



Department
for Education

Free school bid form

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

Published: July 2018

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The bid form explained

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

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

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

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

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

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

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

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

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

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

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

Free school bid forms should:

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

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

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

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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	North Somerset
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. A special school, providing education for children with SEMH Not applicable - making 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)	Not applicable
Optional: brief description of your expected future need for new special and AP schools, and when they are needed	Projections indicate that within the next five years, around 65 additional pupil places will be required to provide sufficient specialist provision for pupils with SEMH, and to avoid pupils unnecessarily travelling out of their local area. This bid has the full support of the North Somerset community as evidenced in letters of support from schools, the Education Excellence Partnership Board, our Strategic Schools Forum, our SEND Programme Board which includes parent/carer representation, the local Health Authority and our Executive Members for CYPS and for Property.

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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.

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 **North Somerset 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 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:	Director of Children's Services at North Somerset Council
Print name:	
Date:	11-Oct-2018

Signed:

Position:

Print name:

Date:

Signed:

Position:

Print name:

Date:

Signed:

Position:

Print name:

Date:

Signed:

Position:

Print name:

Date:

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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 A1 – local authority(ies) putting forward this bid

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

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

Table A1 - local authority(ies) putting forward this bid		
Name of local authority	Name of person leading	Contact details
Lead local authority: [select name of lead local authority in cell C30 below. This would be the local authority in which the school would be located]	[REDACTED]	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED] Address: [REDACTED]
North Somerset		
[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

North Somerset is located in the South West of England, adjacent to the City of Bristol, Bath & North Somerset Council and Somerset Council, and is the only LA in this area without maintained SEMH provision. [REDACTED]

North Somerset is due to see considerable growth in the next 10 years that will exceed all previous housing supply increases. An agreed Council Core Strategy was adopted in January 2017. The current 212,000 population (2016 Office of National Statistics Mid-Year estimate) is expected to grow following the approval of 20,985 new dwellings to be delivered between 2006 and 2026. As at March 2018, 9,718 dwellings have been built leaving around 11,267 to be delivered between 2018 and 2026.

In common with many other LAs nationally, we have identified a lack of provision for the SEMH cohort, with high numbers of pupils needing to travel significant distances to provision which is not always of the quality we would wish to [REDACTED] likely that local provision will not be able to accommodate this need, increasing travel out of the North Somerset area [REDACTED]

[REDACTED] In developing this bid we have approached all neighbouring local authorities, and while they are supportive of our intentions and note that we are one of few LAs which do not host SEMH provision, none currently wish to partner in this bid as they are either seeking similar provision in their local area, or already have a number of existing schools of this category.

We have recently conducted a wide-ranging strategic review of Specialist and Alternative Provision in North Somerset, and following wide consultation with the school community, parents and carers we have identified a local commitment to seeking provision within North Somerset wherever possible for local children. We have also noted a trend for pupils with SEMH needs to enter and remain in inappropriate forms of Alternative Provision, where they do not achieve the outcomes which they potentially might in specialist provision. As our projections, including the number of children already of school age requiring this type of provision and those who we expect to require accommodation for in the next 5-10 years, demonstrate that a local school would be comfortably filled with local students, we have decided to make a solo bid.

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

Section 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
North Somerset	First year of opening		5	8	10	10	
	Second year of opening		10	15	20	20	



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.
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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 - Various levels of need
Age range	4 to 16
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	[REDACTED]
Gender (co-educational/boys/girls)	Co-educational
Total number of proposed full time equivalent places (once school is at full capacity - including 16-19 places, but not including nursery places)	65
Type of places offered (e.g. full time, short term, part time)	Full Time
Number of nursery places, if applicable	n/a
Number of 16-19 places, if applicable	n/a
Describe any planned outreach, training and/or reintegration support (including details of funding that will be made available to support the school with this)	Outreach support back into mainstream schools for students able to re-integrate. Training for schools around supporting students with SEMH within a mainstream setting. The option for schools to buy in specialised professional support and training. Collaboration with mainstream schools and other special schools across North Somerset to provide local support for local children. This would also enable joined up work and outreach with health and social care with providing wrap around support for families, including opportunities for the school to work closely with our High Impact Families team (our local response to Troubled Families).

