



Department
for Education

Free school bid form

For local authorities seeking to establish new special or alternative provision free schools

Published: July 2018

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The bid form explained

This free school bid form is for local authorities seeking to establish new special or alternative provision (AP) free schools.

Local authorities (either as a lead or sole bidder) can submit a bid for one special and one AP school in total in their area. Given the limited number of new schools we will create in this wave, it is highly unlikely that we will approve more than one school in any one local authority area. In the most exceptional of circumstances where you plan to make the case for two new schools in your area, you will need to complete a separate bid form for each school, although you should cross-reference where appropriate.

The overview section on the second tab asks for information about the number of bids you are submitting (i.e. one or two), the priority of each bid (if you are submitting two), what (if any) other bids you are supporting, and your expected future need for new special and AP schools (and when they are needed). If you are submitting two bids, you only need to complete the overview page on one form.

If your bid is successful, the opportunity will be advertised nationally, and if a strong proposal comes forward, the new school will be delivered and funded as part of the department's central free schools programme.

Before completing your bid, please ensure that you have read the ['guidance and criteria for local authorities seeking to establish new special or alternative provision free schools'](#) carefully, as this sets out the criteria by which your bid will be judged. Please provide all the information required.

The form should be completed by a local authority representative (or representatives, if it is a joint bid) with the approval of the Director(s) of Children's Services (DCS).

This bid form consists of 14 tabs in total (including this one). Please ensure you read all tabs carefully. You must complete the following tabs in full: overview, confirmation, A1, A2, B, C1, C2, C3, C4 and D. You will also need to complete tab 'A2 continued' if applicable and either tab 'Table C1i' or tab 'Table C1ii' depending on whether your bid is for a special or an AP free school.

Completed bid forms, specifications, and any supporting documentation (e.g. site plans, letters from commissioners)

should be submitted by midday on 15 October 2018. Submit your bid by email to:

APspecial.freeschool@education.gov.uk. Please title your email as follows: **Special/AP free school bid – [insert name of local authority (or lead local authority if joint bid)]**. Your email should not exceed 9 megabytes in size; anything

larger will not be delivered. **If the bid is larger than 9 megabytes**, please split the documents and send two (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).

Free school bid forms should:

- maintain the pre-set printing format;
- not include any comments; and
- not include photographs, images or logos.

This opportunity **does not replace the [presumption](#) process and does not replace a local authority's sufficiency duties.**

Annex A of the [guidance](#) sets out how the information you provide will be used.

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Free school bid form [X of Y]

1. This section must be completed.
2. If you are submitting more than one bid, you only need to complete this section once (on the form of your preferred bid).
3. Please refer to the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include in this section.
4. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

Overview

While local authorities (either as a lead or sole bidder) can submit a bid for one special and one AP school in total in their area, it is highly unlikely that we will approve more than one school in any one local authority area in this wave. However, we would like you to inform us of expected future need for new schools.

Overview table	
Name of your local authority	London Borough of Bromley
List the bid(s) you are submitting this wave, as either the lead or the sole local authority (including type of school e.g. special or AP) – please list these in priority order so that the first is your preferred bid	1. Special ASD Junior School 2. Not applicable – submitting 1 bid
List the bid(s), if any, that another local authority is leading on and that you are supporting (including the name of the lead local authority)	
Optional: brief description of your expected future need for new special and AP schools, and when they are needed	Bromley faces a shortage of approximately 200 specialist by 2026. Our key areas of need are ASD, SLCN and SEMH. The Council has already increased special school capacity for secondary ASD and secondary and KS2 SEMH. This bid fills a gap in provision by providing a KS2 special school for ASD and SLCN. This will reduce pressure on the High Needs Budget by reducing out of borough placements and assist in KS2 to KS3 transition to our existing expanded secondary ASD provision.

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1. This section must be completed.
2. If you are submitting more than one bid, you must complete this section for each bid.
3. Please refer to the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include in this section.
4. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

Confirmation

This confirmation must be signed by the relevant Director(s) of Children's Services at the local authority(ies) putting forward this bid.

I am/we are the Director(s) of Children's services at **[INSERT LOCAL AUTHORITY NAME(s)]** and I/we have seen this expression of interest and support it.

I/we confirm that the information provided in this bid form is correct to the best of my/our knowledge.

