



Department  
for Education

## Free school bid form

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

Published: July 2018

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#### The bid form explained

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

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

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

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

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

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

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

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

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

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

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

**Free school bid forms should:**

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

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

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

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

### Overview

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

Overview table	
<b>Name of your local authority</b>	Leeds
<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 2. Not Applicable – Submitting 1 bid
<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)	Not Applicable
<b>Optional: brief description of your expected future need for new special and AP schools, and when they are needed</b>	

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1. This section must be completed.
2. If you are submitting more than one bid, you must complete this section for each bid.
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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 **Leeds City 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(ies) and, if applicable, other commissioners (e.g. local schools commissioning AP places) named in section A of this bid have developed this proposal in partnership and, if the bid is successful, will commit to commissioning the number of places at the school as specified in this bid, and to paying the relevant top-up funding (indicative funding specified in this bid, to be confirmed by the local authority(ies) if the bid is successful).

I 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:

Position:

Director of Children's Services at Leeds City Council

Print 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:**

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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 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]  Leeds	[REDACTED]	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED]  Address: Leeds City Council 7th Floor West Merrion House 110 Merrion Centre LS2 8BB
[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**

We have engaged with all neighbouring local authorities (see Appendix 1) to look at the potential of submitting a joint bid to serve a wider geographical area. All have confirmed that they do not wish to enter into a joint bid, and whilst not wishing to commit to commissioning places ahead of the bid, may be interested in the future if the school was delivered. The current and forecast need for specialist places in Leeds is such that there is sufficient need in Leeds to more than fill the proposed provision, if the application is successful, and as with all existing provision we will continue to work with neighbouring authorities to ensure the right provision is accessed regardless of a child's home LA.

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

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

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

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

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

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

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
Leeds City Council	First year of opening	4	14	32	36	8	0
	Second year of opening	4	16	72	73	35	0





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						



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

### Section B – what type of school is wanted

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

Table Bi - what type of school is wanted	
Type of school	Special free school
Category of provision/needs (if more than one type, with different top-up rates, please explain)	Generic Special School; Complex Communication, Autistic Spectrum Condition (ASC), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD)
Age range	4 to 16
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	██████ per place (base funding) plus c. ██████ per pupil (top-up funding). Top up funding is allocated based on individual need, the figure shown is based on current average placement costs in Leeds generic special schools.
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)	200
Type of places offered (e.g. full time, short term, part time)	FULL- TIME
Number of nursery places, if applicable	N/A
Number of 16-19 places, if applicable	N/A
	The new special school would be expected to operate an outreach model to support local mainstream schools to keep children in their local communities and increase the quality of the mainstream offer.

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

Eight places will also be reserved for high needs SEMH-ASC pupils that would usually require out of authority provision. This would also require a bespoke environment with additional breakout areas and immediate access to secure outdoor spaces alongside additional top up funding to support higher staffing ratios. This provision would link to the newly developed positive behaviour service.

All Leeds maintained special schools have partnership provisions with local mainstream schools and we would expect any multi-academy trust managing this school to seek to develop 50 partnership places across primary and secondary these would be in addition to the 200 places at the new SILC. This is in line with our current outreach model and our endeavour to keep the majority of children in their local mainstream schools.

Table Bii - pupil build up							
	Year of opening	+1	+2	+3	+4	+5	+6
Nursery							
Reception	4	4	4	4	4	4	4
Key stage 1 (Y1-2)	14	16	11	11	11	11	11
Key stage 2 (Y3-6)	32	72	66	59	60	61	61
Key stage 3 (Y7-9)	36	73	68	72	72	71	70
Key stage 4 (Y10-11)	8	35	51	54	53	53	54
16-19: commissioner referred							
Totals	94	200	200	200	200	200	200

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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

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

In Leeds we have five generic special schools referred to as Specialist Inclusive Learning Centres (SILCs), all of which have partnership arrangements with mainstream schools. There are seven primary and seven secondary schools with resourced provision. One of our SILCs is rated outstanding, three are good and one is currently graded inadequate, and being supported by one of the SILCs. All SILCs are at capacity and placements are being made at the poorly performing SILC due to lack of capacity. We have one Autism specialist Free school, and have recently invested █████ in a four centre SEMH specialist academy.

Leeds has seen a significant increase in the number of new EHC assessments, and has experienced substantial demographic growth over the past decade, with birth levels increasing from 7,500 to over 10,000. In addition, the city is experiencing high levels of inward migration. We are therefore looking to meet this need in line with our wider SEND strategy, in the local communities where need is highest. Growth is higher in East and South Leeds within areas of highest deprivation.

We have a robust methodology for projecting special school numbers using school census and NHS data and calculate the number of pupils with SEND comparing that to the total population in that year group as a ratio. That ratio then applied to our pupil projections going forward.

