



Free school bid form

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

Published: July 2018

Contents

[The bid form explained](#)

[Overview](#)

[Confirmation](#)

[A1 - who is putting this bid forward](#)

[A2 - evidence of commissions](#)

[Table A2 continued](#)

[B - type of school](#)

[C1 - current context](#)

[Table C1i - for special schools](#)

[Table C1ii - for AP schools](#)

[C2 - strategy for high needs](#)

[C3 - why you want a new school](#)

[C4 - expected outcomes](#)

[D - site](#)

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.

[Next tab](#)



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	Essex
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. SEMH special school 2. Not applicable - submitting one 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	New special school places are required with immediate effect to enable the LA to reduce independent school places, to meet growing needs based on a rising overall pupil population and SEND population and to develop much needed expertise to support mainstream school meet needs locally.

[Previous tab](#)

[Next tab](#)



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 **Essex County Council** 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:

Director of Children's Services at **Essex County Council**

Print name:

Helen Lincoln

Date:

15th October 2018

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:

[Previous tab](#)

[Next tab](#)



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] Essex	Ralph Holloway	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED] Address: County Hall, Market Street, Chelmsford, CM1 1QH
[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

Essex County Council (ECC) is submitting a solo bid. ECC is a very large authority with a considerable geographical spread with both urban and rural areas. There are 8,740 children and young people with an EHCP in Essex which is a growing pupil population and is placing considerable strain on our special school capacity.

ECC has communicated with Hertfordshire County Council as the only authority geographically near the proposed site in Harlow. Hertfordshire County Council do not intend to commission places at the proposed SEMH school in Essex. Hertfordshire advised Essex of their plan to bid for a new secondary phase school for children with Complex Needs including ASC or significant social communication needs, high anxiety and/or mental health issues. A conversation established that the Hertfordshire school is proposed to meet the needs of young people who would not cope in an SEMH school. There is therefore no overlap in provision as each authority plans to meet the needs of a different cohort. Each authority is clear that the places bid for are required to meet the needs of their own residents.

Essex undertook a comprehensive review of SEND estate, provision and needs in 2015 which identified a requirement for an additional 344 special needs places by 2021. The number of children and young people with an EHCP has risen by 1,400 since this review was undertaken which has placed considerable additional strain on special school places. The Council's SEND strategy seeks to ensure that children with SEND needs can access appropriate, high quality provision in their local area.

ECC requires a SEMH school to meet the needs of children and young people in West Essex. There is no secondary phase SEMH provision in this area. The primary provision is full and there is increasing demand for places.

ECC is clear that the 60 places in the SEMH school are all required to meet the needs of Essex residents. We currently have 19 children and young people from West Essex with SEMH needs in expensive provision in the independent sector. We also have children and young people from West Essex placed in out of county maintained schools, travelling considerable distances each day as well as pupils with EHCPs in alternative provision who are unable to access a special school place.

[Previous tab](#)

[Next tab](#)



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
Essex County Council	First year of opening	0	0	5	10	5	0
	Second year of opening	0	0	10	20	10	0



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)	SEMH
Age range	7 to 16
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	█ per place (base funding) plus █ per pupil (top-up funding). Boarding places will attract a further █ top up.
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)	60 including 15 boarding places.
Type of places offered (e.g. full time, short term, part time)	Full-time
Number of nursery places, if applicable	Not applicable
Number of 16-19 places, if applicable	Not 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)	Essex would want the school to provide outreach support to local mainstream schools and the top up placements for pupils are set high to take account of this additional work. We would wish the school to become a member of the Essex Special School Education Trust and to help us develop Essex's strategy for SEND.

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)	5	10	10	10	10	10	10
Key stage 3 (Y7-9)	10	20	30	30	30	30	30
Key stage 4 (Y10-11)	5	10	20	20	20	20	20
16-19: commissioner referred	0	0	0	0	0	0	0
Totals	20	40	60	60	60	60	60

[Previous tab](#)

[Next tab](#)



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
Not applicable	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 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)

Essex has 19 special schools with 2957 places, 3 of which are designated for SEMH providing 214 places or 7% of the overall special school capacity. By the end of the Autumn Term 2018, all 3 SEMH special schools will be over capacity. In addition to our special school provision 28 maintained schools host enhanced provisions for children with autism, speech and language difficulties, hearing impairment, learning difficulties or dyslexia. Seven of these mainstream primary schools host provision for children with SEMH needs across the County although currently there are none in West Essex. Across the whole county, Essex has 262 places for pupils with SEMH. There are 288 pupils in West Essex with an EHCP with SEMH as their primary need.

