



Department  
for Education

## Free school bid form

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

**Published: July 2018**

**bn**

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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

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 us of expected future need for new schools.

Overview table	
<b>Name of your local authority</b>	Cornwall
<b>List the bid(s) you are submitting this wave, as either the lead or the sole local authority</b> (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 - sole LA
<b>List the bid(s), if any, that another local authority is leading on and that you are supporting</b> (including the name of the lead local authority)	None
<b>Optional: brief description of your expected future need for new special and AP schools, and when they are needed</b>	

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

### Confirmation

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

I am/we are the Director(s) of Children's services at **[Cornwall Council]** and I/we have seen this expression of interest and support it.

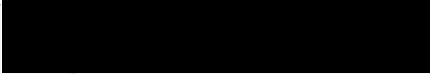
I/we confirm that the information provided in this bid form is correct to the best of my/our knowledge.

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

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

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

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

<b>Signed:</b>	
<b>Position:</b>	Director of Children's Services at Cornwall Council
<b>Print name:</b>	Trevor Doughty
<b>Date:</b>	12/10/2018

**Signed:**

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

**Print name:**

**Date:**

**Signed:**

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

**Print name:**

**Date:**

**Signed:**

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

**Print name:**

**Date:**

**Signed:**

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

**Print name:**

**Date:**

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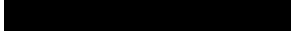
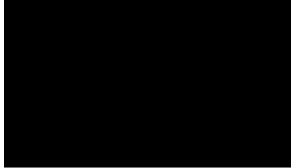


1. This section must be completed.
2. If you are submitting more than one bid, you must complete this section for each bid.
3. Please refer to the 'guidance and criteria for local authorities seeking to establish new special or alternative provision free schools' for information about what to include 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]  Cornwall	Julie le Masurier, Head of SEND Sharon Hindley, Head of Education Access and Sufficiency	Telephone:  Mobile:  Email:   Address: 
[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**

Although Cornwall is stating its intention as a solo bidding authority; it has received confirmation of commissioning intent from Plymouth and Devon Local Authorities; as a maximum indicative number of places rather than a joint commissioning approach.

Cornwall is an inclusive authority with a low level of specialist provision. The driving time between the most geographically dispersed schools is over two hours. We have four special schools, three for SLD/PMLD and one for complex learning/communication needs. Our rurality and geographical isolation poses significant challenge when we do need to provide specialist provision for children and young people with particularly high levels of SEMH needs. For many children and young people travelling to the nearest day special school places in Plymouth for SEMH, should any be available, is not a viable option. We have two independent SEMH providers in Cornwall, one outstanding, one inadequate, both expensive in comparison with state funded special schools.

We have a demonstrable need for a special school for pupils with SEMH as their primary need in order to meet the gap in our continuum of provision between mainstream and the independent sector. "Leaders have a sound understanding of the strengths and areas for development across the partnership" SEND Area Inspection 2017. Cornwall is the only shire authority, other than our statistical neighbour Cumbria, not to have a statefunded special school with an SEMH designation.

We have discussed our provision strategy, development priorities and this proposal with our neighbouring authorities with whom we work closely in a range of ways. Plymouth, Devon and the Isles of Scilly have each expressed their support and understanding of the needs to be mitigated through the opening of an SEMH special free school. Confirmatory emails of discussions are included with Cornwall's submission. Devon envisages up to ten places being requested primarily for KS3 pupils, the Isles of Scilly may wish to request one placement, and Plymouth no more than five at any one time. Therefore, although a Cornwall provision and a solo bid, this school would improve the provision offer for the broader far south west population.

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

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

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

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

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

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

This box has been left empty.

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
Cornwall Council	First year of opening	NA					NA
	Second year of opening	NA					NA



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.