Table Bii - pupil build up							
	Year of opening	+1	+2	+3	+4	+5	+6
Nursery							
Reception							
Key stage 1 (Y1-2)	5	8	10	10	10	10	10
Key stage 2 (Y3-6)	5	10	15	15	15	15	15
Key stage 3 (Y7-9)	15	15	20	20	20	20	20
Key stage 4 (Y10-11)	15	15	20	20	20	20	20
16-19: commissioner referred							
Totals	40	48	65	65	65	65	65

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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

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)

North Somerset currently provides three maintained special schools. These are well-established and generally of a very high quality. However they have each established a focus on cohorts with specific needs, not including SEMH specifically. Whilst all our special schools are inclusive and support children with SEMH needs to some extent, they would not claim to be specifically focused on support this type of need. We also provide a range of Alternative Provision via our Voyage Learning Campus (VLC). This facility includes both short and longer-stay PRU type provision, alongside outreach support to schools and individual pupils via our Tuition Service. The VLC has also trialled a number of outreach programmes to reduce exclusions and to support pupils to remain in school.

During the process of undertaking a comprehensive review of our Specialist and Alternative Provision, it was specifically noted that many pupils with SEMH needs had no option but to access provision outside North Somerset. There appeared to be a number of drivers behind this:

- A perceived lack of local expertise to meet needs
- A lack of available places in our maintained special schools
- A tendency for children with SEMH needs to remain in mainstream settings until placements were no longer tenable
- A consequent tendency for them to enter, and too often remain in long-stay Alternative Provision

North Somerset is a geographically small LA which borders Bristol, a major city with considerable pressure on its own provision. Therefore cross-border placements often involve travel over long distances to facilities in Somerset, Bath & North East Somerset or Wiltshire.

We hear from parents, pupils and schools that this impacts on the delivery of efficient and effective education, and has longer-term impacts on pupils well-being and learning outcomes. We also recognise that pupils who travel long distances to school struggle to integrate with their wider community and move on to college or other provisions later on.

North Somerset's recent LJAR found that the Council had insufficient capacity locally to meet in a timely manner the needs for assessment and delivery of identified provision for all pupils with SEND and AP needs, including SEMH. The Voyage Learning Campus, our local Pupil Referral Unit, consequently has had young people with SEMH needs placed with them. This is not the most appropriate provision, with the added consequence of a lack of capacity for the students for whom the PRU is intended.

The success of this bid is integral to meeting the needs of this cohort of North Somerset learners. It is seen as the lever to a wider strategy of ensuring local quality provision and outcomes for pupils with SEMH needs, particularly those using AP. SEMH learners lack local quality provision. A bespoke school would meet their social, emotional and education needs and release placements within existing provisions for those pupils with a requirement for the specialisms already available locally.

Word count: 500

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Section C1 – the current context in your area

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

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

Type of provision	Number of providers used	Please indicate the number of pupils with an EHC plan living in your local authority who are placed within these settings, and the total cost (including base, top-up and transportation if applicable) of all placements at each setting											
						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													

Section C1 – the current context in your area

Free school bid form [1 of 1]

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																	



Free school bid form [1 of 1]

- 1. This section must be completed.
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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)

North Somerset was formed as a unitary authority in 1996, at which time there were only three special schools. None of the schools have historically focused on the specific needs of pupils with SEMH need.

- Local EOTAS provision has historically not been well-developed or supported, largely due to resource constraints. Consequently, this provision has focused on reactive, crisis management responses.
- We are aware that this has led to a high number of children with SEMH needs being drawn into and remaining for too long in EOTAS provision where they do not achieve the best outcomes.
- Our strategy is to develop provision which enables to intervene earlier and to target our response to ensure the right support is provided earlier, enabling reintegration wherever practical.
- We also expect mainstream schools to work with specialist provision to develop and improve inclusive practices.
- Working with schools we have recognised that a lack of a graduated response to provision for SEMH needs, and insufficient appropriate provision for pupils with higher level SEMH needs has led to schools struggling to retain pupils, and long stays in EOTAS settings. At times there is no appropriate local provision available at all, and none in neighbouring local authorities.
- Our high needs strategy is based on providing local provision for pupils wherever it can practically meet their needs
- We aim to reduce the cost of provision by creating new local provision for SEMH, and reducing our reliance on costly out-of-area placements
- Parents and carers tell us that long journeys to school have significant learning and emotional impacts on their children, and they can also have longer term impacts on their social and emotional wellbeing and outcomes
- These journeys are also costly for the authority: our strategy is to reinvest this money in higher quality, local provision where possible.
- Joined up work and outreach with health and social care with providing wrap around support for families. (HIF) In the 2017/18 academic year we had 48 permanent exclusions

