



## Free school bid form

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

Published: July 2018

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#### The bid form explained

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

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

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

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

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

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

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

Completed bid forms, specifications, and any supporting documentation (e.g. site plans, letters from commissioners) **should be submitted by midday on 15 October 2018. Submit your bid by email to:**

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

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

**Free school bid forms should:**

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

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

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## Free school bid form [1 of 1]

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

### Overview

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

Overview table	
<b>Name of your local authority</b>	Hertfordshire
<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. [Bid 1 – Special School]
<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)	
<b>Optional: brief description of your expected future need for new special and AP schools, and when they are needed</b>	Our analysis of our data demonstrates an increasing need for this type of school. Just this month we have had to agree out of area placements for 9 pupils with these types of needs (5 girls and 4 boys) [REDACTED], which demonstrates the need for the implementation as early as possible. If approved we would aim to work with partners to achieve the next stages swiftly so we can open within the shortest possible timescales. Our analysis of pressure in other designations of special schools demonstrates that with some changes and additional accommodation, we should meet this demand.

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## Free school bid form [1 of 1]

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

### Confirmation

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

I am the Director of Children's services at **Hertfordshire County 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(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**

**Signed:**

**Position:**

Director of Children's Services at Hertfordshire County Council

**Print name:**

**Date:**

15-Oct-18

**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]	[REDACTED]	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED] Address: [REDACTED]
Hertfordshire		
[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**

Hertfordshire is a large County with 539 schools, 25 of which are special schools, and covers a broad demographic. Analysis of our SEND population demonstrates demand for the type of school we are proposing from within our own area. Due to the nature of the needs of the pupils we have identified as requiring this type of provision, we do not believe a larger school than that being proposed would be appropriate, as a larger school would not support the best outcomes for this cohort. We have a school currently designated as a PRU, although all pupils have an EHCP and it operates like a special school rather than a PRU, which has demonstrated very positive success with a group of pupils with these types of need, but the numbers have increased significantly and the mix of pupils at this school on one site is not conducive to putting in place the most effective provision. As set out in our bid, we have seen an increasing need for this type of provision and we are seeing an increasing number of pupils with this range of needs being placed out of area at significant cost. This school would enable the pupils to remain local, accessing the right provision and improve their outcomes through childhood and into adulthood.

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

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

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

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

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

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

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
Hertfordshire	First year of opening	0	0	0	10	20	5
	Second year of opening	0	0	0	15	30	5





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 [1 of 1]

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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	
<b>Type of school</b>	Special free school
<b>Category of provision/needs</b> (if more than one type, with different top-up rates, please explain)	Complex Needs that include: ASC or significant Social and Communication Difficulties, high anxiety and/or mental health issues.
<b>Age range</b>	11 to 18
<b>Per-pupil revenue funding you would expect to pay</b> (if a range of rates, please explain)	<div style="background-color: black; width: 200px; height: 15px; margin-bottom: 5px;"></div> We are currently reviewing the core offer, banding descriptors and associated top up rates for our special schools so these rates may be subject to change once this work is complete. We are committed to allocating appropriate levels of top up rates to enable this school to make the provision required by this group of pupils. <div style="background-color: black; width: 200px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 200px; height: 15px; margin-bottom: 5px;"></div> Currently the number of pupils in each band is used to calculate a single averaged top up.
<b>Gender</b> (co-educational/boys/girls)	Co-educational
<b>Total number of proposed full time equivalent places</b> (once school is at full capacity - including 16-19 places, but not including nursery places)	60
<b>Type of places offered</b> (e.g. full time, short term, part time)	Full time
<b>Number of nursery places, if applicable</b>	N/A
<b>Number of 16-19 places, if applicable</b>	10
	We have 9 special schools currently funded to deliver a specified number of outreach sessions through an SLA with the Council. An SLA specifying the expectations of the proposed school will be in place and be monitored. The SLA will have a cash equivalent linked to the number of sessions commissioned. The SLA will also set out what schools can commission

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

commissioned. The SLA will also set out what schools can commission directly from the school. We keep our SLAs and associated funding under review through the monitoring process, and vary this where evidenced by need. This enables us to be flexible year on year dependent on the issues being identified. The school may be commissioned through this process to provide targeted support to schools identified as causing concern.

