



Department  
for Education

## Free school bid form

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

Published: July 2018

#### Contents

[The bid form explained](#)

[Overview](#)

[Confirmation](#)

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

[A2 - evidence of commissions](#)

[Table A2 continued](#)

[B - type of school](#)

[C1 - current context](#)

[Table C1i - for special schools](#)

[Table C1ii - for AP schools](#)

[C2 - strategy for high needs](#)

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

[C4 - expected outcomes](#)

[D - site](#)

#### The bid form explained

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

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

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

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

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

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

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

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

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

[APspecial.freeschool@education.gov.uk](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.

[Next tab](#)



## 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 us of expected future need for new schools.

Overview table	
<b>Name of your local authority</b>	Norfolk
<b>List the bid(s) you are submitting this wave, as either the lead or the sole local authority</b> (including type of school e.g. special or AP) – please list these in priority order so that the first is your preferred bid	1. Special School 2. Not applicable
<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 sufficiency strategy underpinned by a strategic review of our local offer and specialist provision has identified the need for at least 4 new special schools to be created in the next 2-4 years at a range of location across Norfolk. The schools will specialise in different categories of special educational need and will need to be supplemented by additional unit and resourced provision in mainstream schools.

[Previous tab](#)

[Next tab](#)



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

### Confirmation

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

I am/we are the Director(s) of Children's services at **Norfolk 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/our 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(s).

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:	
Print name:	
Date:	8

**Signed:**

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

**Print name:**

**Date:**

**Signed:**

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

**Print name:**

**Date:**

**Signed:**

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

**Print name:**

**Date:**

**Signed:**

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

**Print name:**

**Date:**

[Previous tab](#)

[Next tab](#)



1. This section must be completed.
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]	<div style="background-color: black; width: 100px; height: 15px;"></div>	Telephone: <div style="background-color: black; width: 100px; height: 15px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div> Email: <div style="background-color: black; width: 100px; height: 15px;"></div> Address: <div style="background-color: black; width: 100px; height: 15px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>
Norfolk		
[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**

To service the needs of Norfolk local authority the location of the proposed special school is in Easton, approximately 8 miles west of the centre of Norwich. This will enable the new school to support and supplement the broader special school estate by drawing an intake of Norfolk pupils across a radius of maximum 45 minutes home to school travel time in all directions. Additionally, this capacity would be utilised to reduce future reliance on placements in the independent sector that are more expensive and poorer performing. The closest parts of our nearest neighbouring local authorities (Suffolk and Cambridgeshire) to the new school's proposed location exceed nationally prescribed maximum home to school journey time for primary aged pupils and so the geography of Norfolk and our neighbouring local authorities is prohibitive in presenting a sensible joint bid which overcomes the limitations of our geographical rurality, size and sparsity.

Nevertheless, our new school will enable Norfolk to recalibrate our pupil population across our existing special school estate, presenting an opportunity for children at existing special schools to attend one closer to home reducing travel cost and providing a more local option for families. This will have the resulting effect for more opportunities for joint commissioning with our neighbouring authorities in special schools which are located closer to our borders by addressing the capacity issues we have in the special school system where demand is outstripping supply by a rate of 3:1. We have had early discussions with Suffolk and Cambridgeshire concerning our plans and we have committed to working in partnership on a range of issues pertaining to the needs of respective local authorities.

Suffolk, Norfolk and Cambridgeshire have a long standing history of utilising each other's specialist provision and have pupils placed in each other's school under a reciprocal arrangement where travel distance enables such. We fully anticipate that this proposal will create further opportunities for this despite the proposal being submitted by a solo local authority.

[Previous tab](#)

[Next tab](#)



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)

The school would open with 52 places in its opening year, with a further total of 10 additional pupils joining the school in the Summer term of that academic to enable a staged build up of places to 62 by the end of the academic year. In year 2, a further 26 places would be commissioned for the start of the academic year, taking the on roll number to 88, with staged growth through that year of a further 10 places. The growth plan set out in Tab "B" details the full anticipated growth of the school to maximum capacity. 6 of the 8 staged growth places during the second academic year will be the first cohort of pupils to occupy the ASD unit provision, which would be discretely funded and, ideally, residential.