<b>Table A2 continued - evidence that the new school will be fully commissioned (to be completed for both special and AP schools)</b>							
<b>Commissioner</b>	<b>Year of operation</b>	<b>Number of EY places</b>	<b>Number of KS1 places</b>	<b>Number of KS2 places</b>	<b>Number of KS3 places</b>	<b>Number of KS4 places</b>	<b>Number of 16-19 places</b>
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						



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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)	The primary designation is social, emotional and mental health (SEMH), some pupils will have a diagnosis of autistic spectrum disorder or other communication and interaction difficulties. Although pupils' learning may have been impacted by their SEMH difficulties the pupils will not have severe or profound and multiple learning needs. There will be a single top up rate applied to pupils attending this school.
Age range	5 to 16
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	
Gender (co-educational/boys/girls)	Co-educational
Total number of proposed full time equivalent places (once school is at full capacity - including 16-19 places, but not including nursery places)	65 across primary and secondary age range
Type of places offered (e.g. full time, short term, part time)	Placements will be full time. Some pupils with high anxiety or other needs may have transition arrangements including time-limited part-time attendance, as part of a structured, monitored, full time documented plan. A priority is opportunities for younger learners to have a supported transition to mainstream prior to year 10.
Number of nursery places, if applicable	N/A
Number of 16-19 places, if applicable	N/A

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

The school will form part of our cohesive integrated network for SEMH, working with others to share and build expertise on a covering costs basis, and utilising opportunities such as grant funding. Bespoke additional resource arrangements will be an aspect of transition plans for pupils integrating to mainstream. The school will be invited to make transport arrangements for pupils to be additionally funded by the Council. The school will be able to tender to provide a range of services e.g.

\* Education provision at the [REDACTED]

\* Cornwall's Community Hospital Education Service (CHES) that meets needs of children and young people who are unable to attend school due to health / medical needs, a high proportion of whom have emotional and mental health needs.

The school will be able to set out an offer to share and develop expertise through outreach and training models and generate income through its offer to MATs and schools in this respect.

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

### Box C1 - the current context in your area

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

Cornwall is highly inclusive. This development will not reduce the number of pupils attending mainstream schools but strengthen our Local Offer for CYP with a high level of SEMH needs. There is currently limited competition with two independent specialist provisions (ISP), one in special measures, and no state funded school, unlike other large LAs. This impacts on providers' offers and costs (day placements). We have benchmarked our ISP costs and they are highest amongst statistical neighbours. We expect to reduce ISP costs due to having this school, due to market forces, and relish not having to use provision rated less than good. The gap in Cornwall's SEMH provision continuum leads to: pupils attending ISP who would benefit from a type of specialist provision not currently available; and inappropriate longer term placements in alternative provision (AP). Pupils accessing a longer term placement in AP are co-located with short stay learners with behavioural difficulties. This impacts on both long and short stay pupils. Specially commissioned arrangements for pupils in AP cost up to £10,000 each.

Our geography, and increased demand for SEMH provision in neighbouring LAs, results in significant limitations on access to other LAs' schools. Four pupils, with SEMH primary need, attend Plymouth's special schools and two Devon's. Seven home educated learners have EHC plans for SEMH. The new school will enhance our offer and support work with families contributing to our successful trend of reduced EHE for learners with high needs.

Cornwall is amongst the lowest funded LAs, with our high needs block (HNB) funding per pupil ranked 144th, lowest in south-west and our statistical neighbours. Cornwall is a financially prudent and effective authority **"They are ambitious to improve outcomes for children and young people who have special educational needs and/or disabilities (SEND) and are delivering improvements despite reducing resources and an increasing demand for services."**

Source: Cornwall's SEND Area Inspection 2017.

The decision to make this bid has been considered from a financial perspective very carefully - significant engagement has taken place with Chair of Schools Forum and its members, LA's financial analysts, Children's Services Senior Leadership Team, Elected Members - it is believed that establishing a state funded special school for SEMH will reduce HNB pressures for Cornwall.

Not having this school would add to financial pressures on our HNB, with further expansion of a high quality ISP that is popular with families who currently perceive it as their only option, along with limited, if any, reductions in costs of the provider whilst the LA has limited options. Not having this school would also impact negatively on the recommissioning of AP provision in Cornwall due to the range of needs and duration of stay that needs to be catered for.

(The assumption made in C1i is that no inflationary uplift is included. There is an anomaly in cell H17 compared with SEN 2 2017 return, system fault led to the SEN2 figure not capturing all CYP in these provisions whilst there has also been an increase in places from September 2018.)