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)	0	0	0	0	0	0	0
Key stage 3 (Y7-9)	10	15	20	25	25	25	25
Key stage 4 (Y10-11)	20	30	30	25	25	25	25
16-19: commissioner referred	5	5	10	10	10	10	10
Totals	35	50	60	60	60	60	60

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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)*

Hertfordshire has 25 special schools, 6 Education Support Centres (ESCs), 1 AP Academy and 1 school designated as a PRU but only has pupils with EHCPs and complex needs on roll. The majority of these schools are judged to be good or outstanding. Specialist provision has been reviewed over the last 12 months, and a detailed data set collated and interrogated to inform next steps and ensure that there is a strong evidence base to support any changes proposed. This work supports our ambition to have the right provision available at the right time as locally as possible to meet current and future needs.

Since 2014, Hertfordshire has seen a significant rise in its 0 – 25 population, with the most significant rise being in primary aged children. This is now impacting on secondary demand. There has been a corresponding increased pressure on special school places.

We have seen a continuing rise in pupils identified with a primary need of SEMH and ASC in the primary sector (all SEND), and a steady rise in pupils being identified with ASC as a primary need in the secondary sector, and a more significant rise in those identified with a primary need of SEMH since 2015. Across the special sector we have seen a rise in pupils identified with ASC as a primary need, but a small reduction in the percentage of those identified with SEMH (although it is still significantly above the England and Statistical Neighbour average).

We have seen a steady rise in the number of out of area specialist placements in the last 2 years, either due to capacity in our own special schools, lack of the right provision locally, or lack of parental confidence in local provision. In 2017, over half of the pupils accessing out of area placements with an EHCP had a primary need of ASC or SEMH, illustrating a gap in the local provision for these types of need. With some of these schools not being local, there is the additional cost of residential. Deeper analysis demonstrates a split between those with ASC, behaviour that challenges and severe and complex learning difficulties, and those with higher academic ability, significant anxiety, mental health issues, gaps in their education and associated underachievement. We believe that we can adapt and expand existing provision to better meet the needs of the first cohort, but that we have sufficient demand to require a new school to meet the needs of the second cohort locally.

Hertfordshire receives a relatively low level of HLN DSG compared to comparator authorities, due to its historic levels of spending, but does not overspend HLN DSG. Budget projections for the next 3 years accommodate the additional top up payments that the school would require, on the illustrative assumption that it was full in 3 years time. However, pressures for additional expenditure are out-running the growth in resources available. One important area we have identified to meet these pressures is through the reduction in the number and cost of independent, out-county placements. This new provision will enable us to achieve that and at the same time improve quality for young people.

Word count: 521

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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	25	195											
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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## 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)*

Hertfordshire's SEND Strategy [www.hertfordshire.gov.uk/sendstrategy](http://www.hertfordshire.gov.uk/sendstrategy) has recently been refreshed and is currently going through the process of Member approval, having been signed off by the SEND Executive which has representatives from our Parent Carer Forum, all phases of schools, FE and partners, as well as senior officers from Children's Services. All of these partners were involved in the Strategy refresh. We recognise the importance of and are committed to co-production on both a strategic and operational level. We have developed principles of co-production and a professional promise with our Parent/Carer Forum and are working with staff and partners to ensure these are owned and delivered by all. We believe that a system-wide approach to effective co-production will make us stronger by ensuring that all agencies and partners across universal and specialist services are committed to working in this way. Our commitment to co-production is reflected in a range of examples of where co-production has led to improved outcomes and increased parental confidence. Our proposal for this free school bid has been shared with these partners and they have agreed that this is a gap in provision that needs to be filled.

