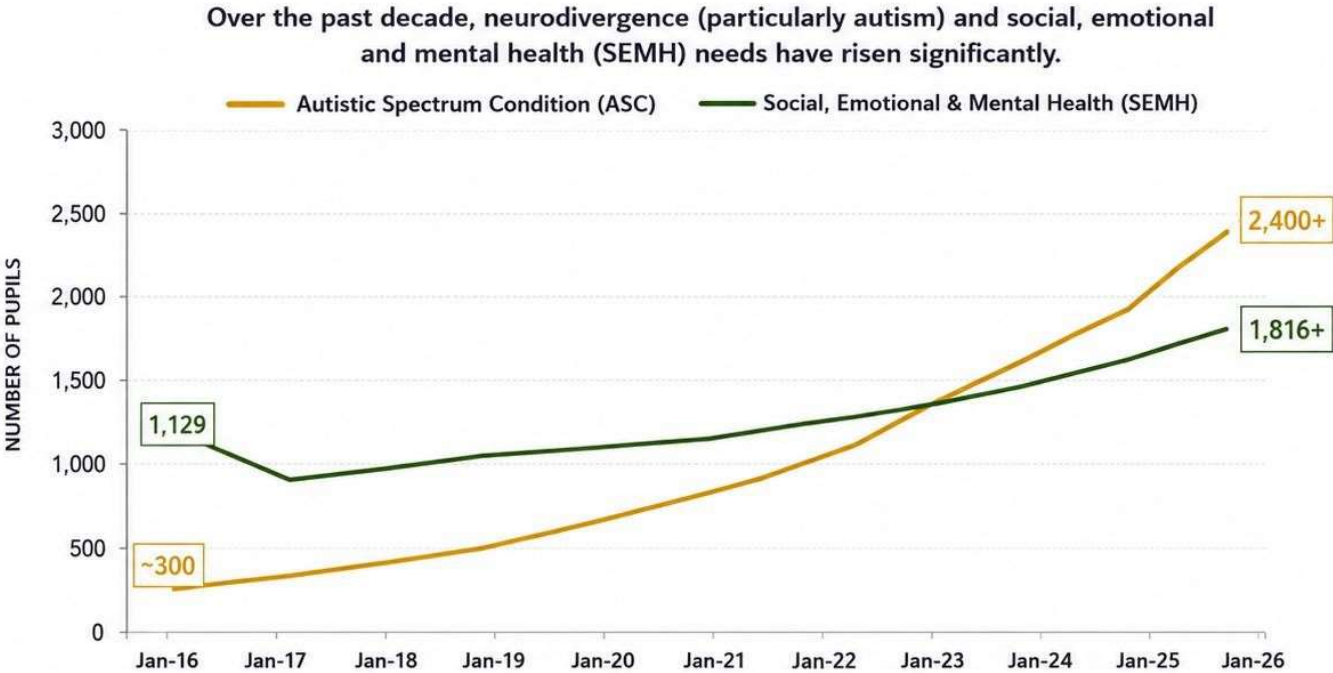
Early Years transfers to Special School Reception places have varied over time, peaking in 2023 (22 places) and then gradually declining to 17 places in 2025. The decline is due to lack of available spaces in specialist provision and not a reduction in demand, which has grown. The grand total shows a clear peak in 2023 (22 places), followed by a downward trend meaning more children with complex needs are either being educated in mainstream or out of area. This demonstrates a capacity pressure with local specialist provision that needs to be addressed.



School aged pupils with SEND

For pupils receiving SEND Support in schools, the most common primary need is Social, Emotional and Mental Health (SEMH). For pupils with an Education, Health and Care Plan, the predominant need is Autism. The largest proportion of EHC Plans are held by children and young people aged 11–15, aligning with national and statistical neighbour benchmarks.

BRIGHTON & HOVE ALL SEND PRIMARY NEED TREND
Jan 2016 – Jan 2026



With the exception of speech and language needs, all other need categories have remained stable or declined.

KEY TRENDS (2016 – 2026)

AUTISTIC SPECTRUM CONDITION (ASC)

2,400+ in Jan 2026
Just over 300 in Jan 2016

~700% INCREASE
over the past decade

SOCIAL, EMOTIONAL & MENTAL HEALTH (SEMH)

1,816+ in Jan 2026
1,129 in Jan 2016

~60% INCREASE
over the past decade

The largest proportion of EHC Plans are held by children and young people aged 11–15.

These trends highlight the need for a targeted focus on provision for SEMH and neurodivergence (particularly autism) across all age ranges and levels of need. This will be central to the city’s SEND sufficiency planning and commissioning priorities.

This table shows how the profile of need has evolved in the city schools over the past decade. This highlights significant increases in both the SEND support and EHC Plan cohorts.