The lack of SEMH places has resulted in 19 students living in West Essex being placed in expensive independent placements. Some are outside the county and most result in a considerable journey to school. A number of independent providers have recently received poor assessments from Ofsted.

Other children are placed in SEMH schools in other authorities. There are currently 11 placed in a Hertfordshire school and Hertfordshire have said they would welcome these places being freed up for local residents. Other children with SEMH needs are struggling to maintain places in Essex special schools not equipped to meet their particular needs.

The number of children with EHCPs has increased by 19% in the last 3 years. We believe this rate of increase will continue as the number of children in the county continues to increase. We are planning for this rate of increase over the next 4 years and will continue to monitor the position closely.

Theoretically the 60 places at the new school will be taken up by the 19 children currently placed in the independent sector and the 11 places in Hertfordshire SEMH schools. In fact, it is unlikely we will move children who are established elsewhere. However, the new places will mean we do not need to commission further places in the independent sector or in other authorities' schools. If the new school is not approved the number in the private sector will increase when the current burden on the HNB is unsustainable. Children will continue to travel to other authority schools and struggle in inappropriate placements.

This school would reduce the use of private sector places and free up funds to educate the increasing number of children with Plans. Most of the children going into the new school are being paid for already less efficiently in terms of both placement and travel costs.

The Essex SEND strategy seeks to educate children in their community to enable them to put down roots and establish relationships with those services they will require in adulthood. The new school will also be a regional centre of excellence for SEMH and work with mainstream schools, offering professional development opportunities to local teachers and respite for children at risk of permanent exclusion.

Word count: 487

[Previous tab](#)

[Next tab](#)

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)

The ECC SEND strategy seeks to reduce exclusion rates, raise standards of attainment, promote independence and increase the life chances of our children and young people with SEND. To achieve this we seek to ensure that children and young people can access high quality, appropriate provision within their own communities thus improving outcomes for children. Educating children in their communities enables them to develop links with the services they will require in adulthood and establish social relationships near home. We are aware that these features are essential in preparing children for adulthood. The reduced travelling time lessens stress on families and enables children to arrive at school more ready to learn.

One strand of the strategy is to enable those children able to access the curriculum, to do so in mainstream schools with specialist support. To that end Essex has introduced enhanced provisions across the county in the last three years for the areas of need which have grown and where provision was lacking (ASD and SEMH). Some of these places will be commissioned directly by Essex and some directly by Essex schools. In enhanced provisions for SEMH we retain children on roll in their home school and use these places to provide specialist temporary support at times of crisis or as an early intervention to support the pupil's successful reintegration to their home school. The children will return to their home school when sufficiently stable thus reducing permanent exclusions and preserving continuity of education for some of our most vulnerable children.

An increasing pupil population and therefore an increasing number of children presenting with SEND, pressure on the HNB and, the need to better address the preparing for adulthood agenda were all drivers for change in Essex. The need to use resources more efficiently and reduce reliance on expensive private sector placements also informed the capital strategy. ECC wants to ensure that no child or young person ends up in a residential placement outside of his/her community due to a lack of appropriate provision within the County with support for families. The strategy seeks to support the family and increase resilience rather than remove the child from the family for extended periods. Essex has devised a set of criteria for the boarding accommodation to achieve consistency and an environment for developing independent living skills.

Our SEND strategy includes supporting mainstream schools to deal better with SEND children thus freeing up special needs places in special schools. To this end, officers are working with ESSET, the Essex Special School Education Trust. ESSET has been involved in the development and implementation of the SEND strategy at every stage.

A comprehensive review of SEND estate, provision and need was undertaken in 2015 and informed a comprehensive County wide capital strategy to support the SEND Education strategy. A SEND Strategy project team was established to implement the changes. The Schools Forum agreed an "Invest to Save" programme, the Council set aside capital and MATs were approached to bid for new special Free Schools. Enhanced provision in mainstream schools was opened across the County, 8 for ASD are open and 10 for SEMH are under construction. Three new special Free Schools are in process of development to help meet the 2015 projected shortfall of 344 places by 2021. We are conscious that the number of children with EHCPs has increased by 19% in the last 3 years. The need for an SEMH school with boarding in West Essex was identified as essential to providing for children within the county in the maintained sector.