For the first two years of operation, we would apply our banded revenue top up system on a scaled average in order for the school to have clarity and security of funding. We anticipate that this model would be in operation whilst the school undergoes its growth to full occupancy whereby top up funding would move across to our special school top up funding moderation and audit process. The top up funding that would apply to the first two years of operation is as follows:

Year ■

Year 1	[Redacted]
Year 2	[Redacted]
Year 3	[Redacted]
Year 4	[Redacted]
Year 5	[Redacted]
Year 6	[Redacted]
Year 7	[Redacted]
Year 8	[Redacted]
Year 9	[Redacted]
Year 10	[Redacted]
Year 11	[Redacted]
Year 12	[Redacted]

The local authority will agree any diseconomies of scale funding with the approved sponsor whilst the school grows to maximum capacity. This will ensure the school is an attractive proposal for potential sponsors with a sustainable school budget during build up phase. All places would be commissioned by Norfolk County Council and top up funding will be met by our high needs block allocation.

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
Norfolk County Council	First year of opening	12	20	30	0	0	0
	Second year of opening	12	22	42	22	0	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)	The school will be for pupils with learning difficulties, ranging from moderate to severe, with associated secondary special educational needs including: communication and interaction (SLCN, ASD including sensory processing needs); physical needs and social, emotional and mental health needs. [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]. This facility would ideally have a residential component of either 38 week boarding which would be operated by the school to reflect similar units already in operation in Norfolk; there would be an uplift to funding for that residential component to meet the full running costs. We are in discussion with social care colleagues to consider the residential component to operate under 52 week Children's Home status, in which case it would be operated by Norfolk County Council Children's Social Care department.
Age range	4 to 19
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	[REDACTED] [REDACTED] [REDACTED].
Gender (co-educational/boys/girls)	Co-educational
Total number of proposed full time equivalent places (once school is at full capacity - including 16-19 places, but not including nursery places)	170
Type of places offered (e.g. full time, short term, part time)	Full time
Number of nursery places, if applicable	6

<b>Number of 16-19 places, if applicable</b>	<p style="text-align: center;">30</p>
<b>Describe any planned outreach, training and/or reintegration support</b> (including details of funding that will be made available to support the school with this)	<p>NCC has a track-record of co-production commissioning with Norfolk Association of Special Schools to support mainstream inclusion; NASSH leaders act as specialist partners for our Specialist Resource Base mainstream unit model and also through an outreach offer known as 'S2S'.</p> <p>The structure of these services, drawing on the range of expertise from the full special school estate, means that the schools are able to deliver outreach that considers and meets individual pupil need, whole school leadership, management and training needs as well as catering for the geographical spread of the circa 420 mainstream schools in Norfolk. This school would support mainstream schools in its geographical catchment and we also envisage a close partnership between the school and the local FE college, Easton College, to facilitate good transition for students at 16-19 as well as to provide support to the college for their existing students.</p> <p>Pump priming funding via the HNB has supported S2S historically and due to issues with mainstream school purchase of scheme, due to financial pressures, the current HNB review is planning to reinstate direct HNB support for this scheme.</p>

Table Bii - pupil build up							
	Year of opening	+1	+2	+3	+4	+5	+6
Nursery	6	6	6	6	6		
Reception	6	6	6	6	6		
Key stage 1 (Y1-2)	20	22	23	23	23		
Key stage 2 (Y3-6)	30	42	43	45	45		
Key stage 3 (Y7-9)		22	33	35	35		
Key stage 4 (Y10-11)			13	25	25		
16-19: commissioner referred			10	20	30		
Totals	62	98	134	160	170	0	0

[Previous tab](#)

[Next tab](#)



- 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 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