I/we further confirm that the local authority(ies) and, if applicable, other commissioners (e.g. local schools commissioning AP places) named in section A of this bid have developed this proposal in partnership and, if the bid is successful, will commit to commissioning the number of places at the school as specified in this bid, and to paying the relevant top-up funding (indicative funding specified in this bid, to be confirmed by the local authority(ies) if the bid is successful).

I/we also confirm that I am/we are aware of the financial consequences of the commissioning on our high needs budget(s).

In addition, I/we intend to commission places beyond the first two years, as per the proposed school growth profile (pupil/capacity build up).

NB: an electronic signature is acceptable. If multiple local authorities are submitting this bid, complete a signature box for each local authority.

Signed:

Position:

Print name

Date:

15-Oct-18

Signed:
Position: Director of Children's Services at **[INSERT LOCAL AUTHORITY NAME]**
Print name:
Date:

Signed:
Position: Director of Children's Services at **[INSERT LOCAL AUTHORITY NAME]**
Print name:
Date:

Signed:
Position: Director of Children's Services at **[INSERT LOCAL AUTHORITY NAME]**
Print name:
Date:

Signed:
Position: Director of Children's Services at **[INSERT LOCAL AUTHORITY NAME]**
Print name:
Date:

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Free school bid form [X of Y]

- 1. This section must be completed.
- 2. If you are submitting more than one bid, you must complete this section for each bid.
- 3. Please refer to the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include in this section.
- 4. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

Section A1 – local authority(ies) putting forward this bid

Please complete table A1. If this is a joint bid, information must be provided for each local authority involved and the lead local authority must be stated. Please note that including a local authority on this list means they have committed to commissioning places.

If you are the sole local authority submitting a bid (i.e. it is not a joint bid), then you must provide the reason why in box A1.

Table A1 - local authority(ies) putting forward this bid		
Name of local authority	Name of person leading	Contact details
Lead local authority: [select name of lead local authority in cell C30 below. This would be the local authority in which the school would be located]	[Redacted]	[Redacted]
[If applicable, select name of second local authority in cell C36 below]		Telephone: Mobile: Email: Address:
[If applicable, select name of third local authority in cell C42 below]		Telephone: Mobile: Email: Address:
[If applicable, select name of fourth local authority in cell C48 below]		Telephone: Mobile: Email: Address:
[If applicable, select name of fifth local authority in cell C54 below]		Telephone: Mobile: Email: Address:

Box A1 - if you are submitting a solo bid, please explain why

Specialist provision in Bromley and its immediate neighbours is not sufficient to meet the full range of needs and increasing demand within our population and, in Bromley, there is pressure on places now. The LAs are in on-going strategic and operational discussions about placements and have specifically discussed this bid and those of neighbouring authorities. Across south east London, there is a significant increase in the identification of children with complex needs associated with autistic spectrum disorders (ASD). This bid, those from Bexley and Greenwich and existing plans for more ASD provision in Croydon are complementary and will be needed to meet current and projected demand across the area. Authorities in the area are intent on developing local provision which will reduce travel times for this cohort of vulnerable children who can become distressed by the unpredictable journeys they experience if they have to be placed in schools some distance from home. The proposed locations for new special schools across the area will shorten journey times and improve the quality of life for children and their families.

In summary:

- There is insufficient specialist provision for children with ASD across south east London and provision developed through this bid and bids from neighbouring authorities will be required to meet current and increasing need.
- Provision for children with ASD and associated learning difficulties, including anxiety and behaviour that challenges, is best made locally, reducing travel times. Reduced journeys also reduce costs
- Parents tell us clearly that they want local provision.
- Bromley's proposal can be implemented swiftly, addressing immediate need for places which will be filled by children living in Bromley.

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1. This section must be completed.
2. If you are submitting more than one bid, you must complete this section for each bid.
3. Please refer to the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include in this section.
4. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

Section A2 – evidence that the new school will be fully commissioned

You must complete table A2 on this tab, showing how many places you would use at the school for the first two years of the school's operation. If there are multiple commissioners, you also need to complete the larger table on tab 'Table A2 continued'.

In addition, if you are submitting a bid for a new AP free school, you must also:

- Attach commitments in writing from any commissioners other than local authorities (e.g. local schools) indicating their firm intention to commission a specific number of places in the first two years, including the top-up funding they will pay for the children occupying the places;
- Attach evidence that the commissioners have made an informed decision, for example, confirmation that commissioners have seen your bid, and are aware of the characteristics of the new school and the outcomes you want to achieve; and,
- Provide information in box A2 about the commissioning and funding model used in your area(s). To note, we will ask for further details about how you have engaged with the commissioners, and their level of involvement, later in section C3.