Based on these projections we expect our SEND cohort to see:

- modest increases in Reception & Key Stage 1 (1.3%)
- very large increases in Key Stage 2 (12.9%)
- very large increases in Key Stage 3 (16.3%)
- very large increases in Key Stage 4 (15.4%)
- increases in Key Stage 5 (6.8%)

We have further reviewed our special school projections, by looking at the number of new plans we are maintaining, the leavers and starters and considered the context of Leeds and how families are making decisions and choices about their child's educational provision. We also look at how many pupils leave mainstream school at the point of secondary transfer.

Without the creation of additional places in Leeds we will not be able to educate children in line with families' wishes, within their local community or manage transfers in a timely manner. Out of authority placements would increase putting further pressure on our High Needs Budget (HNB) and the Children and Families Services Transport budget in the future.

At 2017/18, Leeds identified that the HNB is projecting a significant overspend. The additional growth in pupils with SEND is a major contributing factor, as is the number of high cost external placements. An immediate impact of the new school would be to provide local provision for more of those high cost placements, reducing the financial burden on the HNB. In addition the free school would include 8 places for pupils with the highest needs who previously would have had to access provision out of authority at approximately █████ per placement p/a. Provision of these placements supports Leeds' development of the intensive positive behaviour service where pupils on the edge of care are supported to remain in their local area and local school. In Leeds the average top up costs within specialist provision is around █████ per child this is significantly less than the cost of an out of area placement which the council would incur if the additional places were not available locally.

In line with our strategy for generic special school provision, with strong mainstream links, we not only expect outreach work, but that the new free school would also engage in partnership work with their neighbouring mainstream schools. This allows for the number of places commissioned through the Free School to be greater than the accommodation requirement.

**Please note: Table C1i does not include transportation costs. It is expected that the costs of SEND transport for 2018/19 financial year will be in the region of █████ and will increase proportionally with the growing cohorts for 2022 and 2026.**

Word count:

649

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											
		2014 (pupils)	2014 (cost)	2018 (pupils)	2018 (cost)	Projected figures without the new school you want				Projected figures if your bid for a new school is successful			
						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																	



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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)*

The need for an additional special school fits with the whole strategic vision for Leeds; this is to be the best city in the UK: one that is compassionate with a strong economy, which reduces poverty and tackles inequalities. Leeds is committed to being a child friendly city, where everybody is aware how important children and young people are to the city's future.

A key part of this vision is ensuring children and young people do well in learning. We know we need to do more to make a difference for children and young people who are particularly vulnerable, and at risk of poorer life outcomes. We want all children and young people in the city to have access to a wide range of opportunities, develop key life skills, and be supported on ambitious pathways to enable them to thrive.

The refreshed SEND strategy, geographically placed local provision, promoting inclusion within the child's community, has been developed to support Leeds' vision to be a Child Friendly City. This was developed in conjunction with a Strategic Review (Appendix 2) of our SEND provision. This review, completed in February 2018, involved a wide public consultation and enabled us to define our priorities in relation to planning SEND provision:

- That there would be a continued support of children's mainstream education by increasing the number of pupils accessing mainstream provision by supporting Resource Provision and Special School Partnership places and developing a new alignment of Early Help to the EHC process as well as reviewing the mainstream outreach approach.
- That when mainstream education was not what families wanted then we would offer a good choice of high quality specialist educational places only investing and developing further provision in good or outstanding schools in areas of the city where demand outstripped places.
- That there would be an increase of generic special school places in our city in line with families wishes. The feedback from the review was clear that families wanted more special school provision.
- That there would be a continued development of Resource Provision places within the city alongside future development for specialist places.

The drivers for change in Leeds are based on the need to improve the outcomes for our vulnerable learners including those with SEND, closing the attainment gap and supporting them to exceed their expectations. Our strategy is set around the 3As, improving Attendance, Achievement and Attainment. This has led to the development of 'Making a Difference: Improving the attendance, achievement and attainment of children and young people in Leeds' Strategy, approved by Executive Board.

The strategy aims to close the gap between more and less advantaged children and young people through collaborating with internal and external partners to work with children and young people in the city, supporting them to engage positively with education and creating opportunities that lead to positive, lifelong pathways. This includes increasing mainstream placements, resource provision places and special school placements. The new special school would result in fewer children waiting for a transfer into a specialist provision. This is in-line with our strategy to improve the 3As. The additional places would help facilitate a reduction in the number of children electively home educated with EHC plans, and 1:1 tutoring packages (which currently cost approximately [REDACTED] p/a).

Leeds is currently experiencing an increasing number of requests for EHC plans, resulting in the need for additional specialist provision. A further driver for change is to focus our work around reducing the number of EHC needs assessments and plans by supporting a child's placement in mainstream provision. In addition our work is around building on our current good practice of cohesion between health and care to make quality assessments that can create EHC plans that can really make a difference to the outcomes of our vulnerable children. Our Early Help model is embedded within our EHC plan process to reframe the graduated response to learning. This dual approach should ensure that more children can be supported within universal services and mitigating the increasing demand for special school placements.

