



Department
for Education

Free school bid form

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

Published: July 2018

Contents

[The bid form explained](#)

[Overview](#)

[Confirmation](#)

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

[A2 - evidence of commissions](#)

[Table A2 continued](#)

[B - type of school](#)

[C1 - current context](#)

[Table C1i - for special schools](#)

[Table C1ii - for AP schools](#)

[C2 - strategy for high needs](#)

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

[C4 - expected outcomes](#)

[D - site](#)

The bid form explained

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

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

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

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

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

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

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

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

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

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

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

Free school bid forms should:

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

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

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

[Next tab](#)



Free school bid form [X of Y]

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

Overview

While local authorities (either as a lead or sole bidder) can submit a bid for one special and one AP school in total in their area, it is highly unlikely that we will approve more than one school in any one local authority area in this wave. However, we would like you to inform us of expected future need for new schools.

Overview table	
Name of your local authority	Hartlepool Borough Council
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	Special School
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)	[Redacted]
Optional: brief description of your expected future need for new special and AP schools, and when they are needed	<p>The number of young people with SEMH as their primary need continues to increase in Hartlepool.</p> <p>[Redacted]</p> <p>[Redacted] The SEMH graduated response identifies there is a need for higher level specialist provision within Hartlepool to meet this identified need.</p> <p>The school is required as soon as possible to prevent further costly out of area placements and allow or young people to access their education within their own community.</p>



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

Confirmation

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

I am the Director of Children's services at **Hartlepool Borough Council** and I have seen this expression of interest and support it.

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

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

I also confirm that I am aware of the financial consequences of the commissioning on our high needs budget.

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

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

Signed:

[Redacted signature]

Position:

Director of Children's & Joint Commissioning Services at **Hartlepool Borough Council**

Print name:

[Redacted name]

Date:

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:

[Previous tab](#)

[Next tab](#)



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.

Section A1 – local authority(ies) putting forward this bid

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

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

Table A1 - local authority(ies) putting forward this bid		
Name of local authority	Name of person leading	Contact details
Lead local authority: [select name of lead local authority in cell C30 below. This would be the local authority in which the school would be located]	<div style="background-color: black; width: 100px; height: 15px;"></div>	Telephone: <div style="background-color: black; width: 100px; height: 15px;"></div> Mobile: <div style="background-color: black; width: 100px; height: 15px;"></div> Email: <div style="background-color: black; width: 100px; height: 15px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div> Address: <div style="background-color: black; width: 100px; height: 15px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>
Hartlepool Borough Council		
[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

Hartlepool LA have worked with neighbouring Tees Valley authorities in Middlesbrough, Stockton and Redcar to pull together a collaborative bid for a co-located Key stage 2 – 5 school which would be built in Middlesbrough. Whilst this does provide an offer of specialist provision for Hartlepool, it will still mean that our children will have to travel 30 minutes outside of the town to access their provision.

Hartlepool has therefore taken the decision to also submit an independent bid alongside the collaborative bid. Our rationale is:

- we are the only area within the Tees Valley which does not have any distinct specialist provision for SEMH at Primary or Secondary level;
- our children will still have to travel up to 30 minutes each way to access their provision;
- consultation with parents showed that parents would prefer provision within the local community to provide a sense of belonging in their community for both children young people and their families to access support;
- the high needs block pressures relating to transport will still impact on an already over stretched budget.