Box A2 - for AP schools only, please use this space to describe the commissioning and funding model(s)

Table A2 - evidence that the new school will be fully commissioned (to be completed for both special and AP schools)							
Commissioner	Year of operation	Number of EY places	Number of KS1 places	Number of KS2 places	Number of KS3 places	Number of KS4 places	Number of 16-19 places
London Borough of Bromley	First year of opening			14			
	Second year of opening			27			



1. *This table must be completed if there are multiple commissioners.*
2. *If you are submitting more than one bid, you must complete this section for each bid.*
3. *Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.*

Table A2 continued

You must complete table A2 on the previous tab, showing how many places you would use at the school for the first two years of the school's operation. If there are multiple commissioners, you also need to complete the table on this tab.

Table A2 continued - evidence that the new school will be fully commissioned (to be completed for both special and AP schools)							
Commissioner	Year of operation	Number of EY places	Number of KS1 places	Number of KS2 places	Number of KS3 places	Number of KS4 places	Number of 16-19 places
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						



1. This section must be completed.
2. If you are submitting more than one bid, you must complete this section for each bid.
3. Please refer to the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include in this section.
4. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

Section B – what type of school is wanted

There are no assessment criteria for section B. Please provide key information about the school you would like to commission in table Bi. Additionally, please set out the expected pupil build up (how the school would fill year-on-year once it opens) in table Bii.

Table Bi - what type of school is wanted	
Type of school	Special free school
Category of provision/needs (if more than one type, with different top-up rates, please explain)	Children with ASD and associated learning difficulties (including anxiety and/or behaviours that challenge). A diagnosis of ASD will not be required, but all children will have a complexity of need relating to speech, language and communication, behaviour and social and emotional development. [REDACTED]
Age range	7 to 11
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	[REDACTED]
Gender (co-educational/boys/girls)	Co-educational
Total number of proposed full time equivalent places (once school is at full capacity - including 16-19 places, but not including nursery places)	54
Type of places offered (e.g. full time, short term, part time)	Full time
Number of nursery places, if applicable	n/a
Number of 16-19 places, if applicable	n/a
	Bromley will commission an outreach service to support, advise and help train staff our local mainstream schools as a strategic partner in Bromley's SEN Training Collaborative. Additionally, the service would offer "step up" and "step down" support for children whose placement risks breakdown. This enhances expertise in our existing SEND advisory service.

Describe any planned outreach, training and/or reintegration support (including details of funding that will be made available to support the school with this)

This enhances expertise in our existing SEND advisory service.

Outreach will be commissioned separately to ensure that it does not impact on the capacity in the school (a key concern of parents).

We will develop the specification for the service in partnership with the successful provider, utilising their specialist expertise and knowledge to design an innovative and effective service.

Table Bii - pupil build up							
	Year of opening	+1	+2	+3	+4	+5	+6
Nursery	0	0	0	0	0	0	0
Reception	0	0	0	0	0	0	0
Key stage 1 (Y1-2)	0	0	0	0	0	0	0
Key stage 2 (Y3-6)	14	27	36	54	54	54	54
Key stage 3 (Y7-9)	0	0	0	0	0	0	0
Key stage 4 (Y10-11)	0	0	0	0	0	0	0
16-19: commissioner referred	0	0	0	0	0	0	0
Totals	14	27	36	54	54	54	54

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1. This section must be completed.
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4. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

Section C1 – the current context in your area

We are looking for bids in areas where a new school will most support local authorities to manage current and/or anticipated pressures on special school places or on the overall high needs budget, so that the needs of children can be better met. We will not be inclined to approve bids that have the side effect of decreasing the inclusion in mainstream schools of children with SEN, or who are at risk of permanent or fixed term exclusions, or of creating excess spare capacity in existing special or AP school. Bids will score more highly if they can demonstrate that a new school will be filled by students who would otherwise be going to more expensive or poor performing provision.

Please use box C1 to provide information about existing provision in your area, future expected growth and use of your high needs budget. You should also use this box to provide commentary around the information sources listed in Annex B of the [guidance](#) that we will use to support our assessment of this section.

