



## 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**

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Free school bid form 1 of 1

- 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	Middlesbrough
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	Middlesbrough Council : Lead LA. Free Special School SEMH
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	



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/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**

<b>Signed:</b>	
<b>Position:</b>	Director of Children's Services at Middlesbrough Local Authority
<b>Print name:</b>	Helen Watson
<b>Date:</b>	11/10/2018

**Signed:** [REDACTED]  
**Position:** Director of Children's Services at Redcar and Cleveland Local Authority  
**Print name:** **Barbara Shaw**  
**Date:** 12/10/2018

**Signed:** [REDACTED]  
**Position:** Director of Children's Services at Stockton Local Authority  
**Print name:** **Martin Gray**  
**Date:** 12/10/2018

**Signed:** [REDACTED]  
**Position:** [REDACTED] services at Hartlepool Local Authority  
**Print name:** **Sally Robinson**  
**Date:** 11/10/2018

**Signed:** [REDACTED]  
**Position:** Director of Children and Adult Services at Darlington Local Authority  
**Print name:** **Suzanne Joyner**  
**Date:** 11/10/2018

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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
<b>Lead local authority:</b> [select name of lead local authority in cell C30 below. This would be the local authority in which the school would be located] Middlesbrough	Andrea Williams	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED] Address: Civic Centre PO Box 500 Middlesbrough
[If applicable, select name of second local authority in cell C36 below] Hartlepool	Danielle Swainston	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED] Address: Hartlepool Civic Centre, Hartlepool TS24 8AY
[If applicable, select name of third local authority in cell C42 below] Redcar and Cleveland	Diane McConnell	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED] Address: Seafied House Kirkleathem Street Redcar
[If applicable, select name of fourth local authority in cell C48 below] Stockton-on-Tees	Joanne Mills	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED] Address: Stockton-on-Tees Municipal Buildings, Church Road,
[If applicable, select name of fifth local authority in cell C54 below] Darlington	Tony Murphy	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED] Address: Darlington Council Town Hall Darlington

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

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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

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

Empty text box for describing 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
Middlesbrough Local Authority	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
Middlesbrough Local Authority	First year of opening						
	Second year of opening						
Redcar and Cleveland Local Auhtority	First year of opening						
	Second year of opening						
Stockton Local Authority	First year of opening						
	Second year of opening						
Hartlepool Local Authority	First year of opening						
	Second year of opening						
Darlington Local Authority	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						



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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 - Including other secondary needs which may include but not necessarily limited to Speech and Language and Autism. High Needs top up funding ranges will be banded using Middlesbroughs High Needs Banding system based on the individual needs of the child or young person .
Age range	5 to 19
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)	The new Tees Valley special school will be a 100 place school based in Middlesbrough. This will equate 20 FTE places per LA (15 plus 5 assessment places)
Type of places offered (e.g. full time, short term, part time)	All types of non residential placements will be offered to meet the individual needs of children and young people across the Tees Valley who require this level of specialist support
Number of nursery places, if applicable	0
Number of 16-19 places, if applicable	There will be an allocation of 20 places which will be based on a flexible learning package that leads to greater independence, personalised

<p>number of 16-19 places, if applicable</p>	<p>pathways, employment pathways and a bespoke tailored curriculum which will meet the individual needs of young people ensuring that they have</p>
<p><b>Describe any planned outreach, training and/or reintegration support</b> (including details of funding that will be made available to support the school with this)</p>	<p>On offer from this new Free School will be the delivery of intensive training and support for the Tees Valley. There will also be a robust outreach model which will be delivered across the Tees Valley supporting settings to develop their skills and knowledge, support children and young people to remain within a mainstream setting and provide advice and support to parents and carers. For those children and young people who are accessing an assessment placement outreach will be part of the offer which will fully support the for the home school develop their skills and knowledge to further meet the needs of the child. As part of this new model Health and Social Care will contribute to this locality provision to ensure the holistic needs of children and young people are fully met and that parents and carers receive the support that they require. It is proposed that the Tees Valley special school is centrally placed to the Tees Valley LA Partnership. The school will be close to FE, schools and business parks. The school's facilities will be open for use by the local community and part paid for by local schools and key agencies. The school will be used for a range of community activities such as holiday activities and support for families who have children attending the school, training for schools, colleges, work based training providers and businesses to meet the needs of pupils and young people with challenging behaviours.</p>

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.