We have developed a local outcomes framework with partners, and our SEND strategy supports delivery of the 6 outcomes, recognising that if children and young people and their families feel happy, healthy and safe, and if we are ambitious for them, and have the right provision in the right place at the right time they will be resilient and will develop maximum independence. We are ambitious for our children and young people with SEND. We acknowledge the gap between outcomes for pupils with SEND and their peers, and have identified the over-representation of pupils with SEND in exclusion and lower attendance data, and are working with partners to improve this, together with progress and outcomes for this group of young people, who without the right local provision are at risk of poor outcomes and becoming NEET. There has also been a shift in the needs of pupils requiring specialist provision in mainstream schools. Through the SEND Strategy, we are reviewing the type of mainstream specialist provision we need into the future. Through the delivery of targeted outreach/school to school support, the proposed school will support early and accurate identification of needs, and the implementation of effective intervention to meet needs.

Our Strategy aims to make best use of the resources we have to build local capacity that identifies and meets children and young people's needs, enabling them to make good progress, and prepare them effectively for adulthood. We are aligning our Strategy with our approach to early help, school improvement and intervention, as well as our Skills Strategy through our 'Preparing for Adulthood' strand. We and our partners agree that this will support an integrated approach to improving outcomes. We are developing a framework from our SEND Strategy to support different agencies and schools in identifying the actions they are going to take to support delivery of the SEND Strategy, and the outcomes they are looking to achieve so that they own their role in delivering our aspirations. We are developing materials that provide transparent guidance for families, settings and schools that support a graduated response to identifying and meeting needs that ensures parental confidence in local provision and improves outcomes for children and young people.

One sub group of the SEND Strategy is focussing on the development of specialist provision in Hertfordshire. The aim of this work is to develop the range of specialist provision across Hertfordshire and ensure that local provision is available to meet the needs of the majority of children and young people with complex SEND as close to their local community as possible. The pattern of provision is being strategically planned on the basis of evidence of what is required both now and in the future. As part of our commitment to using an evidence-base to support decision making and determination of what needs to be recommissioned, decommissioned or newly commissioned, we have undertaken a review of our specialist provision, working with parents/carers, all special school heads, representative mainstream heads and other partners from across health and other children's services teams. This has included an in depth analysis of the needs of our children and young people with EHCPs, and includes occupancy and demand in our own specialist provision in mainstream and special schools, as well as those currently either accessing education out of area, electively home educated (but have been on a school roll), not accessing a full time education (including analysis of exclusions), and NEET. We have carried out some tracking of these pupils, looking at when their needs were first identified and what services and support were offered prior to their current placement. This will help inform the specification for the outreach/school to school support offer. We are also systematically identifying those children and young people who may be at risk of an out of area placement if we do not get the provision and support right for them early. This will enable us to determine where we need to adapt existing provision, as well as the workforce development offer required to best meet the needs of these pupils. We are working with our special schools to develop clarity over their core offer across different designations, and identifying actions to alleviate pressure on places in some sectors and schools. The core offer for the proposed new school will have a consistent framework to the other special schools to ensure transparency and clarity, as well as support our monitoring of provision and outcomes for these pupils. Simultaneously we are working to ensure that there is a clear graduated response to need and that needs are identified and met early in universal settings where possible and appropriate. We are also continuing to



ensure that we utilise the expertise in the specialist sector to support building capacity in universal provision that parents / carers are confident can meet their child's needs through commissioned outreach and school to school support.

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1005

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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)*

One of the gaps in provision we have identified in our analysis is provision for secondary aged pupils who have a diagnosis of ASC or significant social communication difficulties, with high anxiety and mental health needs. Many have developed behaviour that is challenging that inhibits their ability to access the curriculum and make good progress. Many of these pupils have experienced multiple exclusions from mainstream and specialist settings. Their profile of needs creates significant challenges in SEMH provision, particularly in relation to the complex mix of needs of pupils in one environment. We have seen an increase in numbers of pupils going to high cost out of authority special schools and specialist AP providers, but have found that their needs cannot always be met, and the transition back to local provision is problematic. This has put increasing pressure on our high needs budget. We have an excellent school in the west of Hertfordshire (Roman Fields) currently designated as a PRU but operates as a special school.