In addition, please use table C1i (for special schools) or C1ii (for AP schools) - found on the next tabs - to describe the recent, current and projected trends of

Box C1 - the current context in your area <i>(we expect your response to this section to be no more than around 500 words, excluding your entries on table C1i/C1ii)</i>
<p>Specialist provision within Bromley and its immediate neighbours is not sufficient to meet the full range of our population's needs. Having previously maintained stability in statutory SEN assessments, since 2015 Bromley has experienced a significant increase in EHC needs assessments and EHCPs over a period when the rate of increase nationally and across London is decreasing. [REDACTED]</p> <p>Our school age population is increasing (up 8.4% since 2010, 7.4% further growth projected by 2025) contributing to more children with identified SEN. In response, Bromley has increased places in its good and outstanding special schools (236 more places since 2010) (Bromley SEN Sufficiency Statement 2018 https://bromley.mylifeportal.co.uk/media/24627/sen-sufficiency-statement-v141018-rb.docx) but this provision is now full, resulting in:</p> <ul style="list-style-type: none"> • [REDACTED] • More children educated at home because parents do not feel that local provision meets their needs. <p>Of 2,204 children and young people with EHCPs, 778 are primary school age of whom 76% have a primary need related to speech, language and communication (SLCN) and autistic spectrum disorders (ASD). A deep dive analysis identified a cohort of children (currently 66) with moderate to severe ASD and associated learning difficulties (including anxiety and/or behaviours that challenge) being placed in independent schools. CYP JSNA 2018 https://cde.bromley.gov.uk/documents/s50062121/CYP%20JSNA%20Executive%20Summary.pdf</p> <p>There is specialist local provision in KS1 ARPs but a gap in KS2 and around 16 children each year leave KS1 for whom we need a specialist placement. In 2019/20 all local provision is full. Parents tell us that they would like a school in their local community, but independent provision is often the only suitable option. Once placed there, children remain there, rather than returning to Bromley at secondary transfer. Parents consistently highlight the gap in local provision for children with ASD including social opportunities and support for families, similar to the integrated health, care and early education for younger children delivered from the Phoenix Centre. https://bromley.mylifeportal.co.uk/media/24626/send4change-focus-group-summary-_-parents.docx.</p> <p>In summary;</p> <ul style="list-style-type: none"> • Insufficient places locally to meet the specialist needs of children at KS2 places a high reliance on independent schools • Quality of these schools is below what we want for our children, with 58 children in provision which either requires improvement or is inadequate, and journey times can be too long and stressful for children • Costs of non-maintained and independent schools is over double that of maintained provision with further implications as children move to secondary provision • Parent choice is not being met as children are having to be educated outside their local community and lack wrap-around services to support families holistically

Word count: 498



Section C1 – the current context in your area

1. This table must be completed if you are submitting a bid for a special free school.
2. If you are submitting more than one bid, you must complete this section for each bid.
3. Please refer to tab 'C1 - current context' as well as the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include in this section.
4. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

Table C1i - trends in your specialist provision for all children with EHC plans

Type of provision	Number of providers used	Please indicate the number of pupils with an EHC plan living in your local authority who are placed within these settings, and the total cost (including base, top-up and transportation if applicable) of all placements at each setting															
		2014				2018				Projected figures without the new school you want				Projected figures if your bid for a new school is successful			
		(pupils)	(cost)	(pupils)	(cost)	(pupils)	(cost)	(pupils)	(cost)	(pupils)	(cost)	(pupils)	(cost)	(pupils)	(cost)		
Resourced provision and units inside local authority																	
Resourced provision and units outside local authority																	
Special schools (either maintained or academies) inside local authority																	
Special schools (either maintained or academies) outside local authority																	
Independent / non-maintained special schools inside local authority																	
Independent / non-maintained special schools outside local authority																	
Mainstream schools inside local authority																	
Mainstream schools outside local authority																	
General FE colleges (if relevant) inside local authority																	
General FE colleges (if relevant) outside local authority																	
Specialist FE providers (if relevant) inside local authority																	
Specialist FE providers (if relevant) outside local authority																	

1. *This table must be completed if you are submitting a bid for an AP free school.*
2. *If you are submitting more than one bid, you must complete this section for each bid.*
3. *Please refer to tab 'C1 - current context' as well as the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include in this section.*
4. *Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.*