Table C1i shows that the average cost of an out-of-area placement is currently [redacted]. We propose that the cost of a place at a new local SEMH provision would be on average [redacted]. As we have noted the school will largely meet future need which, without this provision, would require out-of-area placements. Therefore we expect that these funds would generally be redirected from future, more expensive placements, rather than presenting a need for additional finance. This would enable us to better manage increasing high needs costs.

A strength in NS is that the LA has maintained a strong partnership relationship with all its school community regardless of whether the school is maintained, an academy or now part of a MAT. Working through the collaborative structures of the Education Excellence Partnership Board (EEPB) and the Strategic Schools Forum (SSF) there exists a strong commitment to partnership working. The LA operates an Out of Schools Panel, which is a multi-agency and schools group which works together to ensure that appropriate advice, guidance and support is available to schools to intervene earlier to support pupils at risk of exclusion, and to share expertise where a more specialist provision is required to maintain the most appropriate provision for individuals.

We have developed this strategy by undertaking a wide-ranging review of Specialist and Alternative Provision between May 2017 and December 2017. This was produced through a process of considerable consultation with schools, parents and carers and partner organisations including the SSF. [redacted], and implementation work continues. Additionally, a [redacted]. North Somerset also regularly produces and refreshes a Commissioning Strategy detailing the anticipated need for all school places locally. We anticipate bringing these two documents together in future editions:

- [redacted]
- [redacted]

Word count:

660

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

Section 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)

Since 2014, North Somerset's SEND Programme Board has driven the SEND reforms locally. A key aspect of the Board's work culminated in the commissioning and steering of an ambitious review of Specialist and Alternative Provision during late 2017. This review highlighted areas where we expect need to outstrip demand in the short to medium term: SEMH provision was a clear priority. By considering our Specialist and Alternative Provision together for the first time, we identified a cohort of pupils who were falling into AP as their needs were too complex for mainstream schools to manage, but for whom our current specialist provision was not suited. These pupils often remained for long periods in alternative provision which did not effectively support those who might be able to reintegrate into mainstream school effectively, and could not provide the type and level of support needed for those who needed more specialist approaches.

Our strategy is to provide a range of high quality support to mainstream schools, using AP as a source of advice, support and outreach at what we describe as 'Tier 2' enabling children to remain in their school, appropriately supported, wherever possible. We recognise however that for some pupils it is necessary to provide an environment with specifically tailored support to enable them to continue their education in a safe, local and supportive environment. Within North Somerset our teaching schools work very closely together and with the South West Teaching School Alliance, which includes two specialist schools. We would be looking for the specialist expertise of the SEMH school to benefit our wider school network through outreach work.

A new specialist SEMH school would demonstrate our commitment to the inclusion of young people with special needs and disabilities in our local community and wider society. This begins by offering an outstanding education and is supported by our commitment to life-long learning, delivered in partnership with Weston College. It also addresses negative attitudes, limited access to services and harmful social, economic and cultural barriers. We are seeking to develop a highly effective and individual package of education, care and pastoral support for young people who may have only negative experiences of school prior to this.

Basing this provision in the local area reduces the impact of long journeys on pupils wellbeing and learning, and enables the school, and the pupils, to become part of its local community. Local provision will enable stronger partnerships between home and school, supporting pupils to achieve high standards in all areas of the curriculum.

North Somerset has seen an increase in the number of children and young people electively home-educated due to families not feeling that currently available local provision meets the needs of their children.

Equally, the lack of appropriate SEMH provision for a number of CLA has contributed to escalating issues outside school, contributing to care placement breakdowns and adding to the trauma experienced by children subject to these breakdowns.