Given the current and predicted future demand of SEMH as a primary need across Hartlepool and linking into the SEMH review, Hartlepool is well placed and supported by our partners to open a school which supports our vision and allows;

- gaps in the current offer of provision to be met
- strategic working as part of Hartlepool SEMH review
- collaborative working as part of Hartlepool SEMH graduated response
- better packages of re-integration and key stage progression for children
- local workforce development - training and coaching directly with school staff taking place within Hartlepool
- sharing of expertise and best practice with local schools
- access and support for families within the local community
- a base for Hartlepool Trailblazer Mental Health Support Team to be located
- a base for multi disciplinary teams to be co located to support young people and families

[Previous tab](#)

[Next tab](#)



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

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

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

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

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

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

Table A2 - evidence that the new school will be fully commissioned (to be completed for both special and AP schools)							
Commissioner	Year of operation	Number of EY places	Number of KS1 places	Number of KS2 places	Number of KS3 places	Number of KS4 places	Number of 16-19 places
Hartlepool	First year of opening	0	0	6	7	5	0
	Second year of opening	0	0	7	7	4	2



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

Table A2 continued

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

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



Free school bid form [X of Y]

1. This section must be completed.
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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
Category of provision/needs (if more than one type, with different top-up rates, please explain)	SEMH including other secondary needs including but not necessarily limited to Speech & Language and Autism
Age range	KS2-4, increasing to KS5 in year 3 development of school (7-18yrs)
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	per place plus a top up rate per pupil based on the current banding
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)	School size: 25 15 across KS2, 3 & 4 5 KS5 places 5 assessment
Type of places offered (e.g. full time, short term, part time)	Full time & assessment dual role with home school
Number of nursery places, if applicable	None

Number of 16-19 places, if applicable	5
Describe any planned outreach, training and/or reintegration support (including details of funding that will be made available to support the school with this)	<p>The school will offer dedicated outreach role to improve the skills of the workforce, build capacity and share expertise in Schools/PRU by offering, but not limited to the following;</p> <ul style="list-style-type: none"> • Workforce Development Programme to include coaching and training for school on: - attachment awareness, behaviour management, team teach, solutions focused interventions etc • Enhanced transition support to young people entering or existing the school particularly at key stages • Outreach support via observation in schools if requested by LA (subject to school availability of staff), telephone etc • Sharing best practice at SENDCO forums • Family support • Support to SEMH Oversight Group on strategies to embed inclusive quality first teaching for young people with SEMH in schools • Support to SEMH Panel on resources which could be offered to support individual pupils submitted to panel for support <p>The young person will remain on role of the home school (unless it is names in the EHC Plan). Reviews and progress will take place as per the home school agreement. The home school and any specialist services accessed by the young person will remain a critical part of all review processes. When re integration is agreed the school will support the home school to ensure strategies for support are embedded and tested prior to reintegration starting.</p>

Table Bii - pupil build up							
	Year of opening	+1	+2	+3	+4	+5	+6
Nursery	0	0	0	0	0	0	0
Reception	0	0	0	0	0	0	0
Key stage 1 (Y1-2)	0	0	0	0	0	0	0
Key stage 2 (Y3-6)	7	6	7	5	5	5	5
Key stage 3 (Y7-9)	5	7	7	5	5	5	5
Key stage 4 (Y10-11)	0	5	4	5	5	5	5
16-19: commissioner referred	0	0	2	5	5	5	5
Totals	12	18	20	20	20	20	20

[Previous tab](#)

[Next tab](#)



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Section C1 – the current context in your area

We are looking for bids in areas where a new school will most support local authorities to manage current and/or anticipated pressures on special school places or on the overall high needs budget, so that the needs of children can be better met. We will not be inclined to approve bids that have the side effect of decreasing the inclusion in mainstream schools of children with SEN, or who are at risk of permanent or fixed term exclusions, or of creating excess spare capacity in existing special or AP school. Bids will score more highly if they can demonstrate that a new school will be filled by students who would otherwise be going to more expensive or poor performing provision.

Please use box C1 to provide information about existing provision in your area, future expected growth and use of your high needs budget. You should also use this box to provide commentary around the information sources listed in Annex B of the [guidance](#) that we will use to support our assessment of this section.