<b>Box C1 - the current context in your area</b>	
<i>(we expect your response to this section to be no more than around 500 words, excluding your entries on table C1i/C1ii)</i>	
<p>There are 13 special schools in Norfolk: 10 schools for pupils with cognition and learning needs (moderate to severe/profound) and other secondary needs (SLCN, physical/medical, SEMH), circa 1300 pupils; 2 schools for pupils with complex SEMH without cognitive needs (circa 150 places); 1 for pupils with complex ASD without cognitive needs (100 places). All schools are judged good/outstanding by Ofsted, including residential components. The 9 cognition and learning schools have collectively increased pupil numbers within their existing infrastructure by 22% since 2013; physical capacity is at its limit and a potential barrier to quality improvement as expressed in an Ofsted inspection of Harford Manor School in 2015:</p> <p><i>The school's buildings are a potential barrier to the outstanding achievement of pupils. Space is limited and there is little room for specialist provision to be made. ..the quality of the school's work is at risk of being undermined by the learning environment.</i></p> <p>As of September 2018, there are 170 families who, during 17-18, used their legal right to request a special school be named in their EHCplan that the LA has been unable to accommodate due to all schools being at full occupancy. Their assessment evidence identifies that they require SEN provision (small class sizes, staff qualified in their area of need, equipment and facilities etc) that the LA is unable to successfully or adequately arrange across the hundreds of mainstream schools they currently attend. Without this new school, the pupils concerned would continue to be educated in either mainstream schools without the specialist provision assessed as required to meet their SEN or placed into the independent sector in schools of poorer quality, with poorer outcomes and at significant additional cost and distance to travel.</p> <p>National data sets show that Norfolk has approximately 10% fewer EHCP pupils in state funded special provision than national benchmarks and nearly double the number in independent schools. 84% of appeals 17-18 were lodged over Section I for a special school to be named in the EHCplan; this is the largest area of conflict between parents and the local authority. Norfolk's 0-25 population is forecasted to grow by 2.5% to 278,600 by 2025. We anticipate expected growth of children requiring a special school to therefore grow by a further 300-400 pupils over this period.</p>	
<p>Word count: 491</p>	



## Section C1 – the current context in your area

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

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

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

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																	



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
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

### 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

The SEND Sufficiency Strategy, with its underpinning needs analysis, has been developed in response to the challenges faced by the local authority in respect of high needs provision and the SEN reforms, namely:

- The expansion of the age range to 0-25 under the Children and Families Act 2014;
- Rising numbers of children assessed as requiring specialist educational placements;
- Rightful higher expectations for academic progress and attainment for those with special educational needs leading to increased expectations on schools to deliver effective provision and improve outcomes for children with SEN;
- The focus on progress and attainment in the mainstream sector which, in some quarters, undermines principles of inclusion;
- Lack of capacity in state funded specialist settings, leading to over-reliance on costlier and poorer quality independent sector placements both in and outside Norfolk;
- Under-developed joint commissioning between social care, health and education for low incidence, high needs children leading to costly 38 and 52-week residential placements - this is particularly the case for looked after children with complex SEN;
- The current system being financially unsustainable.

Our strategy therefore sets out a transformation of high needs provision in Norfolk predicated upon three central themes:

- **Improving capacity in mainstream:** enabling schools to meet the needs of more complex learners by a large-scale increase in Norfolk's Specialist Resource Bases – SRBs (resourced/unit provision attached to mainstream schools), to give real choice for families between special and mainstream education as embodied in the SEN Code of Practice;
- **Reduction in high cost, poorer quality placements:** increasing our state funded special school provision in key strategic areas of need and geographical location steering away from a supplier led local market in the higher cost and poorer performing independent sector;
- **Redesign the SEMH system:** establishing pathways of alternative and special educational provision placing mainstream schools at the centre of commissioning of alternative provision and cohering the special SEMH, SRB and AP offer across the full range of need.

The SEN Sufficiency Strategy is a step-change investment in new provision which will improve quality and ensure we have the right provision, in the right place for every child so that children can be educated closer to home. However, Norfolk is clear that, to create a sustainable and effective model, this investment in sufficiency must be underpinned by an equally ambitious transformation of the system of support for children with SEN and the development of new approaches which achieve greater inclusion across all tiers of need. The capital and infrastructure schemes therefore sit as part of a wider SEN and Children's Services transformational strategy which includes:

- Improving joint commissioning arrangements to support earlier, integrated and streamlined access to the specialist provision children need – speech and language, occupational and physiotherapy, CAMHS, family support and early help;
- To place schools at the heart of our commissioning of alternative provision, achieving a school led system for arranging, overseeing and reviewing children placed therein;
- Using assistive technology which builds the resilience and independence of children with SEN and their families to enable them to learn and live more independently;
- Unifying and cohering our specialist teaching and EP offer to the school system through a single county mainstream school inclusion support and outreach service;
- Co-locating health and care services in special schools to meet the needs of our most complex children at risk of entering the care system.

The drivers for and measurable outcomes of this transformative system change for high needs provision are:

- Increase in numbers of pupils with SEND attending good or outstanding schools;
- Improvements in rates of children with EHC plans achieving expected levels of progress and attainment across key stages;
- Increase in numbers of young people with EHC plans participating 16-18;
- Increase of numbers of young people with learning difficulties entering paid employment;
- Increase in numbers of young people with learning difficulties living independently;
- Increase in the numbers of mainstream schools feeling confident to meet more complex special educational needs and increasing numbers of children reintegrating from specialist to mainstream provision.



