



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](mailto: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 of us of expected future need for new schools.

Overview table	
Name of your local authority	Reading
List the bid(s) you are submitting this wave, as either the lead or the sole local authority (including type of school e.g. special or AP) – please list these in priority order so that the first is your preferred bid	1. Special 2. Not Applicable
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	

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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.

### Confirmation

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

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

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

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

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

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

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

**Signed:**

**Position:** Director of Children's Services at **Reading Borough Council**

**Print name:**

**Date:**

**Signed:**  
**Position:** Director of Children's Services at West Berkshire Council  
**Print name:**  
**Date:**

**Signed:**  
**Position:** Director of Children's Services at Wokingham Borough Council  
**Print name:**  
**Date:**

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

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

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1. This section must be completed.
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]	Paul Wagstaff	Telephone: [REDACTED] [REDACTED] Email: [REDACTED] Address:
Reading		
[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**

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

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

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

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

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

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

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





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
West Berkshire	First year of opening						
	Second year of opening						
Wokingham	First year of opening						
	Second year of opening						
	First year of opening						
	Second year of opening						
	First year of opening						
	Second year of opening						
	First year of opening						
	Second year of opening						
	First year of opening						
	Second year of opening						
	First year of opening						
	Second year of opening						
	First year of opening						
	Second year of opening						



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

## Section B – what type of school is wanted

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

Table Bi - what type of school is wanted	
Type of school	Special free school
Category of provision/needs (if more than one type, with different top-up rates, please explain)	Provision will be for ASC pupils with complex needs, are cognitively at a level of managing within mainstream but due to additional complex needs, including SEMH and behaviour or attachments issues, are unable to be successfully educated in mainstream. The need is more prevalent in secondary due to the time in primary required to get an accurate diagnosis and also the significant change in organisational demands in secondary which adds to the challenges faced by children of this nature
Age range	5 to 19
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)
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)	150
Type of places offered (e.g. full time, short term, part time)	It is anticipated that the vast majority of places will be full time. There may be a small number of places offered on a dual registration basis if this is appropriate in individual cases.
Number of nursery places, if applicable	None
Number of 16-19 places, if applicable	10
Describe any planned outreach, training and/or reintegration support (including	The school will provide outreach support for mainstream pupils for SEMH provision, in line with our strategy for school to school support and the use of specialist services provided by Special and AP schools.

details of funding that will be made available to support the school with this)

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

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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

#### 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)*

The school would be focused on pupils with ASD who have more complex needs, including SEMH and with challenging behaviour. These pupils are likely to be cognitively performing or able to perform at a level commensurate with their peers in mainstream settings, but they will have complex needs which cannot be met in these settings.

The majority of placements will be full time and long term, although there will be the potential for shorter term or part time placements with dual enrolment. Where it is possible for a pupil to return to thrive in a mainstream setting, this will always be the preference; however, we will ensure that the school does not have a 'revolving door' of pupils returning from failed mainstream placements due to early or problematic transition.

Reading Borough Council's High Needs Provision falls under the "Reading Borough Special Education Needs and Disability (SEND) Strategy 2017 – 2022" referenced above. This review found an increase in the numbers of children with additional needs.

A new school would allow the council to provide funded places to support high needs pupils fully, reducing budgetary pressures on the area's mainstream schools.

Surveys of schools currently found that some schools are no longer able to provide some therapies and additional support for pupils due to budget challenges. The new school's outreach work will ensure that mainstream schools are better supported to meet the needs of those pupils in mainstream with additional resources.

The local authority has no unregistered provision. There are 120 pupils in Reading electively home educated, including four with an EHCP. 2500 days were lost in school, through fixed term exclusions in Reading Schools with the percentage of days lost by SEND pupils with EHCPs through fixed term exclusions increasing by 120% from 228 to 507 in 2018. 38 Reading pupils were permanently excluded in 2017-18 and 4 of these were pupils with EHCPs. 17 pupils with SEND have been involved in managed moves between secondary schools within the borough in 2017-18, with one vulnerable pupil with SEND being moved to Cranbury College to avoid permanent exclusion. 54 secondary aged students are educated on part-time timetables due to the school being unable to fully manage the pupils' behaviour and needs full time. Part timetables are sometimes supplemented with alternative provision. 60 children of primary age range are on different levels of part time timetabling.