In addition, please use table C1i (for special schools) or C1ii (for AP schools) - found on the next tabs - to describe the recent, current and projected trends of

Box C1 - the current context in your area <i>(we expect your response to this section to be no more than around 500 words, excluding your entries on table C1i/C1ii)</i>
<p>Hartlepool has no specialist provision for SEMH. During 2017/18 we consulted and developed an SEMH ARP provision at primary level to support our vision of a graduated response model, a secondary offer is being explored for 2019/20. Hartlepool has two special schools, neither are designated for SEMH. [REDACTED] The current make up of children is ASD, PMLD, SPLD and MLD. Many children with SEMH do not meet entry criteria as their levels of learning are too high.</p> <p>The PRU in Hartlepool is over capacity, a number of pupils remain in alternative provision for entire key stages. Some of the reasons include: mainstream settings don't have capacity/skills/resources to provide specialist intervention required; the nature of complex needs prevents successful reintegration back or longer term intensive intervention is required prior to reengagement. Current numbers are:</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED] The majority of pupils are transported out of borough, meaning pupils travel for over 40-50 minutes to and from school, this includes long distances on motorways and presents considerable safety concerns and considerable expense, currently in excess of [REDACTED]. Day placements commissioned cater for a diverse range of SEMH needs, cost between [REDACTED] each. [REDACTED] the [REDACTED]</p> <p>If predicted growth continues by 2026 there will be in excess of 60 young people who will be placed outside of the town. These children are often our most vulnerable and this causes distress and increased anxiety for both the child and parent/carer. Links to Hartlepool's local community are lacking and result in parents feeling isolated. Transition back to the area after key stage 4 can be turbulent and unsuccessful</p> <p>[REDACTED] Schools forum worked alongside the LA to review spend and implement a high needs funding review. [REDACTED]</p> <p>The LA has consulted with partners to ensure that a new school would add to the whole system:</p> <p>Schools Forum/SEMH Oversight Group: Headteachers are committed to providing a breadth of provision for children with SEMH which complements the current offer and promotes inclusion, meets needs and reduces current pressures on high needs block.</p> <p>CCG: Are supportive of a school which supports children's emotional needs. This will link the Mental Health Trailblazer bid if successful. Outcome 17/10/18.</p> <p>Parent Carer Forum: A consultation with parents/carers has been undertaken, focusing on increasing provision across the town to prevent travelling out of area. Parents supportive of increasing provision locally.</p> <p>Independent Specialist School provider [REDACTED]</p>
Word count: 489



Section C1 – the current context in your area

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

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

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

Section C1 – the current context in your area

Free school bid form [X of Y]

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

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



Free school bid form [X of Y]

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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.

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)

There has been significant work across our partnership over the last two years to improve the outcomes for our children with SEND.

As a partnership we are working to raise awareness of Adverse Childhood Experiences (ACE) across the community including families. It is evident that a large proportion of the children with SEMH needs have had Adverse Childhood Experiences and in addition a large proportion of their parents have also suffered ACE.

Our Children's Strategic Partnership is leading this work and the strategic objectives we are working to are:

- Support Responsive Relationships
- Reduce Sources of Stress
- Strengthen Core Life Skills

We are focusing on these areas as research shows that these objectives established across the system will improve the healthy development and educational achievement for our most vulnerable children and young people.

We cannot look at education for these children in isolation. We must ensure that we have a systemic approach across all services to intervene early to prevent Adverse Childhood Experiences and that we all work together to address the needs of our children. The Children's Strategic partnership's model is a child centred approach that looks at a child's needs holistically. It is important that all parts of the system work to this principle.

We have established a SEND Improvement Board that is made up of parents, schools, local authority, CCG, Mental Health Trust and our local Foundation Trust. This board has oversight of our strategic plan to ensure that all partners are working together for the best for our children and families. This can be found on our local offer pages.

Our strategic plan includes the need to identify needs early and to ensure support and provision is available at the earliest opportunity. This is shaping the way that we are working across the system with the need for a graduated response at the forefront of our work. Appendix A shows graduated response whole system approach.