Essex want to achieve the best possible outcomes for our most vulnerable children. If the children are to get the best start in adult life they must be educated in their own communities and allowed to put down roots. We consider this an important element of the preparing for adulthood agenda with relationship built with local employers and community organisations. We want students, parents and families to be involved in every aspect of SEND services.

ECCs SEND capital strategy was developed in consultation with ESSET, the Schools Forum, elected members and parents and families. We have renewed and re-energised the Parent Forum to ensure that the parent voice is heard and co-design and co-production are a feature in all aspects of SEND work. Parents have been involved in telling the Council what works for their children and what does not both at a strategic and local level. The Council established an officer in ESSET to support the work of establishing MATs which could bid for special Free Schools.

ECCs capital SEND strategy is comprehensive and includes the expansion of 2 Community special schools, Lexden and Glenwood with new boarding accommodation for Monday to Thursday 38 week places. 15 new enhanced provisions have been opened or are under construction. The Schools Forum funding for the "Invest to Save" programme together with ECC capital has made this work possible. Three special Free Schools are in the development stage.

The SEMH school needed in West Essex will help to meet the 344 place shortfall identified in 2015 for 2021. However we are conscious that the number of EHCPs has increased by 19% in the last 3 years. We believe we need to plan for a further increase over the next 4 years to keep pace with projected demand. Therefore the Basic Need case for special needs places

continues to be an issue in Essex.

Word count: 898

[Previous tab](#)

[Next tab](#)



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)

Essex has 19 special schools with 2957 places, 3 of our special schools support children with SEMH providing 214 places or 7% of the overall special school capacity. By the end of the Autumn Term 2018, all 3 SEMH special schools will be over capacity. Essex currently has no SEMH provision in the secondary phase in West Essex. The primary provision is full and demand continues to increase. As a consequence, 19 children with SEMH needs living in West Essex are in independent provision, often far from home and some are outside the County. Other children are placed in maintained schools outside of Essex. For example, 11 children are placed at Hailey Hall in Hertfordshire and that authority would welcome the releasing of these places to offer to their local children. These places would therefore help us to meet the ECC SEND strategy objectives of educating children in their communities, reducing travel and lessening dependence on the private sector. This school will also provide much needed SEMH expertise to mainstream schools in the West Essex area. The Council's specification for this school includes the delivery of professional development in SEMH to teachers in other schools. Mainstream staff will be able to undertake secondments at the school to develop their skills in this area. Developing the skills of other teachers will reduce short term and permanent exclusions and build resilience in the mainstream school system. The school would meet the needs of 60 children and young people from 7 years to 16 years with severe and SEMH needs. Theoretically the places would be filled by the 19 children who live in West Essex but are placed in the independent sector together with the West Essex children in out of county maintained schools with some provision for anticipated growth is the pupil population with EHCPs. To a large extent therefore these places are being paid for already and do not present a new burden to the HNB. The new school would provide better outcomes and more efficient use of scarce resources. The new school will bring SEMH provision to an area of the County which has no SEMH secondary provision and limited primary SEMH provision for those with complex needs. The SEMH SRP in the area meet the needs of children with less severe needs who are able to access the curriculum in mainstream schools. The new school's proposed location would only impact on Hertfordshire as we are taking up places in their SEMH schools due to our lack of provision. 11 West Essex children attend Hailey Hall in Hertfordshire and the authority would welcome these places being freed up for local children. We have discussed our plans with Hertfordshire and they have communicated their plans to us. There is no conflict or overlap.