SEN PRIMARY NEED – ALL SEN PUPILS	Jan-16	Jan-17	Jan-18	Jan-19	Jan-20	Jan-21	Jan-22	Jan-23	Jan-24	Jan-25	Jan-26
Autism	308	333	417	529	768	874	1,060	1,251	1,629	1,930	2,409
Social, Emotional & Mental Health	1,129	909	1,033	1,067	1,126	1,178	1,249	1,385	1,512	1,681	1,816
Speech, Language & Communication Needs	1,334	1,280	1,236	1,194	1,176	1,213	1,339	1,406	1,427	1,421	1,422
Specific Learning Difficulty	1,542	1,231	1,264	1,402	1,236	1,226	1,251	1,229	1,343	1,347	1,305
Moderate Learning Difficulty	809	681	593	583	596	579	553	538	421	382	366
Physical Disability	161	147	151	224	222	210	213	188	172	166	149
Hearing Impairment	117	115	114	97	104	96	97	109	105	106	124
Severe Learning Difficulty	164	172	167	180	145	156	142	133	109	99	95
Visual Impairment	54	47	50	52	55	58	66	65	59	61	45
Profound & Multiple Learning Difficulty	45	44	44	36	39	35	35	30	28	22	17
Other Difficulty/Disability	220	311	254	82	47	35	22	19	16	21	21
Multi-Sensory Impairment	7	10	15	17	23	21	30	27	24	17	16
Down Syndrome (New 2025)										10	21
No specialist assessment of need	266	161	94	8	1	2	4	0	0	0	0
TOTAL	6,156	5,441	5,432	5,471	5,538	5,683	6,061	6,380	6,845	7,263	8,076

Current Specialist provision in Brighton and Hove

The January 2026 school census shows that around 70% of school-aged pupils with an EHCP are educated in mainstream schools, including those attending resourced provisions and SEN units. Around 20.2% attend special schools.

The wider SEN2 cohort presents a different profile as it includes all children and young people aged 0–25 with an EHCP, including those in further education, alternative provision and other specialist settings.



~70%

of school-aged pupils with an EHCP are educated in **mainstream** schools (including resourced provisions and SEN units)

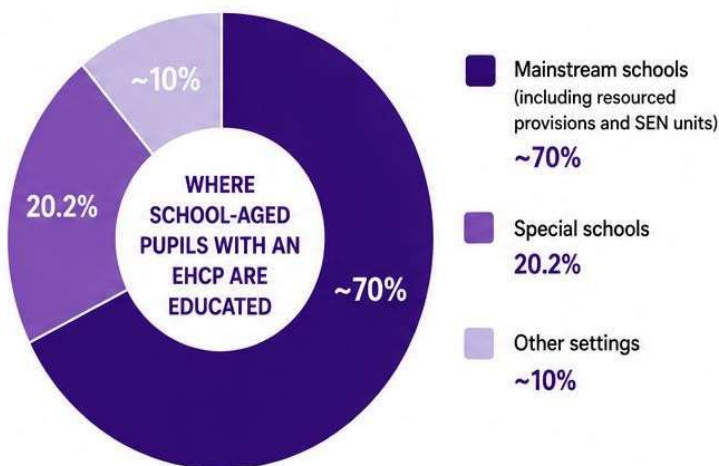


20.2%

of school-aged pupils with an EHCP attend special schools

SCHOOL CENSUS (JAN 2026)

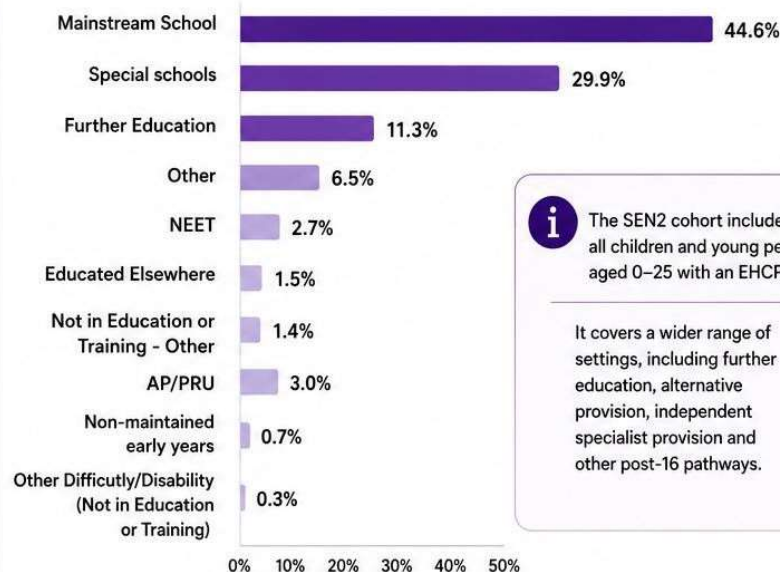
EDUCATION OF SCHOOL-AGED PUPILS WITH AN EHCP



Source: School Census January 2026 (school-aged pupils only)

WIDER SEN2 COHORT (0–25)

BREAKDOWN BY EDUCATION ESTABLISHMENT TYPE



The SEN2 cohort includes all children and young people aged 0–25 with an EHCP.

It covers a wider range of settings, including further education, alternative provision, independent specialist provision and other post-16 pathways.

Source: SEN2 January 2026 (0–25 cohort)