There is a need to support children and young people to remain with their local area and community with links to their local school and colleges. We are also proactively working to keep a link between the child and community as they grow through to adulthood. This also supports the need for keeping our children near to home and reduce expensive transport costs, which



admitted. This also supports the need for keeping our children near to home, and reduce expensive transport costs, which are also increasing in line with the growth of EHC plans. Part of this approach is to include the development of partnership provisions through this new special school, creating 50 partnership places within local mainstream, schools, as demonstrated in the other SILCs across Leeds. We are planning to expand resourced provision across Leeds with additional places already agreed through expansions to existing mainstream schools and further resourced places anticipated through future developments in both primary and secondary schools.

Leeds Preparation For Adulthood Strategy 2017 – 2022 aims to enable our young people to have the best outcomes around their independence, securing a job and being part of the community where they live. There would be a clear link to the colleges to support transition into the most appropriate pathways post 16.

There are no planned changes to change current capacity within the South of the city other than to create eight primary school resourced provision places within an expanding local primary school.

*Word count:*

892

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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)*

The rationale is underpinned by a need to create additional specialist provision in the city, as all our current provision is at capacity. Site audits have been carried out on the existing SILC estates and all space is being used as efficiently as possible. Future projections indicate a significant growth in demand for SILC places this is evidenced in table C1i, without a new school we will not have enough special school places. Through our consultation during the strategic review, families were clear more special school provision was required.

The free school would be a generic SILC, in line with other specialist provision in the area and will meet the need of pupils who have complex communication and learning needs, including those pupils with Autistic Spectrum Condition, and learners with Severe Learning Difficulties and Profound Multiple Learning Difficulties. The free school would provide high quality specialist teaching to support these learners in a specialist environment whilst developing community relationships, supporting provision in mainstream schools and preparing our young people for adulthood. Places would be filled by children following an assessment and consultation with the family where a need for specialist provision has been identified.

Leeds strategy is to ensure that a child is able to access the most inclusive environment to meet their needs, as close to the child's home community as is practicable. The new school would add to that community based, local provision, working closely with mainstream schools and academies. The partnership model enhances inclusivity in mainstream settings, offers local special provision, and the option for learners to be on the roll of special provision and still able to receive their education within a mainstream setting.

The cost of provision as part of the new free school will partly be offset by children and young people being able to access local provision rather than the more expensive out of area provision. The remaining additional funding will be met by the year-on-year increase in the HNB following the rebalancing of Leeds' allocation after being underfunded historically.

The proposed location of the free school would benefit South Leeds, where there is an identified existing high level of demand on specialist places. This would also reduce the need for children and young people to travel across the city to other SILCS.

There is already a SILC provision in the South which is at capacity. Dialogue about the proposed free school have taken place with the Executive Head of this provision and the potential implications discussed. It is agreed that the proposed site is a sufficient distance (approx. 4.5miles by road) from the existing South SILC and the opening of a new specialist school in the proposed location would not impact on the existing provision. It is also well located with neighbouring authorities for example Wakefield, Kirklees, Bradford and potentially Barnsley to co-commission places and spot place commission numbers in the future.

As part of this bid proposal, consultations have taken place with all neighbouring authorities via email, face to face meetings and telephone. We have also consulted with parents and carers forums and existing special school principals who are aware and overall support this free school bid.

Leeds Strategic Review of SEND Provision involved a wide public consultation which over 400 stakeholders responded to including; parents and carers, children and young people, SILCs, SENCOs, third sector partners, Health and education professionals, Early Years providers and other local authorities. The development of a new free school supports the key principles of the Review through creating sufficient local, high quality generic SEND provision.

<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	All neighbouring local authorities contacted via email, telephone conversations and face to face meetings including regional officers meeting.	For summary see Engagement Appendix 1
Commissioning bodies in your area – please specify	Health Comissioners Transitions team & Adult Social Care	Comissioners have been emailed to inform them of the bid proposal.
Local mainstream schools – please specify	Head teachers/SENCOs	Latest FFI newsletter circulated to mainstream & special schools included information about the bid proposal.
School representative bodies e.g. schools forum – please specify	Existing Special School Heads	Email and discussions with existing Special School Principals and the Lighthouse school to confirm the proposal of the bid and how that would fit in with existing provision in Leeds.
Representatives of parents and carers and young people e.g. parent/carers forum – please specify	ICANN and EPIC - parents and carers forums	Discussion regarding the proposal shared with both parent and carers groups to share through their communication channels.
Any other partners e.g. community groups, FE colleges – please specify	Leeds City College	Dialogue with the college regarding the bid and confirmation the proposal is for a 4-16 years special free school rather than alternative provision.