Currently 50.5% of pupils with SEND in Reading are educated out of borough. The high needs block, as reported to the Schools Forum in October 2018, is currently [redacted] over spent with a forecast out turn of [redacted] compared with a budget allocation of [redacted]. Significant measures are being introduced to reduce the deficit with one of the key strategies being to increase the number of places to meet local need within Reading, thereby reducing the cost of external high cost placements and transport costs. The number of assessments for EHCPs is increasing within borough and all current in-borough special provision schools are at capacity.

Word count: 496



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.
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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)

Reading's SEND Strategy was approved by members in July 2017.

The strategy provides a framework for a coordinated approach that will support all stakeholders and partners

1. Understand the profile of children and young people's needs with special educational needs and / or disabilities (SEND) 0-25 within Reading borough and how that compares to other local authorities;
2. Have clarity regarding their responsibilities and their role in identifying and meeting the needs of children and young people with SEND;
3. Ensure that there is a continuum of provision to meet the range of needs of children and young people with SEND and their families which is flexible to the changing profile in Reading;
4. Understand the pathways to accessing more specialist support when required;
5. Have confidence that high needs spending and resources are targeted effectively and support improved outcomes for children and young people;
6. Understand what needs to be commissioned, recommissioned and decommissioned to meet the changing profile of needs across Reading borough both now and into the future.

Our strategy aims to deliver the principles of the SEND Code of Practice 2015 and focuses on the following:

- co-production with families through the parent carer forum will be central to delivery of the strategy;
- the overall approach to decision making regarding SEND Provision will be linked to the overarching strategy and approved through the strategy Board and Governance Structure;
- there will be clear expectations of universal services, including early year's settings, health visitors and health services, schools and colleges, and clear pathways to early help and early intervention support across all relevant services;
- universal services will be equipped to provide the right support at the right time to prevent unnecessary escalation to more specialist services;
- the approach will support multi-agency working, breaking down barriers and ensuring a joined up approach for children, young people and families;
- changes to provision should be sustainable and based on detailed analysis of needs and evidence;
- provision will be made locally that can meet needs, and reduce out of area placements where appropriate and possible; and
- Developments will take account of preparing for adulthood, working with adult services at the appropriate time to support transition and planning for adult skills and adult services.

The strategy is delivered through key strands of work which are informed by a comprehensive data set which is reviewed every year and used to identify new priorities.

The strategy is being co-delivered through a strategy board and associated work streams. All partners including Parent Carer Forum are involved in the development and delivery of work to deliver the strategy. Representative Officers and Parent Carer Forum provide regular updates on the progress in the delivery of the strategy to the Health and Well-being Board, Ace Committee and Schools Forum. Through our strategy work, we have identified a need for more primary specialist provision in mainstream schools and are in the process of implementing that change. Our special school forecasting demonstrates a need for further special school places for pupils with EHCP's as set out in this bid. We have seen a significant increase in demand for out of area placements due to this pressure. We have developed a forecasting mechanism with two other local authorities in the local area to support our area planning across Berkshire.

Through delivery of our strategy to date, we have reviewed all High Needs Block spending and its impact on outcomes for children and young people. We have taken steps to reduce spend where impact is not evidenced and refocused our spend on areas of priority. This proposed special school will support us to further reduce the pressure as it will enable us to develop more provision locally and negate the need to place pupils in high cost out of area provision



Word count:

609

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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)*

The school would be focused on pupils with ASD who have more complex needs, including SEMH and with challenging behaviour. These pupils are likely to be cognitively performing or able to perform at a level commensurate with their peers in mainstream settings, but they will have complex needs which cannot be met in these settings. These needs may have impacted upon their academic progress and attainment, and so they may be attaining at a lower level than might be expected on entry to the school.

The majority of placements will be full time and long term, although there will be the potential for shorter term or part time placements with dual enrolment, depending on the needs of individual pupils. Where is it possible for a pupil to return to thrive in a mainstream setting, this will always be the preference; however, we will ensure that robust measures are in place to ensure that the school does not have a 'revolving door' of pupils returning from failed mainstream placements due to early or problematic transition.

Reading Borough Council's High Needs Provision falls under the "Reading Borough Special Education Needs and Disability (SEND) Strategy 2017 – 2022" referenced above. Under this plan the Borough commissioned a review of its high needs practice to ensure that appropriate resources were available, or could be made available, to meet demand, and then produced a comprehensive SEND data report to assist with Strategic planning and commissioning decisions. Review of the state of high needs education in Reading found an increase in the numbers of children with additional needs.

A new school would allow the council to provide funded places to support high needs pupils fully, reducing budgetary pressures on the area's mainstream schools. As outlined above, Reading currently does not have sufficient places to meet the needs of its growing population of pupils with SEN, and particularly pupils with complex needs for whom this school will be designed.