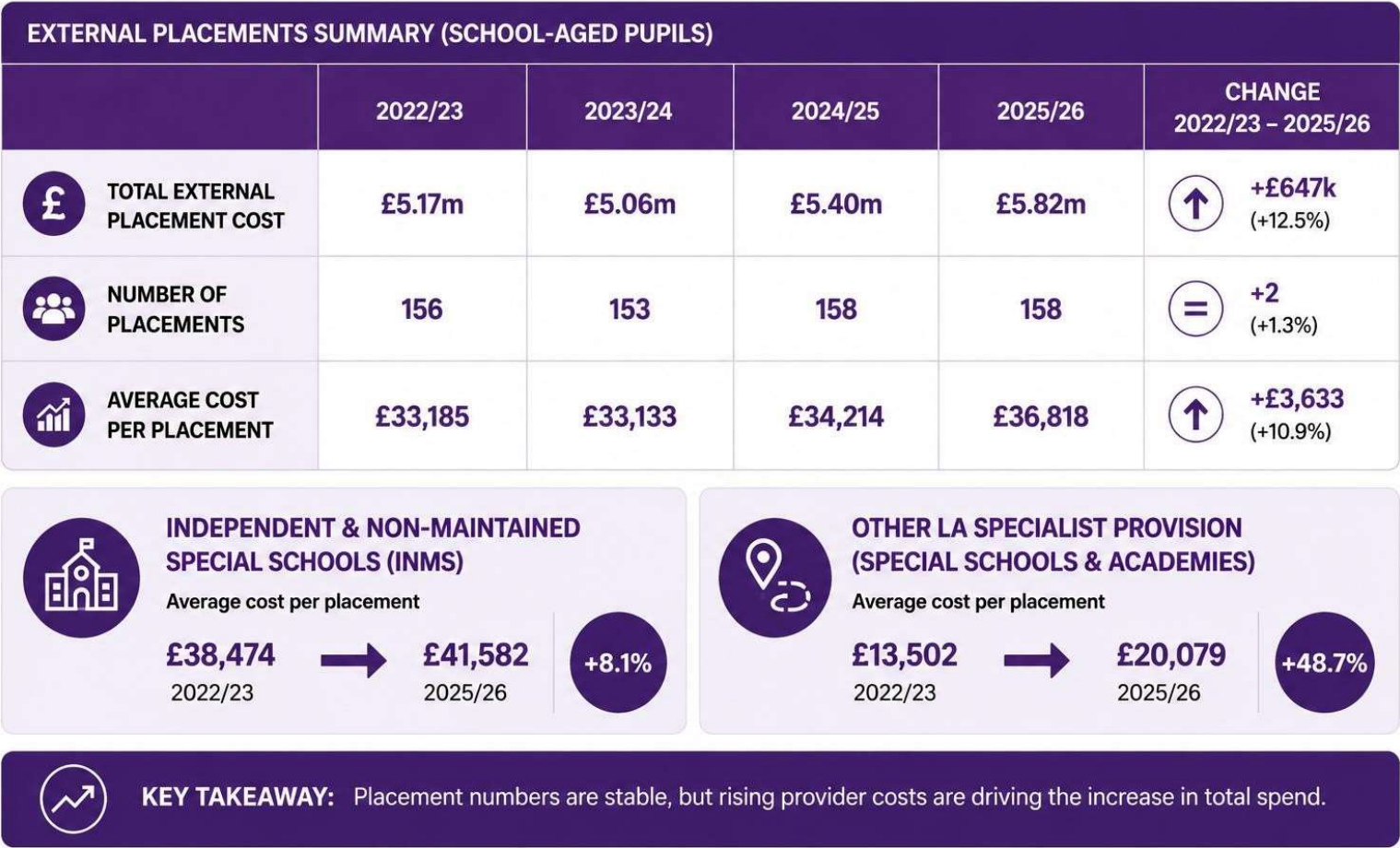


KEY TAKEAWAY: Most school-aged pupils with an EHCP are educated in mainstream schools. The wider 0–25 cohort shows a broader range of educational settings.

Cost of placements outside of Brighton and Hove

Over the last four years, the number of school-aged pupils placed outside Brighton C Hove has remained relatively stable, fluctuating between 153 and 158 placements per year. However, the overall cost of these placements has continued to rise due to increasing provider fees across both independent and non-maintained special schools and specialist provision commissioned from other local authorities.

The total cost of external school-based placements increased from £5.17m in 2022/23 to £5.82m in 2025/26, an increase of £647k (12.5%), despite placement numbers remaining broadly unchanged. The average cost of an independent or non-maintained special school placement increased from £38,474 to £41,582 over the same period. Costs associated with specialist provision commissioned from other local authorities have risen more significantly, with the average placement cost increasing from £13,502 to £20,079.



Projections of future demand for school age population for Autism and Social, Emotional and Mental Health

The local data demonstrates that the city needs to prioritise developing provision for Autism (84% rise in 10 years) and SEMH (over 30% increase in 10 years). Detailed projection work has been carried out on these populations, and this can be found in the data and information pack.

Brighton C Hove City Council undertook analysis in May 2025 to provide projections of children and young people aged 0 to 25 with EHC plans for each year from 2026 to 2032 by Autism and Social, Emotional and Mental Health categories of need. This is for the Brighton and Hove resident population of children and young people and not those attending education establishments within the Brighton and Hove area.

The number of children and young people aged 0-25 with an EHC Plan is projected to increase from 2,886 in May 2025 to 4,427 in 2032, an increase of 50% in terms of the number of children and young people. Or an increase from 4.0% to 6.1% of 0–25-year-olds.

Table A: Projected number and percentage of children and young people aged 0–25, with an EHCP, Brighton & Hove residents, 2025 to 2032

Year	Projected number	Population age 0 to 25	Projected percentage of 0–25-year-olds
2025	2,886	72,112	4.0%
2026	3,108	72,238	4.3%
2027	3,332	72,195	4.6%
2028	3,554	72,242	4.9%
2029	3,769	72,230	5.2%
2030	3,990	72,171	5.5%
2031	4,214	72,210	5.8%
2032	4,427	72,134	6.1%

Source: Brighton & Hove City Council education team (May 2025)

By primary need, it is projected that:

- The number of children and young people with autism aged 0-25 years as their primary need will increase from 1,058 in 2025 to 1,912 in 2032 – an 81% increase. Or an increase from 1.5% to 2.7% of all 0–25-year-olds.
- The number of children and young people aged 0-25 years with social, emotional or mental health (SEMH) needs as their primary need will increase from 598 in 2025 to 973 in 2032 – a 63% increase. Or an increase from 0.8% to 1.3% of all 0–25-year-olds.
- The number of children and young people aged 0-25 years with other primary needs will increase least, from 1,230 in 2025 to 1,432 in 2032 – a 16% increase. Or an increase from 1.7% to 2.0% of all 0–25-year-olds.