- Reduction in tribunals lodged over Section I of an EHC plan and an increase in parental satisfaction of the Norfolk system for SEND;
- Reduced waiting time for pupils to enter a special school where the Children and Families Act legal test is met;
- Reductions in travel distance for pupils attending special provision;
- Reduction in rates of fixed term and permanent exclusions of pupils with SEND;

Our strategy has been developed over the last 15 months in collaboration with stakeholders, including our parent carer strategic partner, Family Voice Norfolk. This has been achieved through:

- Analysis of responses to a range of consultations led by both NCC and Family Voice Norfolk;
- Engagement with families via the Family Voice Norfolk Conference and our regular Family Voice Norfolk liaison meetings where the strategy has been discussed and scrutinised;
- Meetings with our multi-agency groups leading on the ongoing strategic development and implementation of SEN transformation work in Norfolk which include: the Norfolk SEN Leadership Board and Norfolk Area SEN Multi- Agency Steering group (both co-led with parents); Schools Forum; the Norfolk Association of Special School Heads; Educate Norfolk (representative body of mainstream primary and secondary heads).

In response, the strategy has gone through several iterations before reaching its final version. In recognition that strategy must evolve, the strategy remains live and will undergo an annual refresh to respond to the changing landscape as our strategic plans are implemented and in review of impact.

As part of the broader transformative work taking place, the following future change is anticipated:

- Expansion of SRB provision by a further 170 places focussed principally on ASD and SEMH;
- Reconfiguration of our alternative provision to reflect the practicalities of the system according to needs and age of pupils;
- A new SEMH school to be created in the East;
- A new ASD school to be created in North Norfolk;
- Investment in our existing special schools to improve facilities and buildings and increase capacity.

*Word count:*

988

[Previous tab](#)

[Next tab](#)



Free school bid form 1 of 1

- 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 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)

Our assessment evidence clearly shows that this school is required for children whose needs are not being well met from existing provision and to manage the current and forecasted demand for places in our special schools. The EHC assessments of these children identify that, despite examples of good, inclusive practice in mainstream schools, arrangement of provision in a special school is most appropriate to meet the complexity of need identified and to achieve their outcomes.

The needs of these children span multiple, co-occurring SEN categories and require small groups, specialist teaching, facilities and resources. This school will enable children to access a specialist environment earlier, supporting more children to re-integrate to mainstream, reducing complexity of need through earlier intervention with rapid progress towards outcomes. A new school will also inject additional expertise and capacity into our outreach provision into an expanding greater Norwich area.

Our special school population has developed where places could be offered, rather than by how close schools are to children’s homes. A new school will not only address current and forecasted capacity and cost issues, it will enable the LA to recalibrate our system through a “domino” effect whereby children across a range of existing schools can transfer to one closer to home. It will also reduce significantly our population of children entering high cost independent sector provision due to the long-standing capacity issues in Norfolk’s state funded estate.

[Redacted text block]

The new school will join a partnership of good/outstanding special schools and its location will enhance access to specialist resources for local mainstream schools. It’s co-location with Easton College offers innovative and dynamic partnership opportunities between the special school and FE sector; we anticipate this school operating as a beacon of excellence for transition at 16 and 19 through high quality 16-25 Preparation for Adult Life pathways for Norfolk’s most complex learners.

Our needs analysis shows that the school is unlikely to have any adverse impact on our existing special schools, conversely, it will enable our existing special schools to focus on quality of provision to their pupils as opposed to how to accommodate increasing numbers of children in the same space and in writing witness statements for the rising numbers of tribunals lodged for places in their schools.

We do expect the school to impact on some of the area’s independent schools where the LA currently places pupils that would be suitable for this school. We expect the number of Norfolk pupils in these schools to reduce.