Table C1ii - trends in alternative provision																	
Type of provision	Number of providers used	<i>Please indicate the no. of pupils living in your local authority who are placed within these settings, and the total cost (including base, top-up and transportation if applicable) of all placements at each setting</i>								<i>Projected figures without the new school you want</i>				<i>Projected figures if your bid for a new school is successful</i>			
		2014 (pupils)	2014 (cost)	2018 (pupils)	2018 (cost)	2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (cost)	2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (cost)				
		Maintained PRUs inside local authority															
Maintained PRUs outside local authority																	
Maintained AP free schools or academies inside local authority																	
Maintained AP free schools or academies outside local authority																	
Independent AP settings (registered) inside local authority																	
Independent AP settings (registered) outside local authority																	
Independent AP settings (unregistered) inside local authority																	
Independent AP settings (unregistered) outside local authority																	
AP units located in or attached to mainstream schools inside local authority																	
AP units located in or attached to mainstream schools outside local authority																	
Places designated for AP commissioned from special schools inside local authority																	
Places designated for AP commissioned from special schools outside local authority																	
Places designated for AP in further education settings inside local authority																	
Places designated for AP in further education settings outside local authority																	
Other AP inside local authority – please specify																	
Other AP outside local authority – please specify																	



1. This section must be completed.
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3. Please refer to the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include in this section.
4. Please complete the form as provided, do not create any new fields. The text boxes can be made bigger by increasing the row height. To insert a new line in a text box, press alt + enter.

Section C2 – your strategy for high needs provision

You must use this section to tell us about your strategy for high needs provision. The purpose of this section is to help us understand your plan for children with SEND or those requiring alternative provision and make a judgement about whether the school you are proposing fits within your strategy.

Box C2 - your strategy for high needs provision

(we expect your response to this section to be no more than around 1000 words)

The Strategy

We believe that Bromley children and young people who have SEN/D should have their needs met, as far as possible, within their local community through a well-planned continuum of provision that meets the needs of children and young people, from birth to age 25, and their families. This means that education, health and care providers will have the capacity, skills and confidence to deliver high quality provision, which results in improved outcomes for children. The strategy will support the strengthening of local provision and deliver an incremental shift in placements from the independent sector into local settings, including an increase in the number of children with EHCP supported in mainstream settings.

Bromley SEND Strategic Vision and Priorities 2018-2019 (<https://bromley.mylifeportal.co.uk/media/24181/bromley-send-vision-and-priorities-2018-19-2.pdf>) is the culmination of a 12 month, externally led review of our SEN/D arrangements, including extensive consultation with parents, carers and our partners, commissioners and providers. Evidence and emerging hypotheses were tested with parent groups and local forums including school governors, headteachers, SENCOs and early years and FE providers. The development of the strategy and, now, its implementation are driven by a multi-agency SEN/D Governance Board, supported by Elected Members and chaired by the Deputy Chief Executive of the Council. Each priority has a strategic lead who is a member of the Board supported by officers from the Council and CCG. Three of the five priorities are led by headteachers and one by a representative of Bromley Parent Voice.

The priorities for 2018/19 are:

- Good SEN support in mainstream education settings, so that children and young people with SEN/D learn successfully in their local community
- Outcomes for children and young people who have social, emotional and mental health needs (SEMH) are improved
- A suitable range of local specialist provision is available for children and young people with more complex needs
- Children, young people and families are actively engaged in planning, commissioning and evaluating the services they need
- Bromley local authority and CCG provide high quality services, which are equitable, clear and transparent

These are underpinned by four themes which encapsulate the drivers for change:

Localising

- Local provision reduces reliance on independent school placements
- Reducing travel times for children
- Jointly commissioned health therapies provide better integrated services
- Better planning for transition points promotes trust and confidence in local provision

Stretching services

- Re-focused SEN/D advisory services enable better graduated and more robust SEN support in mainstream settings, enabling more children to be educated in their local school
- 'Early warning system' and better targeted support sustain placements for children in mainstream settings
- Training and specialist outreach to develop skills and confidence in mainstream settings to provide for children with more complex needs

Accountability

- Cost effective local provision to reduce pressure on the High Needs Block
- Streamlined decision making demonstrates transparent decision making
- Service Level Agreements with ARPs and special schools with annual review to adjust volume and provision to meet changing needs and demand
- Effective quality assurance process for all placements, with a key focus on out of borough placements