Table B: Projected number and percentage of children and young people aged 0–25, with an EHCP by primary need, Brighton & Hove residents, 2025 to 2032

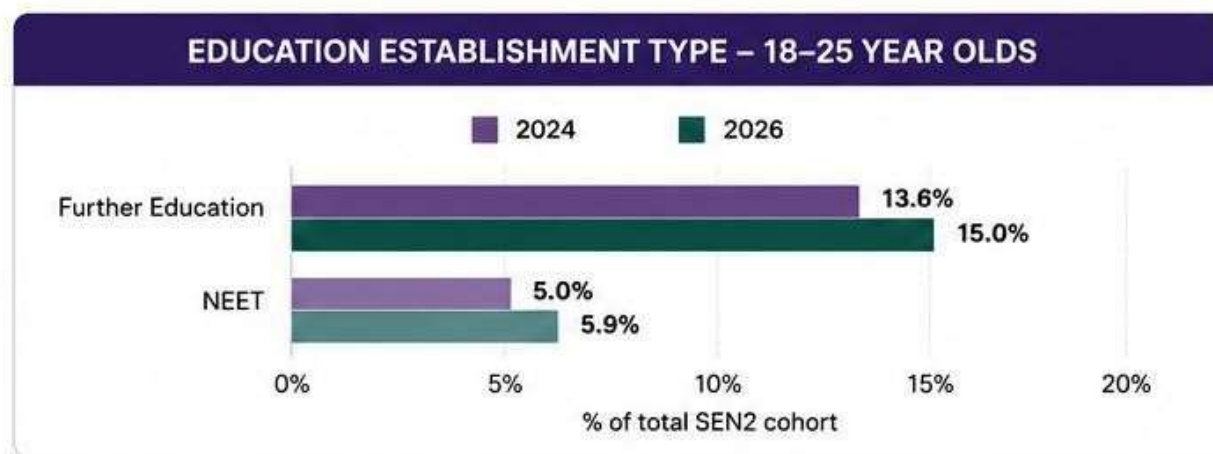
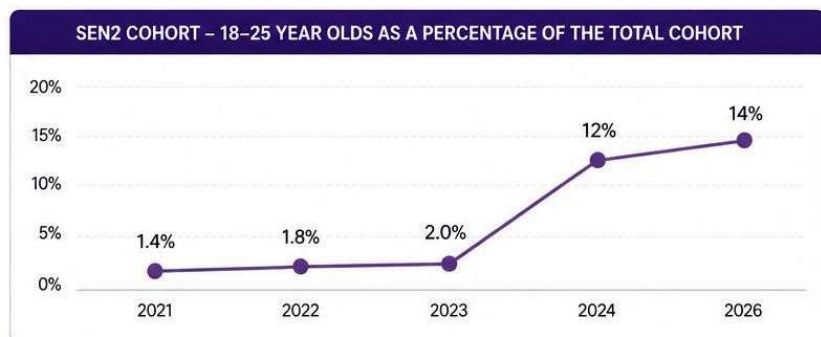
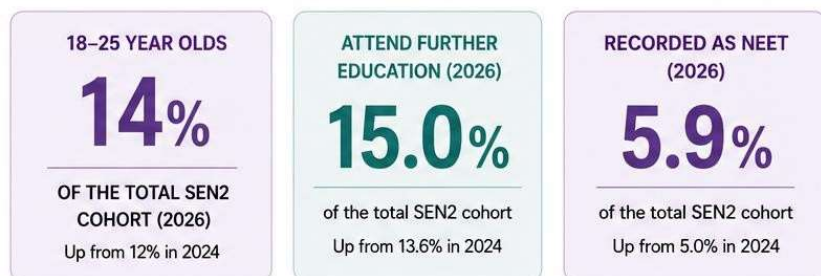
Year	Numbers			Percentage of 0–25-year-olds		
	Autism	SEMH	Other	Autism	SEMH	Other
2025	1,058	598	1,230	1.5%	0.8%	1.7%
2026	1,182	658	1,268	1.6%	0.9%	1.8%
2027	1,304	720	1,308	1.8%	1.0%	1.8%
2028	1,428	779	1,347	2.0%	1.1%	1.9%
2029	1,550	835	1,384	2.1%	1.2%	1.9%
2030	1,671	897	1,422	2.3%	1.2%	2.0%
2031	1,794	958	1,462	2.5%	1.3%	2.0%
2032	1,912	973	1,432	2.7%	1.3%	2.0%

Source: Brighton & Hove City Council education team (May 2025)

Post 16

Most young people with an EHC plan aged 16–19 attend mainstream further education colleges across Brighton C Hove, East Sussex and West Sussex. The strategic development of post-16 provision is coordinated across Sussex through the Post-16 SEND Strategic Planning Group, which includes representatives from all local authorities. Whilst local specialist provision supports some young people, others continue to access specialist placements outside the city.

The number of young people aged 18–25 with an EHC plan continues to grow and now represents a significant proportion of the overall EHCP cohort. As of January 2026, 14% of all EHC plans maintained by Brighton C Hove were for young people aged 18–25, compared with 12% in 2024.