Our vision for our children and young people is for them to attend school within the Hartlepool community. A recent review indicated the majority of our children placed out of area have SEMH needs which is not meeting our vision of our children being part of our Hartlepool community. This also places significant pressure on the High Needs Block which is overspending. Appendix B shows the trends in our specialist provision by SEMH as area of need.

We have established information sharing processes across partners to enable us to understand needs which is informing our commissioning strategy. A full SEND sufficiency assessment is currently being carried out to ensure that we can commission the most appropriate provision for our children and young people. This assessment shows that complex ASD and SEMH are the prevalent needs in Hartlepool.

The improvement board has also reviewed a number of indicators that are informing the review/ commissioning of services.

[Redacted text]

Further information collated has indicated that we have an increasing number of families with children with high levels of need moving into Hartlepool requiring specialist ASD and SEMH provision. This also includes a number of LAC that have been placed in Hartlepool by other authorities.

The partnership has worked to increase capacity for ASD with the introduction of an ASD secondary APP. However it has been

The partnership has worked to increase capacity for ASD with the introduction of an ASD secondary ARP. However it has been evident from all the information gathered that the focus of the partnership's attention had to be on those children identified with SEMH needs. The partnership has already developed an SEMH working group and SEMH panel to further develop the graduated response across the system and to share expertise across schools. However this work has shown there is a need for specialist SEMH provision.

Schools Forum as part of the ongoing development of a graduated response across the system has committed capital to develop SEMH ARP provision at two primary sites. This funding will also support a secondary ARP offer.

The Development of a Free School with SEMH as its focus is part of the wider system work we are undertaking to reduce the need for specialist provision. The focus for the free school will be those children presenting with vulnerabilities such as:

- Conduct disorder
- Attachment difficulties experience of early life trauma
- Severe difficulties in regulating emotions and subsequently behaviour
- ADHD
- Extremely vulnerable in social situations
- Anxiety, depressions, self harm etc
- Experience of ACE

Hartlepool has excellent partnerships which are showing positive outcomes for our children and young people (this was highlighted in our recent Ofsted ILACS inspection). "The strength of multi agency partnerships is evident across all teams. Strategic Partnerships are very strong". Work undertaken in partnership with partners includes:

- Establishment of an SEMH working group to develop a graduated response with schools supporting each other
- Review of Additionally resourced provision with the establishment of two ARPs which have the aim to support the home school to manage with the aim that the child will return to main stream
- Assessment places
- Some full time places if appropriate
- Establishment of a SEMH panel that reviews cases – the panel recommends school to school support/ additional work to be undertaken to meet child's needs/ advice and guidance from health colleagues (CAMHS)/ recommendation for an ARP place to either support school or undertake an assessment.



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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)

Hartlepool is a small town in the North East with an overall population of 93,000, young people aged 5-18 account for 16,000 of the population.

In 2015, the Indices of Multiple Deprivation indicated that Hartlepool was ranked 17th most deprived out of 149 top tier local authorities in England. Estimated level of child poverty in Hartlepool as classified by the government is 32%. Increased levels of child poverty directly lead to:

- Increased levels of vulnerability and need
- Increased demand for help and support services across whole system
- Low resilience
- Health inequalities and significant life expectancy gap
- Low levels of ambition, aspiration, confidence and self belief

Hartlepool has the second highest death rate from drug misuse in the North East Region. Substance misuse is a major factor in child neglect, children's emotional wellbeing, domestic abuse, anti social behaviour and children being taken into care.

In a small town the above factors all impact on the emotional health and wellbeing of children and young people in Hartlepool.

The vision of Hartlepool Children's Strategic Partnership is to

"To enable all children and families in Hartlepool to have opportunities to make the most of their life chances and be supported to be safe in their homes and communities."

Currently Hartlepool has two special schools, one secondary and one primary who offer places for young people with SEMH as their primary need who meet entry criteria in relation to learning. In addition to this Hartlepool is developing SEMH ARP provision at both primary and secondary phases of education. The ARP provision will work collaboratively with mainstream schools and the PRU to build capacity and resilience within mainstream provision. Students will access the ARP's with a view to receiving an intensive package of support facilitating a return to their home school.