#### 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 Tees Valley area is the one of the most deprived areas nationally. The outcomes for children and young people are too low and need to be improved. We have a high proportion of children and young people with SEMH who require specialist support and provision within their local area who currently access out of area specialist provision. There are growing numbers of exclusions across the area which adds additional pressure on existing local specialist provision. The pressures on the lack of local provision can cause long delays in children being placed in the appropriate setting. Across the Tees Valley we have approximately 200 children and young people who are placed in specialist provision away from their families and friends. The total costs for these children and young people including transport is [REDACTED]. These numbers are set to grow based on national, regional and local trend data. The cost of this provision is having a significant impact on all Local Authorities High Needs Budgets and Transport Budgets which are also under significant pressure. The Tees Valley has a distinct lack of provision in meeting the needs of pupils with SEMH who present challenging behaviours which have been judged by Ofsted as 'outstanding'. A number are in an Ofsted 'category' which limits choice and equality of access. Providers are setting tighter criteria for admission making it hard for the LAs to place pupils locally. In addition in 4 out of the 5 LAs key stage 4 pathways offer limited opportunities. Parents are saying that in many areas the transition for their children at Post 16 is not sufficient and that they want greater opportunities for their children and young people to have the skills and ability to be economically independent and have successful inclusion in the work place. The Tees Valley proposal will fulfil the need for specialist provision ensuring that children and young people have access to the specialist support they require which will prepare them for adulthood and achieve their outcomes. Tees Valley Special Free School would add value to the existing SEN provision by providing places for our most complex young people with SEMH through offering a multidisciplinary assessment and identification with the local area. It is proposed that the school will also provide outreach support with the establishment of multidisciplinary teams who will focus on building capacity in mainstream settings. This outreach support which is currently missing across the Tees Valley will enable greater number of pupils with SEMH to be educated in mainstream settings. The outreach support team would provide guidance and support for mainstream schools which will support the development of greater knowledge and skills reducing out of Local Authority placements. This new Tees Valley Free School will be filled by avoiding new out of area placements and supporting existing placements to transition back into the local area where possible.

Word count: 475

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**Section C1 – the current context See Appendicies with each LA data sets including seperate date sets for SEMH Needs**

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

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

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

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	2014	2018	2018	2022	2022	2026	2026	2022	2022	2026	2026
		(pupils)	(cost)	(pupils)	(cost)	(pupils)	(cost)	(pupils)	(cost)	(pupils)	(cost)	(pupils)	(cost)
Resourced provision and units inside local authority													
Resourced provision and units outside local authority													
Special schools (either maintained or academies) inside local authority													
Special schools (either maintained or academies) outside local authority													
Independent / non-maintained special schools inside local authority													
Independent / non-maintained special schools outside local authority													
Mainstream schools inside local authority													
Mainstream schools outside local authority													
General FE colleges (if relevant) inside local authority													
General FE colleges (if relevant) outside local authority													
Specialist FE providers (if relevant) inside local authority													
Specialist FE providers (if relevant) outside local authority													

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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													





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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)

As this bid is being submitted on behalf of 5 local authorities, we have picked out over arching themes which are common to each LA's Childrens Strategic Plan. Our vision is to provide a sufficient breadth of high quality provision for children and young people aged 0-25 with SEND which meets their needs and supports families and communities.

We believe that all children, young people and young adults with Special Education Needs and Disabilities should enjoy a happy, safe and healthy childhood that prepares them well for adult life and enables all to be the best we can be. Children and young people are our future and we will ensure that children and young people with SEND across the region will be successful and that we invest in their future by creating environments in which they can grow and prosper.