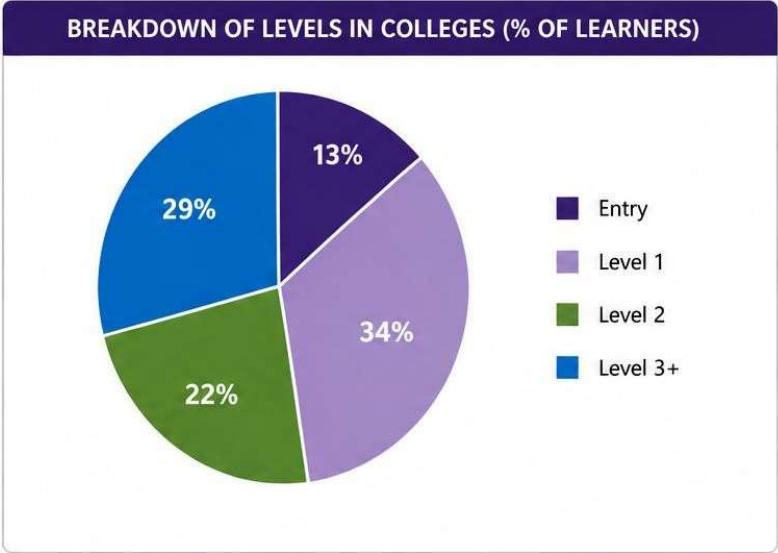
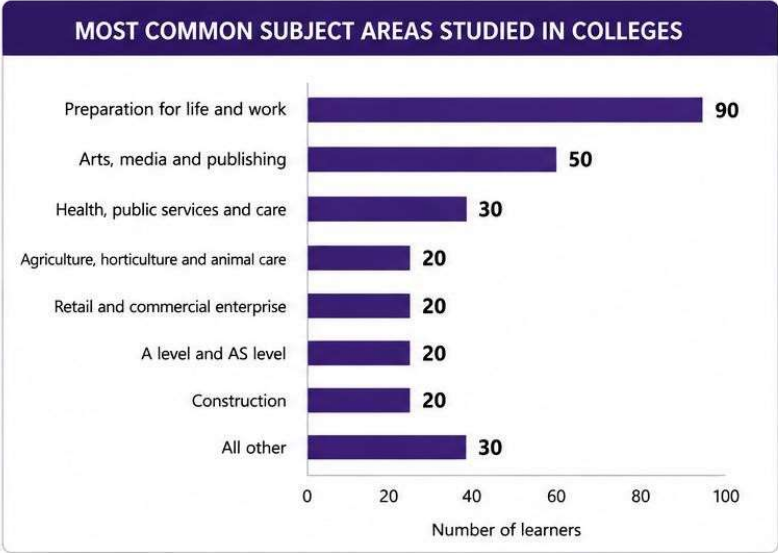


Source: SEN2 (2026 and 2024), RCU Research & Market Intelligence, DfE (2024)

Autism and Social, Emotional and Mental Health (SEMH) remain the most prevalent primary needs within the post-16 cohort. Research commissioned by the Sussex Post-16 SEND Strategic Planning Group indicates that demand from learners with autism is expected to continue increasing significantly over the coming decade.

Most post-16 learners with an EHC plan attend further education provision. The proportion of the SEN2 cohort attending further education increased from 13.6% in 2024 to 15.0% in 2026. Brighton C Hove continues to experience higher levels of young people with an EHC plan who are not in education, employment or training (NEET) than national comparators.

Research commissioned by the Strategic Planning Group identified approximately 280 learners with an EHC plan attending mainstream further education provision across the city. Learners access a broad range of courses from Entry Level through to Level 3+, with Level 1 programmes representing the largest area of provision.



SPECIALIST POST-16 PROVISION IN THE CITY (ACTUAL NUMBERS)	
Provider	Places
Downs View Link College	46
Downs View Life Skills	31
Supajam (INMS)	28
St Johns Integrated College	4
St Johns College	8
TOTAL	117

SUPPORTED INTERNSHIPS IN THE CITY (ACTUAL NUMBERS)	
Provider	Places
Team Dominica	24
St Johns Project Search	4
TOTAL	28

A smaller cohort of young people access specialist post-16 provision and supported internships. Current local specialist provision includes Downs View, Supajam and St John's College, alongside a range of supported internship opportunities. There remain a number of young people who require independent specialist provision outside Brighton C Hove.

Insights for future provision

Financial Pressures

External placements: Costs up £1M in 3 years; average INMS placement £38,825.
High Needs Block: £40M budget; £23.6M spent on special schools; £4.76M on INMS.

Demand Trends

EHCP growth: 67% increase over 5 years; rising 10–13% annually.
Projected EHCPs: From 2,886 (2025) to 4,427 (2032) – 50% increase.
Autism & SEMH: Autism up 81%, SEMH up 63% by 2032.
Early Years: Most plans start at age 5; early intervention is critical.

Post-16 Insights

EHCP learners in colleges rose to 280 (23/24); autism predicted to double by 2033.
Most popular courses: Level 1, life/work prep, arts/media, health/public services.
Need for specialist pathways and supported internships

Health s Diagnostic Context

Long waits for autism/ADHD diagnosis (up to 4 years); 18,000 CYP waiting in Sussex.
Implications: Schools need robust support for undiagnosed neurodiverse pupils.

Strategic Priorities

Develop primary autism resource provisions (1 central and 1 east).
Create secondary autism resource provisions.
Consider primary specialist provision for autism and SEMH that includes mainstream school as part of the model.
Expand secondary provision for autism + SEMH (2027/28).
Rationalise SEMH provision; ensure PRU/Specialist capacity.
Explore KS1 SEMH provision.
Address post-16 gaps: work with FE providers, expand supported internships.