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	Hertfordshire County Council via emails and telephone conversation	Hertfordshire are developing an application for another special school which would not offer SEMH places. They would not wish to commission places at the Essex school as it is not an unmet for them.
Commissioning bodies in your area – please specify		
Local mainstream schools – please specify	All mainstream schools in West Essex have been consulted via email	There is overwhelming support for the application from mainstream schools based on additional place capacity and the ability of the new school to offer outreach and expertise for mainstream colleagues.
School representative bodies e.g. schools forum – please specify	Essex Primary Heads Association, Association of Secondary Heads in Essex and Essex Special Schools Education Trust via meetings	All three professional associations were engaged in developing the Essex SEND capital programme and our SEND strategy and strongly support the application.
Representatives of parents and carers and young people e.g. parent/carer forum – please specify	Essex Family Forum via meetings	The Essex Family Forum (our parent carer forum) have been engaged in the SEND capital programme and support our strategic aim of increasing capacity to provide an Essex school place for every Essex child.
Any other partners e.g. community groups, FE colleges – please specify		

[Previous tab](#)[Next tab](#)



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.


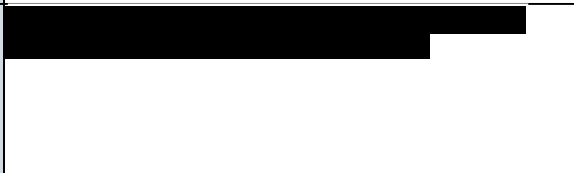




Please complete table D to tell us about where the school would be located and the preferred site.

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.**

.....
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.

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>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>	
<p>Your calculated building space using the ESFA formula (see section D in the guidance) and any comments on this.</p>	
<p>If you have identified a preferred site, please complete the rest of the table:</p>	
<p>Full address and postcode of preferred site. It must be a full postcode e.g. SW1P 3BT, not SW1.</p>	<p>The site is </p>
<p>In which local authority is your preferred site?</p>	<p>Essex</p>
<p>Please tell us how you found the site.</p>	
<p>Please confirm the tenure.</p>	<p>The local authority submitting the bid</p>
<p>Please include information on purchase or lease price if known.</p>	<p>Peppercorn rent</p>
<p>Who owns the site?</p>	<p>The local authority submitting the bid</p>
<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>	<p>No</p>
<p>Name and contact details of owner and/or the agent or local authority representative</p>	
<p>If the site is local authority owned, which local authority owns it?</p>	<p>Essex</p>

<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>	<p>Not applicable</p>
<p>What kind of site is it?</p>	<p>[REDACTED]</p>
<p>What is the current use?</p>	<p>[REDACTED]</p>
<p></p>	<p></p>
<p>Why have you chosen this site? What makes it suitable?</p>	<p>[REDACTED]</p>
<p>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</p>	<p>[REDACTED]</p>
<p>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</p>	<p>Not applicable</p>
<p>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.</p>	<p>Not applicable</p>

[Previous tab](#)



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)

Essex County Council expects the new school to impact positively in a number of ways.

The Council will save the difference in cost between an independent setting place and a maintained place for our children with complex and severe SEMH needs. Currently there are 19 children who live in West Essex who are in the independent sector. It may not be appropriate to move all children already embedded in independent places but it will significantly reduce the number of children with SEMH needs coming through the system now who have to be placed in the independent sector due to a lack of maintained provision. We anticipate our reliance on the independent sector for this type of place will reduce by at least 80%.

Living closer to home and becoming established in their communities will improve the outcomes for young people in adulthood thus reducing reliance on adult social care and health services.

The reduction in stress for families who have to travel significant distances to visit their children will improve their quality of life.

Families with children who are/might be placed in 38 or 52 week residential placements due to the lack of an alternative will be able to enjoy a balance of respite whilst their child is in boarding accommodation Monday to Thursday night with building family ties at the weekend and during school holidays. The Monday to Thursday boarding placements enable children and their families to establish, often much needed, routines such as bedtime routines which improve the quality of live and resilience of the family at home. This mid-week boarding arrangement enables many families to engage in employment who otherwise could not do so due to caring commitments.

The Council has experience of other educational establishment similar to that proposed. We consider there is a risk that not enough teachers will be available with the necessary qualification and experience in the first two years. The skills gap is something the Council is engaged with ESSET on, and the risk is mitigated by developing middle and senior leaders in SEND and making secondment opportunities available to interested staff. We would expect the successful MAT to consider what expertise they have in house and could "lend" to the new school in the short term.

The Council has also identified the risk that the new provision might encourage mainstream schools to encourage applications. This risk is mitigated by the genuine existing demand for this type of provision. We do not anticipate "slack" in the system which might encourage inappropriate applications.

Word count:

414