Throughout all these changes the voice of the child and involvement of parents and carers has been and is at the centre of our vision and has supported the development of our our strategy for SEND. Alongside our local schools, AP providers and other settings who have supported and who would welocme this new development. Our projected figures and future growth take into account proposed increased capacity at a Special School situated within one of the 5 LA's.

The new school which we are proposing will form part of a graduated response, to ensure that young people have access to;

- mainstream provision which provides quality first teaching and learning and support
- specialist interventions in a mainstream setting
- specialist provision within dedicated resource bases
- specialist higher level provision within the Tees Valley

Sufficiency assessments and local needs analysis across all 5 LA's shows there is a gap in the current offer of provision for young people with SEMH and ASD. The highest percentage of out of area day placements for all authorities who form part of the bid is young people who present with a primary or secondary need of SEMH, which prevents them from accessing their education within the current settings available.

To

bridge this gap all 5 LA's are working to increase the offer of provision around SEMH. Some examples of this are as follows:

- High needs funding and banding reviews
- Working with schools to increase inclusion
- Working with partners to provide support early intervention and support
- Investment of SEND Capital Fund
- De-commissioning and re-commissioning ARP or resource bases
- Working with CCG to put in Mental Health Trailblazer bids

In

Middlesbrough for example work has been with Early Years providers to support the development of skills to provide greater support and inclusion within their settings through offering and developing centres of expertise which will be well equipped to support children with a range of needs. This way of working is supporting more children with SEND access mainstream provision with good inclusion support. We have seen from the initial stages of this work a reduction in the number of children within early years requiring specialist nursery provision. Within Middlesbrough where we have the Outstanding Child Development Centre based at James Cook Hospital we have seen through the support from our newly restructured Early Years Specialist Support Model more children with SEND access support within the community. This has reduced the numbers this year within the Specialist Nursery from 41 to 31. With the correct level of support and expertise we will see that this model of support and intervention transferred across to all key stages will ensure children and young people will have access to a range of provision, support and intervention which fully meets their needs. The new Free School which we are proposing will be a Beakon of Excellent Practice which will provide outstanding support to the local community of schools and settings which in turn will improve outcomes for children and young people with SEMH.

All

LA's continue to work with schools to fully understand their role in meeting needs and developing more inclusive and personalised offers which allow more children and young people to remain within a mainstream settings, building resilience and increasing capacity. There is a clear focus on inclusion and investment in training of staff to ensure needs are being met in a range of settings. The new school will build upon the excellent partnerships which are currently in place to provide further expertise to schools by sharing of best practice, twilight training sessions, potential for traded services, personalised inreach and outreach to ensure successful transition.

Three of the 5 LA's have had Local Area SEND Inspections where Hartlepool, Middlesbrough and Redcar have all received a Written Statement of Action. From this all areas have in place a SEND Improvement Board which is tasked with ensuring



that we improve the offer to our young people and their families. All areas have further developed data sharing protocols with partners to allow for better joint commissioning of services to meet need, workforce development programmes to share skills, knowledge and expertise and systems which allow for outcomes to be more effectively monitored and used to inform what provision and services are required to meet need.

All 5 LA's have a clear focus on reducing the numbers of children and young people who are accessing out of area provision. The number of young people who require specialist provision continues to grow, assessment and entry into out of area provision is often slow and young people are held in provision which does not meet their needs for too long impacting upon the emotional wellbeing of children and young people, their families and schools. The quality of out of area provision differs greatly and is dispersed making it hard for LA's to assess whether a young persons individual needs are being met.

By ensuring the local area has a school which offers specialist high quality provision, which is holistic in its approach to learning and meeting social needs, we hope that we can achieve better outcomes and improve life chances for some of our most vulnerable young people.

*Word count:*

1001

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

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

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

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

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

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

All of the Tees Valley LAs have limited capacity for children and young people with an EHCP who require a specialist setting to meet their Social, Emotional and Mental Health (SEMH) needs. There is a waiting list for accessing most SEMH settings in the Tees Valley. This new school would reduce the pressure on existing providers who are already full and unable to meet needs.