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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)*

Leeds supports an inclusive approach to learning with special schools working in partnership with local mainstream schools to increase and improve access to mainstream education for children and young people with complex needs. Therefore children on the roll of a SILC may be educated within a mainstream 'Partnership' school. The new special school would support this approach further by developing future provision with existing mainstream schools. Leeds has committed to increasing the number of mainstream resource provision placements in the city by 2021. This approach minimises the risk that creating further special school places could reduce the number of children accessing mainstream placements.

The Partnership model and Leeds commitment to a mainstream outreach programme is very important in developing the skills and expertise within the mainstream sector; increasing staff individual ability and whole school confidence in meeting the needs of children with SEND.

Children with SEND are supported in their transition out of school so they are well prepared for adulthood. This is managed very carefully and links with the local area and community are very important as part of the support of mainstream schooling. The new special school would cater for pupils from Reception to Year 11.

The proposed age range supports the mainstream inclusion of younger children in their local nursery or childcare setting, and also a wider variety of options for young people going into Post 16 provision. Leeds Preparation For Adulthood Strategy 2017 – 2022 aims to enable our young people to have the best outcomes around their independence, securing a job and being part of the community where they live. There would be a clear link between the school and the colleges to support transition into the most appropriate pathways.

The new school would deliver a mainstream outreach model working with local schools. Where individual children need further support, a package would be identified to enable them to move back to mainstream school.

Leeds have recently developed the Intensive Positive Behaviour Service, where pupils on the edge of care, are supported by a team of professionals working with schools to keep children and young people close to home, reducing the need to send them out of area. This is underpinned by the Transforming Care agenda.





Free school bid form [X of Y]

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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.**




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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 **Leeds City Council** has seen this expression of interest and supports it.

Please tick to confirm

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

<p><b>Please describe the location in which you propose to set up your school being as specific as possible.</b> This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to APspecial.freeschool@education.gov.uk, if possible. If applicable, please also describe the potential impact of any specialism that you plan for your school to have on the site requirement.</p>	
<p><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>Approx. site area 150091metre sq.</p>
<p><b>If you have identified a preferred site, please complete the rest of the table:</b></p>	
<p><b>Full address and postcode of preferred site.</b> It must be a full postcode e.g. SW1P 3BT, not SW1.</p>	
<p><b>In which local authority is your preferred site?</b></p>	<p>Leeds</p>
<p><b>Please tell us how you found the site.</b></p>	<p>Owned by Leeds City Council</p>
<p><b>Please confirm the tenure.</b></p>	<p>The local authority submitting the bid</p>
<p><b>Please include information on purchase or lease price if known.</b></p>	<p>Not applicable</p>
<p><b>Who owns the site?</b></p>	<p>The local authority submitting the bid</p>
<p><b>Is the site available/on the market?</b> (Please attach agents' particulars as an additional file and send it to APspecial.freeschool@education.gov.uk if available)</p>	<p>No</p>

<p><b>Name and contact details of owner and/or the agent or local authority representative</b></p>	<p>Leeds City Council.</p> <p>Contact 1: Angela Barnicle, Chief Officer Asset Management &amp; Regeneration. [REDACTED] TEL: [REDACTED]</p> <p>Contact 2: Mark Mills, Head of Asset Management. [REDACTED] Tel: [REDACTED]</p> <p>Contact 3: Jane Walne, Head of Programmes and Projects, City Development. [REDACTED] Tel: [REDACTED]</p>
<p><b>If the site is local authority owned, which local authority owns it?</b></p>	<p>Leeds</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>Leeds City Council confirm the free hold of the land would be available on a 125 year peppercorn lease to the free school. The site would need to be cleared before the new building could be constructed.</p>
<p><b>What kind of site is it?</b></p>	<p>Cleared site requiring new build</p>
<p><b>What is the current use?</b></p>	<p>Other - please describe</p>
<p><b>If government building or other, please describe.</b></p>	<p>[REDACTED]</p>
<p><b>Why have you chosen this site? What makes it suitable?</b></p>	<p>[REDACTED]</p>
<p><b>If known, how big is the building and the site?</b> Please attach any site and building plans as an additional file and send it to APspecial.freeschool@education.gov.uk</p>	<p>[REDACTED]</p>
<p><b>Please comment on the condition of the building.</b> Please attach photos if available as an additional file and send it to APspecial.freeschool@education.gov.uk</p>	<p>The SEND Free School will be a new build</p>
<p><b>If the named site is part of a housing development or the school is attracting Section 106 contributions, please give as much detail as possible</b>, including: the development and developer, timing and programme of build, number of housing units, status of planning application and any links to planning applications/decision notices, extent of funding coming from the developer plus confirmation of the local authority's position in relation to your free school using this site.</p>	<p>N/A</p>