Word count:

509

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

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

Type of provision	Number of providers used	Please indicate the number of pupils with an EHC plan living in your local authority who are placed within these settings, and the total cost (including base, top-up and transportation if applicable) of all placements at each setting											
						Projected figures without the new school you want				Projected figures if your bid for a new school is successful			
		2014 (pupils)	2014 (cost)	2018 (pupils)	2018 (cost)	2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (cost)	2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (cost)
Resourced provision and units inside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Resourced provision and units outside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Special schools (either maintained or academies) inside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Special schools (either maintained or academies) outside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Independent / non-maintained special schools inside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Independent / non-maintained special schools outside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Mainstream schools inside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Mainstream schools outside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
General FE colleges (if relevant) inside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
General FE colleges (if relevant) outside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Specialist FE providers (if relevant) inside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Specialist FE providers (if relevant) outside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■



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

Table C1ii - trends in alternative provision													
Type of provision	Number of providers used	Please indicate the no. of pupils living in your local authority who are placed within these settings, and the total cost (including base, top-up and transportation if applicable) of all placements at each setting											
						Projected figures without the new school you want				Projected figures if your bid for a new school is successful			
		2014 (pupils)	2014 (cost)	2018 (pupils)	2018 (cost)	2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (cost)	2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (cost)
Maintained PRUs inside local authority													
Maintained PRUs outside local authority													
Maintained AP free schools or academies inside local authority													
Maintained AP free schools or academies outside local authority													
Independent AP settings (registered) inside local authority													
Independent AP settings (registered) outside local authority													
Independent AP settings (unregistered) inside local authority													
Independent AP settings (unregistered) outside local authority													
AP units located in or attached to mainstream schools inside local authority													
AP units located in or attached to mainstream schools outside local authority													
Places designated for AP commissioned from special schools inside local authority													
Places designated for AP commissioned from special schools outside local authority													
Places designated for AP in further education settings inside local authority													
Places designated for AP in further education settings outside local authority													
Other AP inside local authority – please specify													
Other AP outside local authority – please specify													





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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 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)

Our plan is that all children, including those with SEND, should be:  
safe;  
enabled to achieve to the best of their ability;  
participative members of their local community;  
fully respected as individuals; and,  
increasingly prepared for adulthood from the earliest years.

All our strategic activity is grounded in the One Vision Partnership Plan - relevant priorities include:

- 1) Promoting and protecting children's physical, emotional and mental health
- 2) Raising aspiration and achievement
- 4) Making a positive contribution to the community

Key themes in our SEN activities and developments are evidenced in our Education Strategy;

- \*World-class education opportunities for all children,
- \*High quality provision
- \*System-wide school-led improvement
- \*Mental and physical health and wellbeing

Cornwall's SEND Strategy, is supported and challenged via a multi-agency Board. Annually updated it includes eight priority themes. One of which is SEMH, with many activities being drawn together "to have a more robust continuum of provision for SEMH". Another priority theme is finance, which includes activities that maintain a clear focus on establishing, and maintaining a review of the best possible use of our resources to achieve the greatest impact. Our review of high needs provision was initially undertaken in 2015-16. The outcome of a robust analysis of data and a two stage extensive engagement process established priorities that have been acted upon since and regularly reviewed with stakeholders, most recently in May 2018.

In March 2018, Cornwall commissioned an external review of its alternative education provision delivered through Alternative Provision Academies (APAs), the findings of which in relation to SEN identified;

- 226 pupils (52% of the total population) (436 at the time of the review – March 2018) on roll in APAs (dual and singly registered) are identified as SEN.
- 150 pupils (66%) of those as SEN have SEMH as a primary need.
- 93 pupils (21%) have an EHC plan
- Of those pupils with an EHC plan, Cornwall has the highest proportion identified as SEMH primary need when compared to statistical neighbours

NB: Links to all underlined documents are provided in the Word attachment called 'Cornwall Key Information'.

#### Summary:

\* Enabling needs to be met in children and young people's communities, whenever possible, through high quality training, support and advice for mainstream schools and settings, alongside the enhancement and expansion of resource bases across the county. Resource bases are a very significant aspect of our specialist provision. Resource bases are being supported through our SEN capital grant funding.