<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 correspondence and discussion at regional meetings.	The location of the Norfolk proposal is prohibitive to support a sensible joint bid, however, Cambridgeshire and Suffolk would consider making placements in line with their statutory duties to schools close to borders as part of a broader recalibration of Norfolk placements.
Commissioning bodies in your area – please specify	Not applicable, the LA would be the only commissioner.	As a special school, legislation requires children to have EHC plans for admission to the school. Norfolk local authority will therefore have responsibility for the commissioning of placements.
Local mainstream schools – please specify	N/A	We have not yet had discussions with local mainstream schools as the site has only recently been identified.
School representative bodies e.g. schools forum – please specify	Schools forum meetings, Local Offer Survey, workshops with representatives of Educate Norfolk	There is widespread support for a further special school in Norfolk from mainstream schools alongside support for expanded provision in mainstream schools via our SRB programme.
Representatives of parents and carers and young people e.g. parent/carer forum – please specify	Family Voice Norfolk liason meetings, Family Voice Norfolk conference March 2018, Local offer survey, Norfolk Family Voice Survey, SEN high needs	There is a prevailing view from families, especially those who have been waiting for a special school place for some time that an additional school is needed and welcome.
Any other partners e.g. community groups, FE colleges – please specify	Norfolk Area SEN Multi-agency steering group meetings; Norfolk SEN Leadership Board meetings	Key stakeholders support the SEN sufficiency strategy

[Previous tab](#)

[Next tab](#)



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 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)*

Our ambition for the new school is co-dependently twofold: firstly, that it will promote and engender inclusion in Norfolk; secondly, that it will improve outcomes for children with complex SEND. By championing the presumption of mainstream education and practically supporting this via specialist intervention and expertise into mainstream schools, capacity will develop more consistently impacting positively on outcomes for more children with complex SEND. As more schools improve their ability to make high quality special educational provision as part of their whole school approach, the needs of more children will be met from the local offer with less requirement for the local authority to arrange SEN provision through an EHC plan.

This new school is central to that ambition in the following ways:

- Through undertaking specialist observation and assessment of individual children and working with schools on developing SEN provision which meets their needs in the mainstream context;
- Through a school to school partnership structure which challenge pervasive perceptions, cultures and organisational barriers which undermine inclusion;
- By sharing specialist facilities, equipment, resources and expertise in the local area (i.e. hydrotherapy, sensory space etc) and through extending opportunities for dual placement of children so that they have opportunities to attend school in their local community.

The expected outcomes therefore include:

- Accelerated progress and attainment from relative starting points, exceeding pupils with similar starting points, enabling swift return to the mainstream pathway within a key stage where this is appropriate;
- Measurable progress of children towards individual outcomes described in EHCPs, particularly those which focus on development of independent learning skills and emotional/behavioural regulation;
- An increase in Post 16 participation and attainment of Level 2/3 qualifications for the EHCP population;
- A strong partnership between the school and the local college to develop robust 16-25 pathways which prepare young people for independence with increase in numbers of young people undertaking supported internships and progressing to paid employment;
- An increase of young people with complex needs living independently and a reduction in young people moving into restrictive settings post 19;
- Improvements in parental confidence in the mainstream system to meet children's SEND and a reduction in rates of tribunals lodged for a special school place;
- Measurable increased confidence and capability of the local mainstream school system to meet the needs of more complex learners and improvements in their understanding of the rights of parents and young people to choose mainstream education and for that choice to be honoured wherever possible.

We recognise the risks of a strategy that seeks to expand specialist provision; one also cannot ignore the legal test set out in Section 39 CFA which dictates the grounds upon which local authorities name educational establishments in EHCPs. This is why this bid forms part of a wider SEND and Children's Services transformational strategy set out in Section C2 designed to effect culture change and a vision of inclusion for all children. This bid must be read in the context of that overall strategy which sets forward clear plans to mitigate those risks.

Word count:

499



**Free school bid form 1 of 1**

- 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 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 expression of interest and supports it.

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>[REDACTED]</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>[REDACTED]</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>Whilst it is anticipated the school will have some non-ambulant pupils, we expect the majority to be ambulant. Using ESFA formula the minimum GIFA for 170 children will be in the region of 3515 square meters. In the more detailed design process we will of course consider the range and requirements as set out within BB104.</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>[REDACTED]</p>
<p><b>In which local authority is your preferred site?</b></p>	<p>Norfolk</p>
<p><b>Please tell us how you found the site.</b></p>	<p>Commissioned site search for the prepared area. See document attached with Site 5 as the preferred site.</p>
<p><b>Please confirm the tenure.</b></p>	<p>[REDACTED]</p>
<p><b>Please include information on purchase or lease price if known.</b></p>	<p>To be confirmed.</p>
<p><b>Who owns the site?</b></p>	<p>Other - please explain</p>
<p><b>If other, please explain further.</b></p>	<p>[REDACTED]</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>[REDACTED]</p>
<p><b>If the site is local authority owned, which local authority owns it?</b></p>	<p></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></p>
<p><b>What kind of site is it?</b></p>	<p>Cleared site requiring new build</p>

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

[Previous tab](#)