[Redacted]

Roman Fields has changed its focus over recent years to accommodate and meet the needs of the increasing number in this cohort. They have seen a significant shift in the profile of needs over the last 3 years there. Previously the majority of pupils had a primary need of SEMH and many a diagnosis of ADHD. Currently, 33 have a diagnosis of ASC, 32 have had significant gaps in education, 10 have previously been an inpatient at a tier 4 mental health unit and 33 have involvement with CAMHs or PALMS. Despite this flexibility and evidenced expertise in this area of need, the site and increase in demand inhibits their ability to provide for the increasing number of these pupils.

Of the pupils being supported through the medical needs service, almost half (63) are identified as having high anxiety and/or mental health issues. Some of these pupils would also benefit from this type of provision, supporting their access to a more personalised curriculum that enables them to access a greater number of hours of education.

A new school close to the centre and towards the east of Hertfordshire will fill the identified gap in our provision, provide a bespoke high quality curriculum and focus on improving the outcomes of the growing number of pupils with these needs in a more local school environment; increasing their opportunities of meaningful employment in adulthood. We would expect the expertise developed at Roman Fields to support the new school and ensure its success. We see a clear role for school to school support, building capacity in other sectors, supporting schools and medical needs services with integrating pupils on reduced timetables back into full time education.

The proposed school is needed to enable us to meet our ambition for high quality local provision that improves outcomes in line with our SEND Strategy, and reduces the pressures on high needs spending and future demand on specialist services into adulthood.

[Empty text box for additional input]

<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	Email setting out the designation for our proposal to neighbouring Heads of SEND	No feedback received
Commissioning bodies in your area – please specify	N/A	N/A
Local mainstream schools – please specify	SEND Executive Meetings (representatives), Specialist Provision Workstream and sub group meetings	Representatives have been involved in all meetings, providing feedback and contributing to the implementation of actions.
School representative bodies e.g. schools forum – please specify	Schools Forum Sept 18	Discussion on paper on analysis of out of area placements, including profile of needs, profile of costs and numbers. Discussion on paper of profile of EHE pupils.
Representatives of parents and carers and young people e.g. parent/carer forum – please specify	Through SEND Strategy related meetings and their involvement in sub group meetings.	Discussion on analysis of out of area placements, EHE, reduced timetables, including profile of needs, profile of costs and numbers and involvement in determining gaps in provision and future need and demand.
Any other partners e.g. community groups, FE colleges – please specify	Representatives on SEND Executive, Specialist Provision workstream and sub groups	Representatives have been involved in all meetings, providing feedback and contributing to the implementation of actions.

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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)*

This school will fill an identified gap in local provision and meet a need that is currently only partially met in current provision. There is insufficient capacity in existing provision to meet this demand. The outcomes we expect to see will be clearly set out in the specification for the school, and we will work with the school to monitor the outcomes and ensure that these are delivered. With the right provision in place at the right time through this school we would expect to see significant improvement in education outcomes, with needs identified and met early. While currently the pupils we have identified are primarily Key Stage 4, with improved early identification of need, we expect the profile of the school to change over time to a greater balance across Key Stage 3. We will see a significant improvement in school attendance, and reduction in days lost to exclusion from the pupils' previous profile of attendance and exclusions, which will impact on our overall figures, and in particular the representation of SEND pupils in these figures. The school will support the Council's strategy for reducing pupils that become NEET, and in particular reduce the over-representation of pupils with SEND in these figures. We would also expect to see a positive impact over time, on placement stability for children looked after.

We will expect to see an improvement in parental confidence in local provisions evidenced by a reduction in complaints and tribunals for this type of need, and positive feedback from them and the pupils. We expect to see an improvement in emotional health and wellbeing and resilience evidenced by pupil feedback, with the school exemplifying and supporting the delivery of Hertfordshire's Outcome Bees: Be Healthy; Be Safe; Be Ambitious; Be Resilient; Be Independent; and Be Happy.