Partnerships

- Partners, providers and stakeholders collaborate to create local solutions that align to the Bromley SEN/D Strategic Vision and Priorities:

o Includes relevant partners including children, young people and parent/carers

- o Includes relevant partners, including children, young people and parents/carers
- o Maximising resources, skills and expertise across the local area
- o Clear outcomes, demonstrating impact
- o Improves education and wider outcomes for children and young people and their families
- o Effective governance arrangements, promoting accountability across education, health and care

Implementation

Bromley's strategy sets out explicitly a graduated specialist offer where all types of education settings recognise their responsibilities and contribution to meeting the needs of Bromley children. The strategy will ensure that there is a sufficient supply of the right provision and places to meet needs locally. Over time, we will reduce our reliance on out of borough placements, enabling children and young people with additional needs to live, learn and work in their local communities.

Over the past 8 years, Bromley has increased specialist places and enhanced the continuum of provision by developing additionally resourced provision (ARPs) in mainstream primary and secondary schools. However, there remains a gap in provision for children and young people with autistic spectrum disorders ASD and associated learning difficulties (including anxiety and/or behaviours that challenge). Younger children are well supported by integrated health, care and early education delivered out of the Phoenix Centre (see C1) and three ARPs in infant schools from which some children transfer successfully into mainstream classes. Some children need a smaller and more contained environment than mainstream can offer. At this point, there is a gap in the local offer which is filled currently by placements in non-maintained and independent schools at significant cost.

This proposal will address the identified gap at KS2 specifically, by establishing an ASD Multi-Agency Centre of Excellence that provides a wraparound service to support the holistic needs of children and their families. We have begun to address the gap in the secondary phase by expanding our secondary special school (104 more places) and re-aligning the range of needs for which the school provides. This has resulted in a shift in the 2018/19 Y7 cohort, which includes children with ASD and associated learning and behaviour needs.

The Multi-Agency Centre of Excellence will have at its heart a high quality special school, but it will also provide a wider range of support and activities to children and young people with ASD and their families. When developing our strategy, parents consistently told us that there are significant gaps in the support available locally and the centre of excellence will be a considerable and innovative step in filling this gap.

The savings generated by the reduced cost of education placement will enable Bromley to invest in the additional services and support provided by the Multi-Agency Centre of Excellence.

Bromley has identified a site that we believe is suitable for the delivery of this Multi-Agency Centre of Excellence and world class free school that is already used as a resource by families in the borough.

Word count:

983

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Section C3 – why you want a new school and how it fits with your strategy and the local landscape

We want to open new schools where they are the right solution for the area. We are looking for bids where a new school will help local authorities meet children's needs, fit into the local authority's strategic plan for high needs provision and complement the local education offer.

Please use box C3 to explain the rationale for a new school.

In addition, please use table C3 to provide evidence of engagement with others and attach any supporting evidence of this (e.g. letters) when you submit your bid.

Box C3 - why you want a new school and how it fits with your overall strategy

(we expect your response to this section to be no more than around 500 words)

The proposed Primary school for children in KS2 who have ASD and associated learning difficulties (including anxiety and/or behaviours that challenge) will provide local, high quality provision with wrap around services and integrated therapies. It fills a gap in local provision which is currently resulting in children being placed outside the borough in independent schools, at higher cost and often lower quality than local provision. The proposal responds directly to parents' views and accords with our local SEN/D strategy (see C2).

We have identified a cohort of children whose needs cannot be met in a mainstream school and for whom there is no local provision. Once placed in the independent sector, children and young people rarely return to local provision, at age 11 and beyond thus creating a pressure on the high needs block; this extends beyond four years in the primary phase, into secondary and potentially up to the age of 25.

The school is a key component of Bromley's strategic approach, which has been developed over the last 12 months in consultation with a wide range of stakeholders. Section C2 provides further detail of the strategy for high needs provision and is underpinned by four key themes. Existing provision within the borough leaves a gap in provision for children with these needs at KS2. There are currently on average 16 children coming out of KS1 provision each year for whom we need specialist places. In 2019/20, all local provision is full. The projections are showing this demand will increase to at least 17 each year by 2025/26.

By establishing a Multi-Agency Centre of Excellence for ASD in the borough (with a high quality special school at its heart), we will create a resource that supports, informs, educates and inspires children with ASD and their families. The school will support and alleviate pressures both in this and neighbouring boroughs and will enable children to go to school in their local community, reducing travel time.

