



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

of local authority (or local local authority in joint bids). 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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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	Bury
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. Bid 1 – special school 2. Bid 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)	Not applicable
Optional: brief description of your expected future need for new special and AP schools, and when they are needed	



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 the Director of Children's services at **Bury Council** and I have seen this expression of interest and support it.

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

I further confirm that the local authority 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 also confirm that I am aware of the financial consequences of the commissioning on our high needs budget.

In addition, I 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:

COUNCIL

Print name:

Karen Dolton

Date:

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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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 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] Bury	Paul Cooke, Strategic Lead, Schools, Academies & Colleges	Telephone: 0161 253 5674 Mobile: [REDACTED] Email: [REDACTED] Address: [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

Bury Council commissioned a review of SEND during 2017. This review involved a wide range of stakeholders, and resulted in extensive engagement on all aspects of services and provision in support of children and young people with Special Educational Needs and disabilities. The review identified a number of priorities, each of which is being taken forward through the local SEND Partnership Board.

These priorities included the development of a graduated model of provision, from mainstream settings through to specialist provision to enable the majority of needs to be met within mainstream settings where appropriate, with alternative provision and resourced provision being an important part of the graduated model, but accompanied by sufficient local specialist provision within borough.

The clear view that emerged from engagement with stakeholders was the importance of enabling a greater number of children and young people access to local provision, and the need to address the disproportionately high number of children and young people placed in Independent Non Maintained Special Schools (INMSS) outside the borough. Recognising that this reliance on the use of INMSS was also placing a significant cost pressure on the High Needs Block.

At the time of the review, [REDACTED] children and young people were placed in INMSS, a significant proportion of whom were placed because insufficient capacity exists within borough, as opposed to the need for the child or young person to access very specialist provision that would not otherwise be available in borough.

In response to the findings of the SEN review, in early 2018, a sufficiency assessment was undertaken in respect of all SEN provision. The review considered the changing demographics across the borough, the increasing pupil population, particularly affecting Key Stage [REDACTED] and the increasing prevalence of children and young people presenting with ASC/SCLN.

This application responds to these specific pressures on Bury, and the need to develop specialist capacity to meet the needs of the resident population, whilst addressing significant cost pressures on High Needs funding. The deficit on High Needs due to high cost out-of-borough placements and pressures is reported as [REDACTED] on S251 outturn [REDACTED]. DfE colleagues are monitoring this and should be aware that the development of in-borough capacity and sufficiency on SEND places to be enhanced by the creation of a Special Free School in Bury is a critical factor included in the deficit recovery plan.

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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)

N/A

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
Bury	First year of opening				24	16	
	Second year of opening				48	32	



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)	Autistic Spectrum Disorders (ASD) and Social Language and Communication Needs (SLCN)
Age range	11 to 16
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	The funding applied would be in accordance to Bury's banded funded model which has recently undergone a full review in line with the SEND Code of Practice and independent Strategic SEND review requirements with the banding recognising the severity of needs for individual pupils at each category of need and which ensures sufficient resources are allocated where severity requires additional support to eligible pupils. On top of the statutory place funding of ██████ the bandings allocate top-up funding ranging from ██████ depending on the moderated assessment of individual pupil needs the higher top-ups reflecting where additional 1:1, 2:1 or even 3:1 support may be required for any individual child.
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)	80
Type of places offered (e.g. full time, short term, part time)	Full time with assessment places
Number of nursery places, if applicable	
Number of 16-19 places, if applicable	

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

The new school would have two main purposes:

1. To provide specialist educational facilities for children who are struggling with the mainstream environment on a full time, part time or fixed/short term intervention basis.
2. Act as a centre of excellence and support for the local communities and schools and possibly the wider sub region providing
 - a. Staff training and development by ASD/SLCN specialists to help CYP remain in mainstream education.
 - b. A base for multi-disciplinary outreach services (e.g. speech and language

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

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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 provision that caters for the children that you would expect to attend the new school. If this is a joint bid, fill in the table once for all local authorities together.

Box C1 - the current context in your area

(we expect your response to this section to be no more than around 500 words, excluding your entries on table C1i/C1ii)

Bury is seeing a significant increase in the number of children and young people (CYP) who are being identified with social and communication difficulties, in particular the categories of ASC and SLCN. These children have considerable potential but are struggling with a mainstream environment, or in an inappropriate specialist setting.