The school will support a reduction in the number of placements in high-cost independent sector provision, both in and outside of Hertfordshire; and therefore more efficient and effective use and net savings in the HLN DSG expenditure compared with what would otherwise have been the case, which will help safeguard and improve other services. Due to the nature of the needs of the pupils, it will support more effective and efficient local multi-agency working which will be evidenced by parental feedback and improved educational outcomes. While there will be an increase in the number of pupils accessing special schools locally, we would expect this to be mitigated by the decrease in pupils with these needs going to school out of area. The role that the school will have in school to school support alongside other special schools and specialist provisions will ensure that mainstream schools are supported in identifying and meeting needs in their school where appropriate. In addition the school will analyse the journey of these pupils in order to establish the CPD and support requirements in the mainstream sector. The school will be funded to provide this through an SLA which clearly specifies the expectations of them as a provider and the schools being supported.

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503



**Free school bid form [1 of 1]**

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

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

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

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

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

.....

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

I confirm that the Lead Member of Corporate Property at **[INSERT LOCAL AUTHORITY NAME]** has seen this

<b>Table D - the proposed location and site</b>	
<p><b>Please describe the location in which you propose to set up your school being as specific as possible.</b> This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to APspecial.freeschool@education.gov.uk, if possible. If applicable, please also describe the potential impact of any specialism that you plan for your school to have on the site requirement.</p>	<p>We have identified our preferred location as the centre and east of Hertfordshire, which includes the major settlements of Hatfield; Welwyn Garden City; Stevenage; Letchworth; Hitchin; Hertford; Ware; and Hoddesdon. We are flexible with the exact location dependent upon travel distances and suitability for meeting the needs of this group of pupils. The site will be required to provide both internal and external space to organise the curriculum teaching and learning appropriately and opportunity for multi-agency provision. Co-location with other education provision would be advantageous. We have some possible locations which are being considered within the context of the delivery of our whole SEND strategy but have yet to determine best use of each of these sites. Where the council has identified the need for additional school places, we have a positive track record of providing sites. In earlier waves of the Free Schools programme we have provided sites for two mainstream secondary schools and five primary schools.</p>
<p><b>Please tell us the postcode of a central location in your preferred area.</b> You need to provide this even if you have already identified a preferred site. It must be a full postcode e.g. SW1P 3BT, not SW1.</p>	
<p><b>Your calculated building space</b> using the ESFA formula (see section D in the guidance) and any comments on this.</p>	<p>1,920m<sup>2</sup> for a 60 place secondary special school predominantly ambulant pupils. We are using this formula in our identification of possible sites.</p>
<b>If you have identified a preferred site, please complete the rest of the table:</b>	
<p><b>Full address and postcode of preferred site.</b> It must be a full postcode e.g. SW1P 3BT, not SW1.</p>	
<p><b>In which local authority is your preferred site?</b></p>	
<p><b>Please tell us how you found the site.</b></p>	
<p><b>Please confirm the tenure.</b></p>	
<p><b>Please include information on purchase or lease price if known.</b></p>	
<p><b>Who owns the site?</b></p>	
<p><b>Is the site available/on the market?</b> (Please attach agents' particulars as an additional file and send it to APspecial.freeschool@education.gov.uk if available)</p>	
<p><b>Name and contact details of owner and/or the agent or local authority representative</b></p>	
<p><b>If the site is local authority owned, which local authority owns it?</b></p>	
<p><b>If the site is local authority owned, please state if the local authority have confirmed that, if successful, the site may be used by the free school.</b> Please include terms (e.g. 125 year peppercorn lease). Please also provide details of any other local authority contribution towards the capital costs of the project (e.g. developer contributions).</p>	

<p><b>What kind of site is it?</b></p>	
<p><b>What is the current use?</b></p>	
<p><b>Why have you chosen this site? What makes it suitable?</b></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><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><b>If the named site is part of a housing development or the school is attracting Section 106 contributions, please give as much detail as possible</b>, including: the development and developer, timing and programme of build, number of housing units, status of planning application and any links to planning applications/decision notices, extent of funding coming from the developer plus confirmation of the local authority's position in relation to your free school using this site.</p>	

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