Surveys of schools currently providing SEND pupils with support within the Borough found that some schools are no longer able to provide some therapies and additional support for pupils due to budget challenges. The new school's outreach work will ensure that mainstream schools are better supported to meet the needs of those pupils who are able to thrive in mainstream with additional resources.

<b>Table C3 - engagement with others</b>		
<b>Who</b>	<b>How you have engaged</b> (e.g. surveys, meetings)	<b>Summary of engagement</b> (e.g. summary of survey findings and/or conversations)
Your neighbouring local authorities – please specify		
Commissioning bodies in your area – please specify		
Local mainstream schools – please specify		
School representative bodies e.g. schools forum – please specify		
Representatives of parents and carers and young people e.g. parent/carer forum – please specify		
Any other partners e.g. community groups, FE colleges – please specify		

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

## Section C4 – the expected outcomes

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

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

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

### Box C4 - expected outcomes

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

Reading has several goals around the treatment of SEND pupils within the education system. In order to meet these goals, the new school will have a person-centred approach which supports pupils to consider options for education, training, volunteering or opportunities for paid employment. They will be encouraged to aim for the maximum achievable independence including, where possible, meaningful engagement in the world of work. The Borough is in the process of creating a new "Local Offer" for young people relating to the transition to adulthood, developing an information booklet to support transitions between school and post-16 and then on into post education.

The Schools Link Mental Health Project has received funding from the Clinical Commissioning Group (CCG) to continue to help improve outcomes for children and young people with emotional and mental health issues. The school provider will be expected to engage with the Project.

The Borough does not aim to provide special education for longer than is absolutely necessary to meet the pupils need. If there is the possibility for the re-integration of pupils back into mainstream provision this will be assessed appropriately; it should be noted though that the majority of placement with the new school is anticipated to be long term.

An Approaching Adulthood Policy has been developed in partnership with parents and young people and was consulted on across summer 2018. The aim of this policy is to enable services to work together to identify early those children and young people and their families who may need support to prepare for adulthood, in line with agreed timescales and a holistic care pathway to access specialist support. As part of this the views of young people and their families about what barriers exist to achieving independence and what needs to improve are being sought.

Everyone who is involved in supporting young people in the school as they approach adulthood will work together to have positive aspirations for them and support them in a way that helps young people to be as independent as possible and achieve their goals.

Young people and their parents/carers will have clear and accessible information about what to expect in the future as they move along the pathway and prepare to become an adult living a healthy and fulfilling life in their community. From the age of 14 young people will be supported to consider options for training, volunteering or opportunities for paid employment. They will be encouraged to aim for the maximum achievable independence and including, where possible, meaningful engagement in the world of work. The council will work with businesses and charities to provide better opportunities for paid work, training and volunteering.

Word count:

437



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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](mailto: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 Reading Borough Council has seen this expression of interest and supports it.

Please tick to confirm

**Table D - the proposed location and site**

<p><b>Please describe the location in which you propose to set up your school being as specific as possible.</b> 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><b>Please tell us the postcode of a central location in your preferred area.</b> 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><b>Your calculated building space using the ESFA formula (see section D in the guidance) and any comments on this.</b></p>	<p>[Redacted]</p>
<p><b>If you have identified a preferred site, please complete the rest of the table:</b></p>	
<p><b>Full address and postcode of preferred site.</b> It must be a full postcode e.g. SW1P 3BT, not SW1.</p>	<p>[Redacted]</p>
<p><b>In which local authority is your preferred site?</b></p>	<p>Reading</p>
<p><b>Please tell us how you found the site.</b></p>	<p>[Redacted]</p>
<p><b>Please confirm the tenure.</b></p>	<p>[Redacted]</p>
<p></p>	<p></p>
<p><b>Please include information on purchase or lease price if known.</b></p>	<p>Not Applicable, existing school building</p>
<p><b>Who owns the site?</b></p>	<p>An academy or trust</p>
<p></p>	<p></p>
<p><b>Is the site available/on the market?</b> (Please attach agents' particulars as an additional file and send it to APspecial.freeschool@education.gov.uk if available)</p>	<p>Yes</p>
<p><b>Name and contact details of owner and/or the agent or local authority representative</b></p>	<p>Reading Borough Council responsible Officer : Myles Milner [Redacted]</p>
<p><b>If the site is local authority owned, which local authority owns it?</b></p>	<p>n/a</p>
<p><b>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.</b> 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>n/a</p>

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

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