Students with EHCP's who require specialist SEMH provision and are able to achieve within a mainstream curriculum currently have to travel out of the Borough. The majority of these students are of secondary school age but significant changes are starting to show within the primary sector. Students who travel to school daily can have a commute in excess of 40-50 minutes.

Consultations undertaken with parents and carers have shown that they would wholeheartedly support the development of specialist provision in Hartlepool. This would give opportunities for closer working relationships between home and school. In addition young people could develop strong relationships with the local community, post 16 providers and future employers. It is envisaged that any provision would work collaboratively with all existing education provision and partner agencies to give an holistic approach to meeting need.

Table C3 - engagement with others		
Who	How you have engaged (e.g. surveys, meetings)	Summary of engagement (e.g. summary of survey findings and/or conversations)
Your neighbouring local authorities – please specify		
Commissioning bodies in your area – please specify	CCG	Are supportive of a school which supports children's emotional needs. This will link in with the Mental Health Trailblazer bid if successful. Outcome 17/10/2018.
Local mainstream schools – please specify	SEMH Oversight Group	Headteachers are committed to providing a breadth of provision for children with SEMH which complements the current offer and promotes inclusion, meets needs and reduced current pressures on high needs block.
School representative bodies e.g. schools forum – please specify	Schools Forum Meetings	Engaged in work to look at solutions with LA. Discussions taken place to understand needs and commission appropriate provision resulted in commissioning of SEMH ARP provision.
Representatives of parents and carers and young people e.g. parent/carer forum – please specify	Parent/Carers Surveys	Parents/carers are part of the SEND Improvement Board where sufficiency of provision has been discussed.
Any other partners e.g. community groups, FE colleges – please specify	HCFE	Developing offer to support 14-16 alternative provision for PEX and young people with SEND.

[Previous tab](#)

[Next tab](#)



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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 LA is leading collaborative working across the system to improve the SEMH education offer for children and thus improving outcomes for children. The new school will be expected to be part of this collaborative system working jointly with education, health and care providers.

A young person who is allocated a place will be reviewed every 6 weeks by the School, home school and any other relevant services involved such as CAMHS and Educational Psychology. It is not an expectation that all young people entering the school will remain for the life of their education. In/outreach will be part of the home school agreement and be reviewed as agreed in the child's individual plan. When appropriate a re-integration package will be considered into an ARP/mainstream provision with support as part of the SEMH graduated response.

The school will set individual outcomes for children linked to the EHC/Co-ordinated Support Plan and IEP agreed in collaboration with home school if appropriate to ensure for the purposes of re integration the home school takes ownership of meeting needs of the young persons. The outcomes set will be SMART, allowing for meaningful progress at an individual level to be demonstrated.

The school will offer 2 vocational post 16 pathways in its third year for young people not yet ready to transition into mainstream FE. This will prevent young people becoming NEET and allow them to gain essential skills in preparing for adulthood, including;

- meaningful work experience
- employability skills
- independent living
- transport training
- healthy life and relationships

The LA has a partnership with Public Health England to deliver Internships and be part of the collaborative. The LA has excellent relationships with Further Education sector, the school will work alongside the FE college to enhance the post 16 offer.

The new school will be part the SEMH graduated response offer across the town, see Appendix A. As well as dual role assessment places a number of children who require longer term specialist intervention will be accommodated in the new setting which will be named in their EHC plan. This will benefit mainstream and special schools who currently hold children for longer than necessary whilst an ISP placement is sourced, preventing other children from accessing provision. This delay results in excessive demands being placed on staff and children, impacting upon emotional wellbeing.