There is growing pressure on places at existing maintained special schools as a result of the increasing number of places being offered to CYP with ASC/SLCN. As part of the overall sufficiency strategy, additional capacity is being provided at Millwood Primary Special School, Elms Bank Specialist Arts College, and in Resourced Provision in a number of mainstream schools. Secondary schools are also working collaboratively to develop the Alternative Provision offer that is available across Key Stage 3 & 4.

Despite this increase in capacity, the special schools and resource provision are operating at capacity, with the resultant reliance on out of borough placements to meet the needs of ASD/SLCN children and young people. Additionally, there are increasing numbers of CYP with ASD/SLCN being educated at home.

Looking forward, Bury is experiencing population growth that is already impacting on demand for both mainstream and specialist Key Stage 3 & 4 provision and this is expected to increase significantly as a result of further housing growth expected through the Greater Manchester Spatial Framework. The secondary school population is predicted to increase by ██████ by the academic year of 2024/2025. This is an increase of ██████ and the associated increase in demands for specialist provision.

Bury is seeking to ensure that there is sufficient special school capacity locally to meet local need, whilst reducing the demand on more expensive INMSS placements, and reinvesting funding incurred through those INMSS placements into local provision.

Without the increased capacity Bury will not be able to stem the flow of out-borough high cost placements which on average cost between ██████ over ██████ per place compared to on average ██████ to ██████ within Bury's in-house provision. This is absolutely critical as part of Bury's High Needs ██████ deficit recovery plan which is subject to DfE monitoring and potential intervention. This deficit will continue to grow without the additional provision and associated capacity and sufficiency of in-borough places.

Word count: 433

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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											
						Projected figures without the new school you want				Projected figures if your bid for a new school is successful			
		2014 (pupils)	2014 (cost)	2018 (pupils)	2018 (cost)	2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (cost)	2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (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	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											
						Projected figures without the new school you want				Projected figures if your bid for a new school is successful			
		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.
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 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)

Bury Council commissioned a review of SEND during 2017, engaging with a wide range of partners and stakeholders to develop a clear understanding of the current SEN system and provision for families in Bury, identifying how partners could better contribute to improving outcomes, and ensuring that parents, children and young people were informing the review process and making a positive contribution to the development of new arrangements.

A key message from parents was of the importance of specialist provision in the graduated model, and the need for local, high quality provision to be available. All stakeholders were also keen to see the expertise in specialist provision being used to benefit the wider school system, both through the sharing of those skills to build capacity within mainstream settings, and through the use of assessment places whereby students can access a short term placement in a specialist provision before returning to mainstream.

Out of this review came a shared vision for children and young people with special educational needs and disabilities and their families:

Give the best start for children in their early years
Do the best that we can to support our young people
Ensure that children and young people make the best possible progress in the early years, at school and in college
Make the best arrangements by talking to young people and families about their needs
Enable young people to have a happy, healthy and fulfilling life.

Our vision reflects our commitment to working with families to ensure the inclusive education of all children and young people with SEND.

The review identified a number of priorities, each of which is being taken forward through the local SEND Partnership Board.

Key strands of activity in support of these priorities include an exercise to determine ongoing sufficiency of specialist provision, a focus on those children and young people that have been placed, or may need to be placed in INMSS, and, through newly established Primary and Secondary Inclusion Partnerships, the development of models of alternative provision or resourced provision to meet needs at a more localised level. Links with health, SEND, parents and young people have instilled a strategic vision around Inclusion that is fully accepted by all parties and which ensures children receive all necessary support at the earliest opportunity and at their local provision.

Bury's strategic vision focusses on Inclusion at every level from Maintained schools and academies, early years settings, special resource units and alternative provision through Primary and Secondary Inclusion Partnership arrangements is able to ensure in-borough placements are secured without having to place in very high costs external provision. The strategy includes addressing the significant deficit that has arisen due to lack of in-borough capacity and inclusion, this deficit being [REDACTED] as reported on S251 outturn 2017/18 and which is already increased due to in-year pressures in 2018/19. The increased capacity created by a Special Free Schools assists in ensuring Bury delivers on its vision to educate within borough and is pivotal to ensuring the High Needs block allocation is not adversely affected by high cost out-borough provision.

<i>Word count:</i> 505
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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 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 LA is facing a considerable increase in mainstream school population due to an increase in the birth rate, immigration and new housing, at the same time as seeing an increased prevalence of children and young people with ASC. The scale of population growth, and demand pressures for specialist provision is such that additional capacity provided by the provision outlined in this application will have no impact on the viability of local schools, either mainstream or existing maintained specialist provision.

The school would also provide short-term placements for children to provide intensive specialist input in relation to a child's social communication and interaction difficulties and a supported transition back into a mainstream school.