Additional pressures arise from an increase in exclusions and mainstream settings indicating they do not have the capacity or expertise to offer the provision required. The nature and severity of the needs of many special school students is preventing a successful reintegration back into mainstream. All the Tees Valley LAs have children and young people at out of area settings, including Independent School settings, at much higher overall cost for provision and transport than local provision. This means that pupils travel an average of 30-60 minutes to and from their educational setting on a daily basis, but this can vary quite significantly depending on factors such as heavy traffic, road closures and adverse weather. Travelling long distances is not ideal for pupils who are often our most vulnerable learners and can suffer increased anxieties on transport.

The proposed specialist educational setting will help the Tees Valley LAs to more appropriately, more cost effectively and more locally meet the needs of children and young people of compulsory school age, primary and secondary and post 16 with SEMH needs. They will be undergoing an EHC assessment or already have been issued with an EHCP although a small number of places will be offered on an 'assessment' basis to ensure children and young people are supported quickly and effectively in a suitable environment. The new Tees Valley Free Special School which will be based in Middlesbrough and have children and young people placed at a charge of [redacted] per place plus top ups between [redacted]. There will be within the new model a small number of assessment places which will be charged at [redacted] per annum. On average the saving per student [redacted] which would support the management of the high needs budget.

Our Councils promote collaborative working with partners to improve quality, efficiency and to drive forward integrated working for more effective service delivery. Therefore, it is expected that any proposed new specialist educational provision will continue to develop good links and joint working across education, health and care including CAMHS to ensure that appropriate support is in place for children and young people with SEMH as outlined in their EHC plan.

A new specialist educational provision would provide specialist expertise and advice to current mainstream settings and AP, to help those settings meet need more effectively without the need for specialist provision as well as reducing waiting lists for those requiring specialist settings.

Tees Valley Special Free School (TVSFS) will be a centre of excellence and will have a clear strategy which will support the development of skills and knowledge across the Tees Valley region and ensure best multi-disciplinary professional practice within a Specialist Free School setting of excellence.

<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	There have been a number of meetings and discussions with neighbouring local authorities at various levels of seniority.	Through these various discussions it has been identified that the Tees Valley requires additional local provision which will meet the individual needs of children and young people with SEMH due to the high and increasing numbers of young people with SEMH needs who are accessing out of area provision.
Commissioning bodies in your area – please specify	There have been regular meetings between all local authorities to consider commissioning arrangements and the needs of the children and young people across the Tees Valley	Partners across the Tees Valley have identified the need to develop a local SEMH provision based on the high numbers of children and young people who require this level of support and who are currently accessing out of area provision due to the limited offer locally
Local mainstream schools – please specify	Head teacher meetings	Through these meetings it has been identified that mainstream settings require access to outreach support and good quality training in order to support more children and young people with SEMH within a mainstream setting. Discussions have also identified that there is a lack of good quality provision within the local area.
School representative bodies e.g. schools forum – please specify	School Management Forum Updates	Reports have been presented to School Management Forums which have highlighted the increasing pressures on the High Needs Budget. The pressure points have been discussed in terms of the number of children and young people accessing out of area provision and the need to develop more localised provision to meet needs.
Representatives of parents and carers and young people e.g. parent/carer forum – please specify	Strategic Review of SEND which involved parents and carers, meetings parents from local parents forum, attendance at parents conference, Letschat road shows with young people	Parents, carers and young people have identified the need to ensure that there is local provision which supports the child to remain close to their family, friends, peer groups and to learn key skills within their local community. Parents have identified the need to be able to access the setting which their child is attending in order to seek support and ensure the needs of their young person is being met. Local provision for parents ensures they can build up those relationships with staff and professionals within the school setting.
Any other partners e.g. community groups, FE colleges – please specify	All LA's have had discussions with local FE providers through regional networks and local meetings	Discussions have identified the need to develop clear pathways for young people with SEMH and the requirement to have within the local area a high quality resource which will support staff development, knowledge and skills to support young people with SEMH and to develop clear pathways which support the young person to achieve their identified outcomes and prepare effectively for adulthood.