\* Working in partnership with the special school MAT to maintain high standards and a responsive pattern of provision. There is a current priority to increase the number and quality of special school places for SLD/PMLD in the east of Cornwall, in the light of population increases and a greater complexity of needs in the population. This is also being supported through the use of our SEN capital grant funding to provide additional school places - all as per the grant requirements.

\* Enhancing the continuum of provision for children and young people with SEMH, and the continuum for those with AS.

This includes exploring all options to establish a special school for SEMH based in a central accessible part of the county. We prioritise co-production with families, preparing for adulthood (particularly employability as the key enabling strand for most young people) and financial sustainability. We work closely with our regional colleagues undertaking joint activities, planning and reviewing provision for children and young people, with the Isles of Scilly e.g. supported internship developments, and also with Devon, Plymouth and Torbay e.g. monitoring and evaluation of new independent provisions.

As stated, on tab A1, in our rationale for making a solo bid, Cornwall is an inclusive authority with a low level of specialist provision. We have four special schools, three for SLD/PMLD and one for complex learning/communication needs. Our rurality and geographical isolation poses significant challenge when we do need to provide specialist provision for children and young people with particularly high levels of SEMH needs. We have two independent SEMH providers in Cornwall, one outstanding, one inadequate. We engage extensively with both of them to the benefit of Cornish children and young people however placements are disproportionately expensive, in comparison with our academy special schools which operate successfully in the context of a very low funded authority. We believe that Cornwall is the only shire authority, other than our statistical neighbour Cumbria, not to have a state funded special school with an SEMH designation and that adding this school to our network of provision will lead to better outcomes for children and young people and be cost effective for the LA.

We have a demonstrable need for a special school for pupils with SEMH as their primary need in order to meet the gap in our continuum of provision between mainstream and the independent sector, reducing reliance on AP for longer term placements, shifting the relationship and practice with ISP, and importantly improving outcomes for Cornish children and young people who have a primary need of SEMH. **"Leaders have a sound understanding of the strengths and areas for development across the partnership"** SEND Area Inspection 2017.

Word count:

841

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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)

Partners in Cornwall believe our children and young people, and their families, deserve a range of high quality provision meeting SEN of different types and degree wherever children and young people live in our beautiful, but geographically challenging, county. Cornwall does not have a full continuum of provision for SEMH. Most children and young people with a high level of need are successfully included in mainstream settings in our authority but some children and young people of primary and secondary age have long term educational provision via an AP or attend an ISP with pupils with needs that can be more complex than their own. This mixes children and young people with different levels of need in both types of setting impacting upon provision delivery. It detracts from the main focus of AP, and leads to high costs for the LA, see Tab C1.

Cornwall currently accesses, in total, six places in Devon and Plymouth state funded SEMH special schools. The schools are only within the geographic reach of part of our population and are rarely available. For example, four placement requests for Plymouth's SEMH provision were unsuccessful in academic year 2017-18, two pupils are now in long term alternative provision, one is attending an ISP and one has a fragile package of arrangements linked with his mainstream school whilst other options are explored. Our current provision does not meet the needs of our population and the arrangements currently in place are more expensive than the revenue costs of a new special school.

Our needs and provision developments are well established and fully owned by families, as well as colleagues in education, health and social care. In preparation for this bid confirmatory discussions were undertaken with key partners checking the continued prioritisation of the development of an SEMH special school, its proposed location, and the delivery priorities for the school. The discussions were enthusiastic with each group fully endorsing the proposals, see below. Discussions were also undertaken with LA officers in Devon, Plymouth and the Isles of Scilly, as our neighbouring LAs. Cornwall is committed to being able to use all 65 places, hence the sole bid, but we will always work closely with neighbouring authorities to the benefit of children and young people if capacity were to be available at the time it was needed for a pupil from a different LA.

We believe that this school will also: improve our AP offer further through greater clarity of purpose. In March 2018, Cornwall commissioned an external review of its alternative education provision delivered through Alternative Provision Academies (APAs), the findings of which in relation to SEN identified;

- 226 pupils (52% of the total population) (436 at the time of the review – March 2018) enrolled in AEP in Cornwall are identified as SEN.
- 150 pupils (66%) of those as SEN have SEMH as a primary need.
- 93 pupils (21%) have an EHC plan
- Of those pupils with an EHC plan, Cornwall has the highest proportion identified as SEMH primary need when compared to statistical neighbours.