Existing special schools which cater for children and young people with needs such as profound and multiple learning difficulties, moderate learning difficulties, severe learning disabilities and physical difficulties, are currently at capacity even after recent increases to capacity at each school, and there are children and young people that require a special school placement that currently cannot be accommodated in Bury.

In addition there are [redacted] children and young people who are placed in Independent Non Maintained Special School outside of Bury. Many of these are in these settings not through lack of skills and expertise in Bury's school system, but because there is insufficient capacity within Bury to accommodate them. This places a significant cost pressure on the High Needs block with the average cost of an INMSS placement being [redacted] per annum, plus the public and social costs that flow from a CYP being placed outside the borough away from their community and local networks.

With capacity in borough that the provision set out in this application would provide, it is anticipated that a proportion of these CYP can be supported in returning to a placement in borough where that is appropriate. Within our strategy is a clear statement of intent to reduce the number of CYP that have been placed out of borough, and to ensure that there is sufficient capacity to meet future needs with reliance on out of borough provision, other than in the most exceptional circumstances.

The new school would have two main purposes:

1. To provide specialist educational facilities for children who are struggling with the mainstream environment on a full time, part time or fixed/short term intervention basis.
2. Act as a centre of excellence and support for the local communities and schools and possibly the wider sub region providing staff training and development by ASD/SLCN specialists to help CYP remain in mainstream education, and provide a base for multi-disciplinary outreach services (e.g. speech and language therapy, occupational therapy supporting schools, colleges, parents and employers to improve children's social and communications skills and outcomes.

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		
Commissioning bodies in your area – please specify		
Local mainstream schools – please specify		
School representative bodies e.g. schools forum – please specify		
Representatives of parents and carers and young people e.g. parent/carer forum – please specify		
Any other partners e.g. community groups, FE colleges – please specify		

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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 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)

The new free school is intended for children who:

Have a diagnosis of ASD/SLCN and for whom early support and intervention would allow them to remain in mainstream and achieve their potential. This might include short periods at the school

Currently attend mainstream schools, who are struggling with the setting and for whom an academic environment away from mainstream would be most appropriate – these could be longer term or permanent placements, the duration being dependent on their age, level of development, support and environmental needs (CYP with sensory processing issues needing a quieter environment).

Children who have not had specialist input at a younger age, but find the environment of a mainstream secondary school to be too challenging with the risk of withdrawal from school.

Currently attend out of borough special schools due to the lack of provision within the boroughs

Are currently educated at home due to parents preferring that their children should not have to travel.

The key benefits will include:

Improved educational outcomes for the target group of children and young people

A reduction in OOB placements and therefore cost/travel time reductions and savings for high needs budget.

Centralised specialist support will facilitate earlier intervention and a more consistent approach to the education of these children.

Closer links between provision and community, easier access for parents.

A reduction in breakdowns in school placements especially at foundation to reception, KS2 to 3 transitions and Key Stage 3 e.g. persistent absenteeism because of anxiety issues.

Word count:

239



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 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.**

...Mr A Holland, Head of Property & Asset Management, Bury Council, 3 Knowsley Place, Duke Street, Bury BL9 0EJ...

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

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>	<p>A site has been identified on [REDACTED], [REDACTED] [REDACTED] which is vacant and available. It is adjacent to a primary academy playing field and it is proposed that shared use of the playing field would be negotiated with the Multi Academy Trust. The site has good transport links and is located [REDACTED]. Please see enclosed location plan, [REDACTED], [REDACTED].</p> <p>Whilst this is a preferred location the LA would be flexible to consider other sites if required.</p>
<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>	2,210m ²
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>	Bury
<p>Please tell us how you found the site.</p>	Council owned
<p>Please confirm the tenure.</p>	The local authority submitting the bid
<p>Please include information on purchase or lease price if known.</p>	N/a
<p>Who owns the site?</p>	The local authority submitting the bid
<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>	Yes
<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>	Bury
<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>	A 125 year lease at a peppercorn is to be offered.
<p>What kind of site is it?</p>	Cleared site requiring new build

What is the current use?	Other - please describe
If government building or other, please describe.	Vacant
Why have you chosen this site? What makes it suitable?	This is a Council owned freehold site in a residential area which is vacant and available. It is [REDACTED] [REDACTED] site has good transport links and is located quite centrally within Bury
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	The site measures 0.87 Acres/0.35ha with adjacent shared playing field of 1.94Acres/0.79ha
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	n/a - land only
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.	N/A

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