Current Gaps

20% of pupils placed outside Brighton & Hove.
Autism provision: Hive and Cullum Centre provide well, but demand exceeds capacity.
SEMH provision needs rationalisation.
Post-16: High NEET rate; limited supported internships.
The provision of high quality data.

Health Data

NHS National Referral Numbers and Waiting times

Autism: As of March 2025, 137,977 children were waiting for an autism assessment in children's mental health services.

ADHD: The number of children waiting for an ADHD assessment was significantly higher up to 316,000 children.

These figures reflect a growing demand for neurodevelopmental assessments, with many services overwhelmed and unable to meet the rising need.

Autism

As of June 2025, 236,225 people (including children and adults) were waiting for an autism assessment.

89% of those waiting had exceeded the 13-week NICE guideline for assessment.

The average waiting time for an autism assessment is now over 17 months, which is 200 days longer than the previous year.

ADHD

ADHD waiting times vary widely across regions. Some children wait over four years for a diagnosis.

Brighton and Hove

The Brighton and Hove Neurodevelopmental Pathway (NDP) Team within Sussex CAMHS is the smallest team both geographically as well as size. In the year 2025, Brighton NDP team completed 72 full diagnostic assessments. This includes ADHD assessments, ASC assessments and assessments that concluded non- diagnosis. This does not include partial or incomplete assessments. The frequency of diagnosis is almost split equally between the 2 conditions. Sussex CAMHS Neurodevelopmental Services receive more than 600 referrals per month which is leading to long waits for a full assessment and diagnosis.

It is considered that there are approximately 18,000 children and young people in Sussex waiting for a Neuro Developmental Pathway (NDP) assessment with Sussex CAMHS.

Reliable NHS Sussex data on diagnostic rates in Sussex has been difficult to publish in recent years due to the need for an updated data system. A new system is now in operation, and more reliable data will be possible to collate. (agreed statement with CAMHS)

Financial analysis

The high needs block (HNB) funds all the support to SEND and vulnerable young people 0-25.

In 24/25 financial year the value of the HNB is just under £40 million, rising to just over £40 million in 25/26. Approximately £9.2 million is spent on mainstream EHCP's and resource provisions and £23.6 million is spent on special school provision (including the council's special schools and alternative provision).

The remaining budget funds medical needs support, inclusion and support services and the virtual school.

Provision Type	2024/25 (£)	2025/26 (£)	Change (£)	Change (%)
Mainstream Top-Up Funding (BHCC Schools & Academies)	5,965,184	7,250,694	+1,285,510	+21.6%
Special School Funding (including Central Hub)	14,280,675	15,885,642	+1,604,967	+11.2%
Specialist Units & Resource Bases	1,732,945	2,053,098	+320,153	+18.5%
Top-Up Funding for Schools in Other LAs	1,142,179	1,690,560	+548,381	+48.0%
Independent & Non-Maintained Special Schools	5,400,000	5,820,000	+420,000	+7.8%
Personal Budgets, EOTAS & Alternative Provision	1,371,803	2,131,664	+759,861	+55.4%
Post-16 Colleges & Providers	1,170,390	1,246,603	+76,213	+6.5%
Post-19 Specialist Providers	2,007,535	2,128,295	+120,760	+6.0%

Future provision will fit into one of the above categories and will be costed as such.

How this plan was developed

The SEND Strategy 2021-2026 was the driver for the SEND sufficiency plan. The strategy has 6 outcomes to achieve the **better outcomes, better lives** vision which are:

1. Inclusion
2. Early Identification and Intervention
3. SEND Pathways
4. Achievement and Outcomes
5. Transition and Preparing for the Future
6. Sufficiency of SEND Services and Provision (SF1-SF16)
7. Development of Alternative Provision (added as part of the SEND and AP Change Programme work)

The sufficiency plan is the outworking of outcome 6, 'Sufficiency of SEND Services and Provision'. from

In the first 4 years some of the original actions (1-16) in the first sufficiency workplan were achieved.

The SEN Sufficiency Workstream was revised in January 2025 in line with Education and Learning Directorate's workstream agreements with schools. This workstream (comprised of school and provision leaders, LA officers and parent carer forum representation) has supported the development of the plan

To ensure the right provision is being developed at the right time, a full data refresh was requested in January 2025. This ensured that developments were being made in the right areas, and the council is neither under or overproviding for any type of SEND needs.

The plan needs to dovetail with the Schools White Paper and any changes in the delivery of AP services (programme leads are a part of the group membership)

The plan will need to be further developed with the education community, children and young people, parent representative groups and stakeholders.

What we have done so far and what is planned

1. The Brighton and Hove Principles of belonging

Priority 1 of the SEND Strategy 2021–2026 focuses on Inclusion. The Inclusion action plan (Inclusion 1) focussed on the co-production of a city-wide charter for inclusion. This was co-produced with children and young people and led to the development of the principles of belonging.

- Happy
- Safe and secure
- Heard
- Accepted

These principles enable children and young people to grow and learn. All provision must be developed in this way to enable to principles to be put into practice.