The school will have a dedicated outreach role to support and build capacity in mainstream/PRU by offering support/sharing expertise, including:

- Workforce Development Programme; including coaching/training for school on: - attachment awareness, behaviour management, team teach, solution focused interventions etc
- Enhanced transition support to children entering or existing the school
- Outreach support via observation in schools if requested by LA (subject to school availability of staff), telephone etc
- Sharing best practice at SENDCO forums
- Family support model
- Support to SEMH Oversight Group on strategies to embed inclusive quality first teaching
- Support to SEMH Panel for specialist advice for individual pupils

Word count:

489

[Previous tab](#)

[Next tab](#)



Free school bid form [X of Y]

- 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) so we can start conversations with you.**

.....

Please tick the box below to confirm that the relevant Lead Member for Corporate Property has seen this bid and is content with the information provided about site (if provided).

I confirm that the Lead Member of Corporate Property at **[INSERT LOCAL AUTHORITY NAME]** has seen this expression of interest and supports it.

Table D - the proposed location and site	
<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to APspecial.freeschool@education.gov.uk, if possible. If applicable, please also describe the potential impact of any specialism that you plan for your school to have on the site requirement.</p>	<p>██████████ shown hatched on the attached plan (Appendix C). The site is situated ██████████</p> <p>██████████</p> <p>Appendix D shows an alternative location (██████████) that has also been considered for the school.</p> <p>██████████</p> <p>██████████</p> <p>██████████</p>
<p>Please tell us the postcode of a central location in your preferred area. You need to provide this even if you have already identified a preferred site. It must be a full postcode e.g. SW1P 3BT, not SW1.</p>	<p>██████████ ██████████</p> <p>██████████</p> <p>██████████</p>
<p>Your calculated building space using the ESFA formula (see section D in the guidance) and any comments on this.</p>	<p>██████████</p>
<p>If you have identified a preferred site, please complete the rest of the table:</p>	
<p>Full address and postcode of preferred site. It must be a full postcode e.g. SW1P 3BT, not SW1.</p>	<p>██████████</p>
<p>In which local authority is your preferred site?</p>	<p>Hartlepool Borough Council</p>
<p>Please tell us how you found the site.</p>	<p>██████████</p>
<p>Please confirm the tenure.</p>	<p>██████████</p>
<p>Please include information on purchase or lease price if known.</p>	<p>██████████</p>
<p>Who owns the site?</p>	<p>Hartlepool Borough Council</p>
<p>Is the site available/on the market? (Please attach agents' particulars as an additional file and send it to APspecial.freeschool@education.gov.uk if available)</p>	<p>██████████</p> <p>██████████</p>
<p>Name and contact details of owner and/or the agent or local authority representative</p>	<p>LA ██████████</p> <p>██████████</p> <p>██████████</p>
<p>If the site is local authority owned, which local authority owns it?</p>	<p>Hartlepool Borough Council</p>
<p>If the site is local authority owned, please state if the local authority have confirmed that, if successful, the site may be used by the free school. Please include terms (e.g. 125 year peppercorn lease). Please also provide details of any other local authority contribution towards the capital costs of the project (e.g. developer contributions).</p>	<p>The Council has confirmed the site may be used by the free school. It is anticipated that a lease at a peppercorn rent would be granted. The development would require planning permission.</p>
<p>What kind of site is it?</p>	<p>██████████</p>

<p>What is the current use?</p>	<p>[Redacted]</p>
<p></p>	<p></p>
<p>Why have you chosen this site? What makes it suitable?</p>	<p>[Redacted]</p>
<p>If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to APspecial.freeschool@education.gov.uk</p>	<p>[Redacted]</p>
<p>Please comment on the condition of the building. Please attach photos if available as an additional file and send it to APspecial.freeschool@education.gov.uk</p>	<p>[Redacted]</p>
<p>If the named site is part of a housing development or the school is attracting Section 106 contributions, please give as much detail as possible, including: the development and developer, timing and programme of build, number of housing units, status of planning application and any links to planning applications/decision notices, extent of funding coming from the developer plus confirmation of the local authority's position in relation to your free school using this site.</p>	<p>Not applicable</p>

[Previous tab](#)