The centre will increase the diversity of the local offer, complementing Bromley's existing high quality provision and provide the local area with:

- Short break activities that promote a wider offer of social and leisure opportunities
- Information and advice for families
- Integrated therapy and CAMHS offer
- A community resource in non-term time, evenings and weekends
- Strong outreach training programme for teaching and support staff in mainstream settings (including early years), focusing on key transition points
- Extended curriculum

The intention is to create a resource that can flex and change its offer to respond to issues as they are identified by parents. The Multi-

Table C3 - engagement with others		
Who	How you have engaged (e.g. surveys, meetings)	Summary of engagement (e.g. summary of survey findings and/or conversations)
Your neighbouring local authorities – please specify	Ongoing strategic and operational discussions with Bexley, Greenwich, Lewisham and Croydon Telephone meetings confirmed by email regarding this bid	Agreement on growing need for specialist provision and ASD provision specifically across south east London No LAs to commission places currently but, recognising need for provision, would consider spot purchased places Shared commitment to local provision with reduced journey times for children
Commissioning bodies in your area – please specify	CCG: Partners on SEND Governance Board Joint analysis and planning Direct contribution to bid	Full support of bid Agree clear gap in provision for this cohort Commitment to re-commission therapy provision in schools
Local mainstream schools – please specify	Partners on SEND Governance Board SEND4CHANGE focus groups SEN/D conference – Sept 2018 Headteacher forums and LA briefings for Heads and Chairs of Governors	Agree the bid aligns with the Strategic Priorities Recognise need for special school and outreach for ASD Link with Bromley SEN Training Collaborative
School representative bodies e.g. schools forum – please specify	Special schools Partners on SEND Governance Board SEND4CHANGE focus groups SEN/D conference – Sept 2018 Headteacher forums and LA briefings for Heads and Chairs of Governors Individual planning meetings with special school headteachers	Agree the bid aligns with the Strategic Priorities Recognise need for provision in bid and how it aligns with current provision Commitment for one school to realigned secondary special provision
Representatives of parents and carers and young people e.g. parent/carer forum – please specify	PCF is partner on SEND Governance Board SEND4CHANGE focus groups SEN/D conference – Sept 2018 Presentation to PCF – Oct 2018 Regular meetings with PCF representatives	Parents seeking more holistic offer for their children locally, including extended curriculum, therapies, social opportunities and support for families Welcome the recognition of and response to gap in provision for children with ASD who have complex needs that presents through high levels of anxiety and behaviours that challenge
Any other partners e.g. community groups, FE colleges – please specify		

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Section C4 – the expected outcomes

To be approvable, bids must demonstrate that the new school will:

- Help to achieve better outcomes for children and young people (compared with existing options); and,
- Support inclusion, including re-integration where appropriate and providing expertise to mainstream schools.

Please use box C4 to describe the impact you expect the school to have, as well as the potential risks and how you would mitigate those.

Box C4 - expected outcomes

(we expect your response to this section to be no more than around 500 words)

Better outcomes for children and their families

- Educational, health and care needs addressed through integrated offer, including therapies
- Improved well-being from shorter home to school travel times
- High quality specialist education linked to local mainstream schools
- Getting it right in the primary years, supporting a successful transition to high quality, local secondary provision
- Better quality of life for the child and their family, supported by tailored wrap around activities and support
- Going to school in their local community, being visible and preparing for adulthood within that community
- Access to better skilled/competent teachers, supported by outreach and Bromley SEN Training Collaborative
- Improved provision for children with ASD in mainstream settings through support and training from outreach service
- Improved parental confidence through support, advice and training

and mitigation

Risk: Recruitment of suitably trained and experienced staff

Mitigation: School will be a strategic partner in the new Bromley SEN Training Collaborative, led by the four local teaching schools, which is:

- Working with other providers, to train and recruit specialist SEN/D teachers
- Recruiting Specialist Leaders in Education, providing career development and retention incentives

Risk: Lack of continuity between KS1, KS2 and KS3 creates unnecessary change and disruption for children

Mitigation: Robust and early transition planning which engenders confidence for the child and their parents. Well-managed transitions support independence and build skills to manage change, rather than dependence and reliance on the familiar.

Local strategic planning supports a smooth transition from the new special school into realigned provision in secondary special schools.