Also, having a state funded SEMH special school will support an increasingly robust relationship with ISP based in Cornwall, improving or maintaining standards whilst reducing costs.

<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	Face to face when meeting for other reasons, telephone conversations, email.	Support was given for Cornwall's bid recognising challenges re our limited provision and low funding. Interest expressed in accessing provision if places were available. Confirmation in the case of Devon and Plymouth that requests for placements in schools in those LAs would not be impacted by a successful bid. Although Cornwall is stating its intention as a solo bidding authority; it has received confirmation of commissioning intent from Plymouth and Devon Local Authorities; as a maximum indicative number of places rather than a joint commissioning approach.
Commissioning bodies in your area – please specify	Kernow Clinical Commissioning Group Partner on strategic SEND Board and SEND delivery group Face to face discussions and within group meetings	Discussed capacity in Cornwall, and role of school in context of other developments, e.g. Turning the Tide. Strong commitment to joint working.
Local mainstream schools – please specify	Attending CASH and CAPH meetings earlier this term. All schools via provision review meetings and range of electronic communications over time.	Specifically for this bid, full endorsement by the Cornwall Association of Secondary Headteachers 28/9/18 and Cornwall Association of Primary Headteachers 9/10/18. All schools via our communications about provision developments.
School representative bodies e.g. schools forum – please specify	Face to face in Forum meeting and through discussion with Headteacher Forum members at their association meetings	Strong support over time has been maintained, indications of support go back over 5 years. Detailed consideration of costs and affordability in relation to this bid, positive endorsement.
Representatives of parents and carers and young people e.g. parent/carers forum – please specify	Part of cycle of regular meetings, specific additional conversation	Parent Carers Cornwall 5/10/18 "it's a yes, yes, yes from us"
Any other partners e.g. community groups, FE colleges – please specify	Meetings	SEND Multi-agency Board 18/9/18, Children's Services Senior Leadership Team 12/9/18 considered needs and details of the proposal - an SEMH school is a priority within our SEND strategy and the proposed location was endorsed.

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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)*

We believe that children and young people have the best life chances when they access mainstream education: life is mainstream. Education from the youngest pupils upwards will focus on the Preparing for Adulthood strands. This school will work in partnership with other settings to enable pupils to engage in mainstream education at the time appropriate to the individual e.g. year 5 mainstream integration, or part time links with education providers and employers as a step towards supported internship, apprenticeship or FE college at year 11. A formal check on this will be made at each EHC plan review. 'What next?' will be key to the ethos of the school and its work with families. Destinations will be longitudinally tracked regardless of the age at which a pupil leaves the school.

School staff will work closely with families to establish shared understanding and consistent approaches to meeting needs, including providing parental support of different forms if required. This would be enabled by the school taking up the opportunity to provide home-school transport. Pupils' core academic skill development will be essential in conjunction with project based delivery that inspires a strong desire to attend, and builds independence and responsibility. The curriculum will establish strong links between school and 'the wider world'.

School staff will be part of the network of SEMH provision e.g. contributing to local initial teacher training, developing understanding and skills in schools and colleges across the county when engaging them around transitions, contributing to training courses. As a centre of excellence the school may choose to tender for other educational provision e.g. in the nearby Tier 4 CAMHS unit, and develop a trading arm to provide advice to mainstream schools and MATs. The school will be able to provide a more focussed approach and the security of placement for the required duration that is not possible in AP.

Risks and mitigations:-

(i) The school will be viewed as the panacea for all SEMH needs in Cornwall and detract from other vital activity. Mitigation - explicit communication about the school's size and functions, already undertaken, will be built upon with the development set within robust communication about the wider programme of SEMH developments and responsibilities.

(ii) The increase to provision will become additional capacity rather than: reducing the number of CYP attending AP as long term provision; providing an option for some EHE CYP; and, impacting on the number of places and level of need catered for in ISP.

Mitigation - clear admissions criteria will be in place for the school, the reduction in long term placements will be included in the recommissioning of AP, targets for the reduction in placements in ISP, although already low, will be set.

This new special school will operate within the context of our highly inclusive LA of which all partners are very proud.