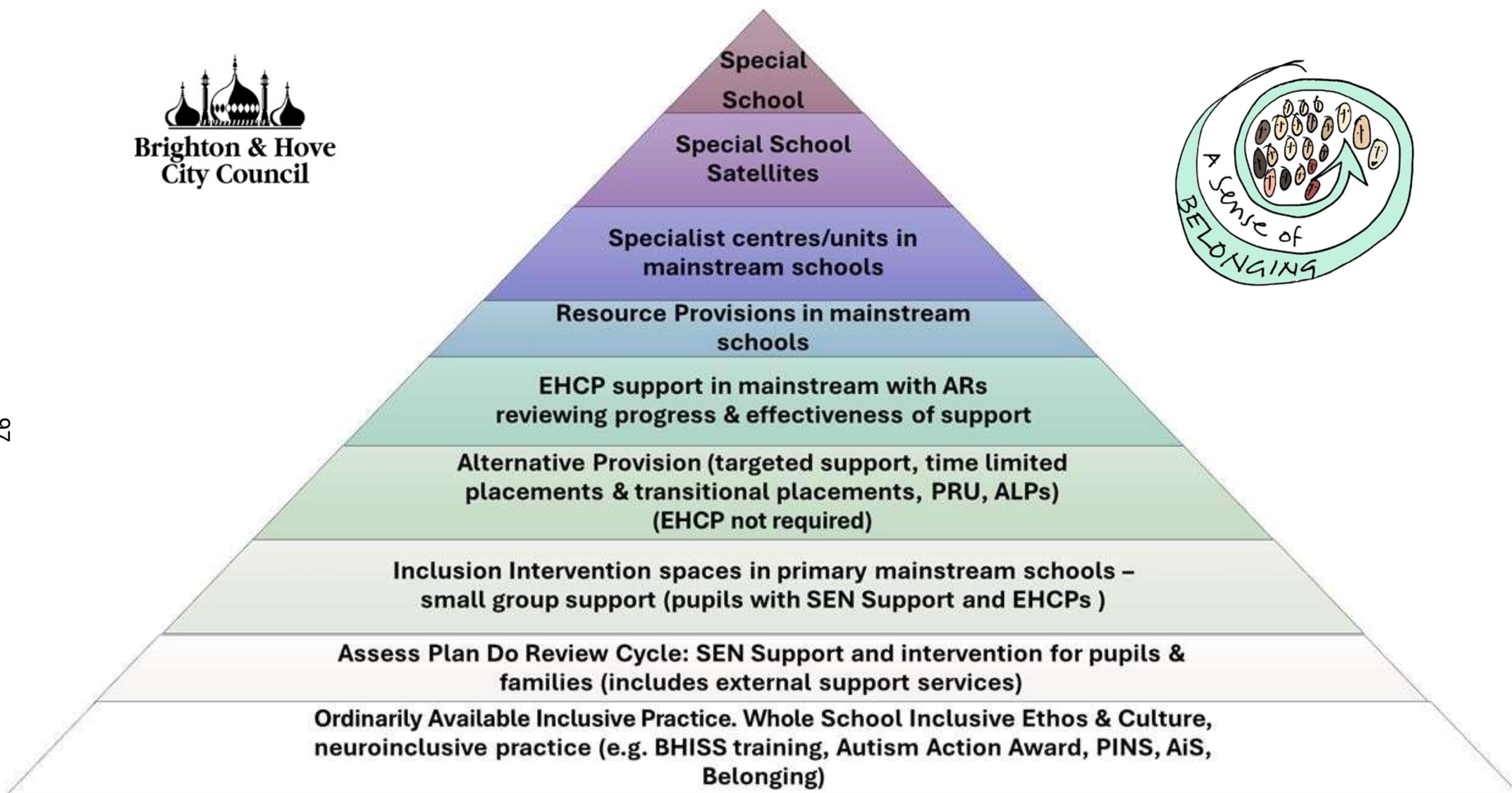
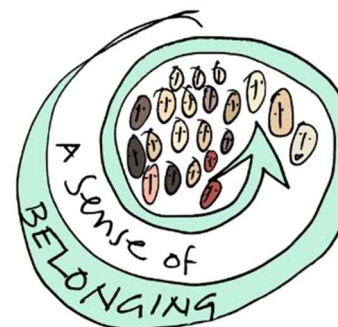
2. Ordinarily Available Inclusive Practice (OAIP) guidance has been co-produced over the course of a year, for schools and is due to be launched in March 2026.

Brighton C Hove has co-produced (with parents/carers, young people, schools and a range of education professionals) a city-wide Ordinarily Available Inclusive Practice (OAIP) guidance to define what mainstream schools should reasonably be able to provide for children and young people with SEND without requiring an EHC Plan. This guidance aims to:

- Promote inclusive education through high-quality teaching and learning.
- Set clear expectations for schools and early years settings.
- Encourage consistency across educational settings.
- Support educators with effective strategies to meet diverse needs.
- Embed inclusive teaching approaches that benefit all learners 1.

The first draft of this guidance will launch in March 2026 for schools, with a review of its effectiveness taking place with stakeholders in autumn 2026. Following a year of piloting the guidance, feedback received from the review will then be used to update the guidance into a final draft which will be available to schools in January 2027. Work on drafting a version of the guidance for parents/carers will begin in Spring 2026 ready to upload onto the council's Local Offer web page in Summer 2026.