Risk: Providers not attracted by model of KS2 only provision

Mitigation: We envisage this as part of a continuum of local, specialist provision and we would be seeking a provider with

similar ethos and approach, providing pathways into provision at KS3 and KS4

Risk: Parents remain unconvinced by local offer and continue to seek independent placements either at KS2 or KS3

Mitigation: Parents tell us that some of the attraction of the non-maintained and independent sector is holistic packages of support and an integrated therapy offer. Bromley is currently:

- Reviewing and recommissioning its therapy provision to provide a sustainable model that extends the school day
- Consolidating and extending the wrap around provision (extended curriculum, short breaks, family support) to reduce fragmentation through a geographically central location

In summary this provision would address:

- The current and projected needs by providing sufficient places for children with SEND at KS2 locally, removing the high reliance on independent schools
- The challenge of children currently attending settings which are of poor quality.

• [REDACTED]

Word count:

491

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Free school bid form [X of Y]

- 1. This section must be completed.
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Section D – the proposed location and site

Finding a suitable site is an essential part of opening a free school. As part of preparing your bid you should investigate potential sites for the school and tell us about them in your bid. In this wave we will undertake a desktop assessment of site and consider the value for money, timescale and delivery risks in securing a site for the proposed school in the proposed area.

We will give preference to those projects where our site assessments shows that we are likely to secure a value for money site in a timely manner with an acceptable level of risk, in particular, those bids that include an available site on a peppercorn basis. Making a site available on a peppercorn lease gives the greatest chance of the school opening successfully, and on time.

Please complete table D to tell us about where the school would be located and the preferred site.

Please also provide the name and contact details for the main local authority lead for sites. The ESFA may contact this person to ask questions about the site. **If you know any of these site details before submitting your bid, please let DfE know (by emailing FSC.EOI@education.gov.uk) so we can start conversations with you.**

.....

Please tick the box below to confirm that the relevant Lead Member for Corporate Property has seen this bid and is content with the information provided about site (if provided).

I confirm that the Lead Member of Corporate Property at **[INSERT LOCAL AUTHORITY NAME]** has seen this expression of interest and supports it.

Please tick to confirm

Table D - the proposed location and site	
<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to APspecial.freeschool@education.gov.uk, if possible. If applicable, please also describe the potential impact of any specialism that you plan for your school to have on the site requirement.</p>	[Redacted]
<p>Please tell us the postcode of a central location in your preferred area. You need to provide this even if you have already identified a preferred site. It must be a full postcode e.g. SW1P 3BT, not SW1.</p>	[Redacted]
<p>Your calculated building space using the ESFA formula (see section D in the guidance) and any comments on this.</p>	[Redacted]
If you have identified a preferred site, please complete the rest of the table:	
<p>Full address and postcode of preferred site. It must be a full postcode e.g. SW1P 3BT, not SW1.</p>	[Redacted]
<p>In which local authority is your preferred site?</p>	Bromley
<p>Please tell us how you found the site.</p>	[Redacted]
<p>Please confirm the tenure.</p>	Freehold purchase
<p>Please include information on purchase or lease price if known.</p>	125 peppercorn lease
<p>Who owns the site?</p>	Local authority building
<p>Is the site available/on the market? (Please attach agents' particulars as an additional file and send it to APspecial.freeschool@education.gov.uk if available)</p>	No
<p>Name and contact details of owner and/or the agent or local authority representative</p>	[Redacted]
<p>If the site is local authority owned, which local authority owns it?</p>	Bromley
<p>If the site is local authority owned, please state if the local authority have confirmed that, if successful, the site may be used by the free school. Please include terms (e.g. 125 year peppercorn lease). Please also provide details of any other local authority contribution towards the capital costs of the project (e.g. developer contributions).</p>	125 year peppercorn lease

What kind of site is it?	Existing building
What is the current use?	School/education building
Why have you chosen this site? What makes it suitable?	[REDACTED]
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to APspecial.freeschool@education.gov.uk	[REDACTED]
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to APspecial.freeschool@education.gov.uk	[REDACTED]
If the named site is part of a housing development or the school is attracting Section 106 contributions, please give as much detail as possible, including: the development and developer, timing and programme of build, number of housing units, status of planning application and any links to planning applications/decision notices, extent of funding coming from the developer plus confirmation of the local authority's position in relation to your free school using this site.	

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