Word count:

469



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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, **Mike Eathorne-Gibbons**, of Corporate Property at Cornwall Council has seen this

<b>Table D - the proposed location and site</b>	
<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.	The site selected at [REDACTED] is currently used for [REDACTED] for termination of arrangement. It is relatively flat with no existing buildings. The land is owned by the Council and is the preferred location as it will serve pupils across Cornwall. The location supports access from Cornwall's neighbouring authorities, Plymouth and Devon. A map has been submitted. The site has [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] The large site in a rural setting is beneficial for CYP with a range of SEMH needs.
<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.	[REDACTED]
<b>Your calculated building space</b> using the ESFA formula (see section D in the guidance) and any comments on this.	The Council has applied BB104 requirements, as follows; For a 65 place special school BB 104 recommends a minimum gross site area of $8000 + 36N = 10,340m^2$ , to include space for access and parking, the building footprint, formal and informal play areas. The land at [REDACTED] far in excess of the minimum requirement as the total site area is approximately 3ha (30,000 m <sup>2</sup> )
<b>If you have identified a preferred site, please complete the rest of the table:</b>	
<b>Full address and postcode of preferred site.</b> It must be a full postcode e.g. SW1P 3BT, not SW1.	[REDACTED]
<b>In which local authority is your preferred site?</b>	Cornwall
<b>Please tell us how you found the site.</b>	The land is owned by Cornwall Council as a Corporate Asset. A land search request was made to the Council's Corporate Property Manager (CPM) who identified the site as suitable for educational use.
<b>Please confirm the tenure.</b>	The local authority submitting the bid
<b>Please include information on purchase or lease price if known.</b>	Land available utilising <u>ESFA Model 125 year peppercorn Free School Lease agreement</u> , save where amended only in accordance with agreed Heads of Terms.
<b>Who owns the site?</b>	The local authority submitting the bid
<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)	No
<b>Name and contact details of owner and/or the agent or local authority representative</b>	[REDACTED] [REDACTED] [REDACTED]
<b>If the site is local authority owned, which local authority owns it?</b>	Cornwall

<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>The site is held by Cornwall Council as a priority for this school. Previous interest in the site was expressed from ISP and arms length organisations but preference is that site is used for SEN to meet current and growing demand in Cornwall.</p> <p>The Council proposes to use the ESFA Model 125 year peppercorn Free School Lease agreement, save where amended only in accordance with agreed Heads of Terms, all as detailed in the ESFA guidance document.</p> <p>A proposal has been submitted to the Council's Cabinet for [REDACTED] capital match funding of the project. The Capital Ask was submitted informally to Cabinet 10/9/18 and was broadly supported. Cornwall Council's S151 Officer / Strategic Director Resources has stated "Members will be considering the capital requirements for Cornwall schools during the final budget process which will be formally approved by Cornwall Council in Feb 2019, however Cabinet are in principle wanting to positively address the needs and lack of provision for pupils with SEN in their final proposals that will be brought forward."</p> <p>S106 - at the time of submission there are no S106 contributions linked to the site as it is currently grazing land. Should the proposed SEMH free school be given approval then the council will seek contributions from any new local housing developments, that could potentially contribute towards site development.</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>The land is a field currently used for grazing under a licence which can be terminated at one month's notice.</p>
<p><b>Why have you chosen this site? What makes it suitable?</b></p>	<p>The Council identified its preferred location as mid/east Cornwall to support access across Cornwall and for neighbouring authorities, Plymouth and Devon. [REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>The site is relatively flat and clear of any existing buildings. The site is large, providing outside spaces for pupils with SEMH and the rural setting will also be beneficial re calm environment and limited distractions.</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>The total site area is approximately 3ha (30,000 m2), there are no buildings on the land. Please see emailed map.</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>There are no buildings on the site, it is a field currently used as grazing land. Please see emailed picture.</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>	<p>The LA fully supports the use of this site for the school. At the time of submission there are no S106 contributions linked to the site as it is currently grazing land. Should the proposed free school be given approval then the Council will seek to secure contributions from any housing developments that may be submitted for the area.</p> <p>The Council proposes to make the land available utilising the ESFA Model 125 year peppercorn Free School Lease agreement, save where amended only in accordance with agreed Heads of Terms, all as detailed in the ESFA guidance document.</p>



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