SEND Provision Graduated Approach in Schools



Over the period of the SEND Strategy the following interventions and provisions have been developed:

Tier 1: (Targeted Support)	In September 2024, 5 primary schools were identified to run a Inclusion Intervention Spaces (IIS) pilot. All schools had set up the provision by the spring term 2025 and were starting to gather data and feedback from children, parents and staff. Review and evaluation demonstrated that the pilot was successful meeting all the desired outcomes, and phase 2 will commence in the 2025/26 academic year with a further 8 schools. Funding was given to assist secondary schools with Tier 1 (targeted support) development. A robust evaluation of the impact of this funding demonstrated an increase in positive outcomes for children and young people. The council has committed to continue to provide this funding on an annual basis
Tier 2: (Targeted support)	ALPs (Adaptive Learning Provisions) are being developed in four of our secondary schools.. The ALP at Patcham High school is now well established, as is the ALP at Varndean secondary school. Each ALP is funded for 9 places and is supported by an educational psychologist and a senior SEMH practitioner. Feedback on this Tier 2 (targeted support) model has been positive and data using an agreed set of Key Performance Indicators is currently being gathered to show impact. Two further ALPs, opened at the start of Spring Term 2026 with Blatchington Mill and BACA Secondary Schools, and are now receiving young people into their ALPs. There is a total of 36 Tier 2 ALP places available to support young people across the four secondary schools. As part of the SEND C AP Change Programme pilot work, the Alternative Provision Specialist Taskforce (APST) was initially co-located at the Central Hub. The original remit for the APST was to work with children and young people who were most at risk of criminal activity in the community and those at significant risk of permanent exclusion. Specialist staff worked with the Central Hub to support the Tier 2 turnaround programme and reintegrate young people back into school, From September 2025, the APST model moved out of CHB to operate as an outreach team, co-located in two primary schools and one secondary school. The APST is now working primarily as an early intervention outreach team, focusing on young people who are at risk of exclusion. Funding for this team has been provided through the Change Programme which will finish in July 2026.
Tier 3: (Targeted Plus)	The Central Hub Brighton, which provides places for children and young people with social, emotional and mental health provision, has expanded full time/long stay places to support children and young people who are moving on to a new setting or to post 16 provisions (if placed at the Connected Hub KS4)
Tier 4: (Specialist)	The Hive, part of Hill Park Special School opened for secondary aged children with autism and by September 2024 had 45 pupils on roll. It now has 67 places. The Cullum Centre was opened in September 2021, a specialist secondary phase unit for children with autism, at Hove Park School. It has since extended provision into KS5 and supports a preparation for adulthood focus supporting young people in Further Education. Homewood School closed for children and young people with SEMH, in September 2024, The Central Hub made provision for year 7 pupils (year 7 and 8 from September 2025, 24 places). Beckmead Academy Trust opened KS4 provision at St George's House which has 20 places.

SEND Sufficiency Plan 5 Key Priorities 2026-202G:

1. Expand Provision for neurodivergent pupils in mainstream	<u>Actions:</u> Identify and agree sites for primary and secondary autism support bases during 2025/26. Open Moulsecoomb Primary Autism Support Base (The Roost): Phase 1: 8 pupils – January 2026 Phase 2: 8 pupils – April 2026 Develop Stanford Junior Autism support base 12-16 places – 2027. Establish 20-place secondary Autism support base – September 2027. Establish 20-place secondary Autism/SEMH specialist support base– September 2028.
2. Strengthen SEMH Provision	<u>Actions:</u> Rationalise SEMH provision across the city including a review of the Central Hub Brighton (CHB), creating a vision and purpose for future need. Establish Tree House primary PRU as a pilot for an academic year 2025/26. Evaluation summer 2026. Create 12 specialist Year 9 SEMH places by September 2026. Work with schools enabling them to create a more inclusive/principles of belonging approach to managing young people with an SEMH profile (reduction in suspensions, permanent exclusions and managed moves). Through the Inclusion workstream, co-produce and financially model a robust Outreach Support offer for schools which will replace the current APST when it comes to an end in July 2026.
3. Develop Specialist Autism /SEMH Provision	<u>Actions:</u> Design and open 3 primary specialist support bases (12-16 places per unit) in mainstream schools for children with autism and SEMH (36-48 places) Include assessment places and outreach/training model for mainstream schools. Target opening: September 2028.
4. Strengthen Early Years and Primary Specialist/support base provision	<u>Actions:</u> Strengthen the provision of specialist nursery places in the city and the transition of children into school through phased development of Early years Inclusion Bases in geographical areas in the city (8 places per base) Develop 2 support bases in mainstream schools (12-16 places per unit) for children who have complex needs (target opening September 2027). Create EYFS specialist places. Include outreach/training model for mainstream schools
5. Address Post-16 Provision gaps	<u>Actions:</u> Continue to work Sussex wide in the development of appropriate post 16 courses Review post-16 SEND provision and collaborate with providers to ensure appropriate pathways and capacity Increase Supported Internships in the city to create more opportunities for work (20 places)

All developments are dependent on good and frequent communication with stakeholders. The Council will work with key partners through the SEND and AP partnership Board to ensure strategic oversight and governance is in place.

Stakeholders will receive updates on the plan and the progress towards the key priorities through established communication channels.

Glossary of Terms

ADHD	Attention Deficit Hyperactivity Disorder
BHCC	Brighton and Hove City Council
SEMH	Social Emotional and Mental Health Needs
SLD	Severe Learning Difficulties
EHC	Education, Health and Care
PRU	Pupil Referral Unit
ALP	Adaptive Learning Provision (Secondary schools)
IIS	Inclusion Intervention Space (Primary schools)
APST	The Alternative Provision Specialist Taskforce
NDP	Neuro Developmental Pathway
INMS	Independent Non-Maintained School
AP	Alternative Provision
P16	Post 16
HNB	High Needs Block
PiNS	Partnerships for Inclusion of Neurodiversity in Schools
AiS	Autism in Schools

This plan will remain a flexible document and will be reviewed and adjusted in line with any legislative changes ensuring compliance and alignment with statutory requirements