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## Section C4 – the expected outcomes

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

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

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

### Box C4 - expected outcomes

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

The intended outcomes from this new school link clearly into the strategy for SEND. Through developing this new Free Special School we will be ensuring that there is sufficient and good quality provision within the Tees Valley which meets the individual needs of children, young people and their families within their local area.

Through this model we will see greater involvement of parents and carers who will feel part of the school and access the support which it has to offer which in turn will further support their child who will be accessing this provision through a partnership approach.

More children and young people will remain within their local area close to their families, friends, peer networks, this in turn will reduce the number of young people who access high cost out of area provision.

The outreach support will provide training and support to local settings we will see greater inclusion for young people within mainstream settings. Staff will feel confident and skilled to meet the needs of children and young people with SEMH. These skills will ensure appropriate support and the curriculum offer will meet the individuals needs of the young person. This level of support will reduce the number of exclusions across the Tees Valley.

This model will support the well-being of children and young people as they receive the level of support they require from a range of professionals within a local setting close to their families and friends. Some children and young people will access for a short time in order to meet their needs, others will be dual placement and others will spent the majority of their time within this setting.

Young people will improve their life outcomes through the access to a range of therapies and personalised curriculum which will better prepare them for adulthood. It is anticipated that we will see more young people move into appropriate FE and employment pathways and less young people fall into NEET. More young people will have the required independent skills which will support them into adulthood and be successful in their life choices.

Through this model we will see greater family relationships as parents and carers receive the support they require to meet the needs of their child.

There will be greater partnerships within the local community as partners base themselves within the setting and or access the facilities which the setting has to offer.

The proposed specialist educational setting will help the Tees Valley LAs to more appropriately, more cost effectively and more locally meet the needs of children and young people of compulsory school age, primary and secondary and post 16 with SEMH needs. We will see less pressure placed on the high needs budget and on the transport budget as more children and young people with SEMH access local specialist provision. Less funding will be required within mainstream settings as more staff develop the skills and knowledge to meet the range of needs of children and young people with SEND.

Word count:

503





Free school bid form 1 of 1

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

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

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

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




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

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><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><b>Your calculated building space</b> using the ESFA formula (see section D in the guidance) and any comments on this.</p>	<p>2500m2</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><b>In which local authority is your preferred site?</b></p>	<p>Middlesbrough</p>
<p><b>Please tell us how you found the site.</b></p>	<p>The site is situated within Middlesbrough and was previously explored and agreed as a possible site for a new Free School across the Tees Valley in the last round of Free School applications.</p>
<p><b>Please confirm the tenure.</b></p>	<p>Freehold purchase</p>
<p><b>Please include information on purchase or lease price if known.</b></p>	
<p><b>Who owns the site?</b></p>	<p>Local authority building</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>No</p>
<p><b>Name and contact details of owner and/or the agent or local authority representative</b></p>	<p>Middlesbrough Council</p>
<p><b>If the site is local authority owned, which local authority owns it?</b></p>	<p>Middlesbrough</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>Yes we have approval for the site to be used as a Free School</p>
<p><b>What kind of site is it?</b></p>	<p>Cleared site requiring new build</p>
<p><b>What is the current use?</b></p>	<p>Other - please describe</p>
<p><b>If government building or other, please describe.</b></p>	<p>Vacant land site</p>
<p><b>Why have you chosen this site? What makes it suitable?</b></p>	<p>The site offers good access to FE, rail networks and good proximity to Middlesbrough Centre [REDACTED]</p>
<p><b>If known, how big is the building and the site?</b> Please attach any site and building plans as an additional file and send it to APspecial.freeschool@education.gov.uk</p>	<p>3.8ha</p>
<p><b>Please comment on the condition of the building.</b> Please attach photos if available as an additional file and send it to APspecial.freeschool@education.gov.uk</p>	<p>The site is land only and in good condition</p>
<p><b>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,</b> 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>	

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