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	Regular contact via regional SEN team manager meetings Direct consultation prior to this bid	Other local LAs share our view that local provision for this cohort is important and are either focused on delivering or extending their own solutions. Some cross-LA commissioning may take place if places are available.
Commissioning bodies in your area – please specify	Wide consultation on our Education Commissioning Strategy and Specialist/Alternative Provision Review	We have engaged with schools (as commissioners of AP and specialist support) via our Education Excellence Partnership Board, along with the Regional SEND Forum, the local Clinical Commissioning Group responsible for therapeutic and diagnostic services, and commissioning CAMHS.
Local mainstream schools – please specify	Consultation on our Education Commissioning Strategy Regular contact with heads at Out of School Panel	Schools share view of SEMH as a priority need, and recognise that this cohort is not succeeding in current provision. Schools also wish to be able to access specialist advice and support in this area.
School representative bodies e.g. schools forum – please specify	SSF consulted on both Commissioning strategy and Specialist/Alternative Provision Review, along with primary, secondary and special school headteachers associations.	SSF, primary and secondary heads, and our special schools group have all unequivocally supported the findings of both the SP/AP review and the development of the commissioning strategy.
Representatives of parents and carers and young people e.g. parent/carer forum – please specify	Parent/Carer forum is key member of SEND Programme Board which has provided governance for Specialist/Alternative Provision review.	The Parent/Carer forum has endorsed the need for increased local provision, and particular echoes the concerns about the impact of transport on pupils travelling for long distances.
Any other partners e.g. community groups, FE colleges – please specify	Weston College is key member of SEND Programme Board which has provided governance for Specialist/Alternative Provision review.	Weston College delivers well-attended, high quality provision for learners with additional needs. We will continue to work closely with them to develop pathways which allow pupils with SEMH needs to progress to college.

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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 aim of the new SEMH school is to promote independence for those North Somerset students who require this specialist support to prepare them for the next stage of their education and into adulthood. Developing a local specialism in SEMH will improve early and accurate identification of need and provide the appropriate support and intervention to help individuals to develop socially and emotionally whilst receiving a quality educational experience and, where relevant, qualifications to enable them to contribute to the working community once leaving school and preparing for adulthood.

The development of local SEMH provision will enable a closer partnership between education, social care and health in supporting these young people and their families, allowing professionals to work together effectively, providing families with easier access to support. The SEMH provision will work closely with Weston College to identify pathways for progressions at post-16 to support the developing aspirations of students who would otherwise likely leave education at this stage.

This bid supports a vision, co-produced with families, schools, and partner organisations, that children and young people should have their needs met locally, having the opportunity to become part of the communities where they aspire to live and work in the future. Children and young peoples' outcomes are best served by being placed in their local community except in genuinely exceptional circumstances where very specific, hard-to-meet needs are identified.

North Somerset is committed to closing the attainment gap between SEND and non-SEND pupils and this is a key driver for development of local SEMH provision. An SEMH school, providing a broad, balanced curriculum will support individuals to achieve in line with their true potential.

Local provision will ensure that:

• Providing more appropriate provision will reduce the number of children and young people missing education and will improve provision for students with SEMH. [REDACTED]

• Educational achievement and individual's emotional wellbeing will be improved through reduced journey times to and from school.

• Provision for children and young people who need alternative provision, or with other categories of SEND, will be increased - [REDACTED]

[REDACTED] This has blocked the ability to place young people requiring a PRU place and has resulted in considerable difficulty in finding appropriate education provision, and the need to create less appropriate individual packages of support.

• Attendance issues and reduce anti-social behaviour will reduce through the ability to provide full-time provision for all pupils with SEMH needs.

• Community cohesion for students will increase as they no longer have to travel out of the area to receive appropriate education.

• Educational and life outcomes for children and young people with SEMH will be improved [REDACTED]

Word count:

507



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Section D – the proposed location and site

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

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

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

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

Sally Varley (sally.varley@n-somerset.gov.uk)

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 **North Somerset Council** 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>[REDACTED]</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>[REDACTED]</p>
<p>Your calculated building space using the ESFA formula (see section D in the guidance) and any comments on this.</p>	<p>[REDACTED]</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>[REDACTED]</p>
<p>In which local authority is your preferred site?</p>	<p>North Somerset</p>
<p>Please tell us how you found the site.</p>	<p>[REDACTED]</p>
<p>Please confirm the tenure.</p>	<p>Peppercorn lease</p>
<p>Please include information on purchase or lease price if known.</p>	<p>N/A</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>Yes</p>
<p>Name and contact details of owner and/or the agent or local authority representative</p>	<p>[REDACTED]</p>
<p>If the site is local authority owned, which local authority owns it?</p>	<p>North Somerset</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>[REDACTED]</p>

