



Department
for Education

Free school bid form

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

Published: July 2018

Contents

[The bid form explained](#)

[Overview](#)

[Confirmation](#)

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

[A2 - evidence of commissions](#)

[Table A2 continued](#)

[B - type of school](#)

[C1 - current context](#)

[Table C1i - for special schools](#)

[Table C1ii - for AP schools](#)

[C2 - strategy for high needs](#)

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

[C4 - expected outcomes](#)

[D - site](#)

The bid form explained

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

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

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

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

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

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

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

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

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

APspecial.freeschool@education.gov.uk. Please title your email as follows: **Special/AP free school bid – [insert name of local authority (or lead local authority if joint bid)]**. Your email should not exceed 9 megabytes in size; anything larger will not be delivered. **If the bid is larger than 9 megabytes**, please split the documents and send two (or more)

emails clearly indicating that the emails are connected (e.g. email 1 of 3).

Free school bid forms should:

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

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

[Next tab](#)



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	
Name of your local authority	North Yorkshire
List the bid(s) you are submitting this wave, as either the lead or the sole local authority (including type of school e.g. special or AP) – please list these in priority order so that the first is your preferred bid	1. [Bid 1 – Free Special School] 2. [Bid 2 – Not applicable – submitting 1 bid]
List the bid(s), if any, that another local authority is leading on and that you are supporting (including the name of the lead local authority)	Not applicable
Optional: brief description of your expected future need for new special and AP schools, and when they are needed	Not applicable

[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 the Director of Children's services at **[NORTH YORKSHIRE COUNTY COUNCIL]** and I have seen this expression of interest and support it.

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

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

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

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

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

Signed:

Position:

Director of Children's Services at **NORTH YORKSHIRE COUNTY COUNCIL**

Print name:

Date:

11-Oct-18

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

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

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

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

[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
Lead local authority: [select name of lead local authority in cell C30 below. This would be the local authority in which the school would be located]	[Redacted] [Redacted] [Redacted] [Redacted] Address: North Yorkshire County Council, Racecourse Lane, Northallerton DL7 8AE	Telephone: Mobile: Email: Address:
[If applicable, select name of second local authority in cell C36 below]	Not applicable	Telephone: Mobile: Email: Address:
[If applicable, select name of third local authority in cell C42 below]	Not applicable	Telephone: Mobile: Email: Address:
[If applicable, select name of fourth local authority in cell C48 below]	Not applicable	Telephone: Mobile: Email: Address:
[If applicable, select name of fifth local authority in cell C54 below]	Not applicable	Telephone: Mobile: Email: Address:

Box A1 - if you are submitting a solo bid, please explain why

North Yorkshire County Council (NYCC) is submitting a solo bid for a special free school in the Selby area; the need for which has been identified through

- Forecasting of needs and increasing demand
- Engagement and consultation during development of the Strategic Plan for SEND Education Provision
- Review of pressures on the High Needs Budget due to Selby children and young people not being able to attend a local special school.

The forecasting model used to inform both NYCC's Strategic Plan and this Free School bid has been developed using a range of data sources and trend analysis to accurately project future place requirements across special and mainstream schools. The model is robust and utilises data including:

- Trends in requests for assessment
- Trends in EHCPs being issued
- Primary needs of young people
- Projected population growth across age ranges and districts in North Yorkshire
- Age range profiles across future years

NYCC has held conversations with neighbouring Local Authorities (LAs) to gain their views on the proposed school and whether they would wish to commit to commissioning places as part of our bid. The following summarises discussions where LAs have engaged with us.

- East Riding have indicated that they support the bid for the school and will commission places, as required. A letter of support has been provided and is included with our submission.
- York have indicated that they would commission places, as required. A letter of support has been provided and is included with our submission.
- Leeds is making a bid for a school in the Rothwell area for pupils with Communication and Interaction and Cognition and Learning needs. This provision is around 22 miles from the NYCC identified site. In terms of travel time, however, it is anticipated that it would be at least 50 minutes (30 minutes should conditions be clear and assuming no other road traffic or multiple pick-ups) for a child or young person to travel, taking into account the geography of North Yorkshire and the logistics of home to school transport. After discussion about demand, we have agreed with Leeds that both schools are still required to fill local need. An agreement has been made to consult on a needs-led basis if individual bids are not successful rather than on a pre-commissioned basis. NYCC would take into account travel time in such cases.
- Calderdale have indicated some interest but have sufficient provision within their Local Authority
- Hull have indicated that they wish to develop local provision. Distance to Selby would be an issue for them.
- Kirklees have indicated that they would not commission places due to them having sufficient. Again, the distance to Selby would be an issue for them.

With commissioning and demand for places in mind, the proposed location and site in Selby has been strategically identified to service the needs of NYCC as well as neighbouring LAs. The following Authorities are within travel time limits of the site in Selby (based upon guidance for SEND Home to School Transport) and are listed below for the shortest to longest travel time.

- East Riding
- York
- Doncaster
- Leeds*
- Wakefield
- Hull*
- Bradford
- Barnsley
- Kirklees*
- Rotherham
- Calderdale*
- Sheffield
- North East Lincolnshire

- Chesterfield
- Rochdale

* The current commissioning stance of these specific Authorities are noted above.

Demand from neighbouring LAs is demonstrated by current numbers of young people from other Authorities attending special schools in North Yorkshire. As of July 2018, 71 young people were attending special schools, with this trend increasing. The option of a Free School in the Selby area would have a positive impact upon managing capacity in other North Yorkshire special schools and those of neighbouring authorities where young people from Selby are often placed. For example, currently 30 young people residing in Selby attend a special school in Harrogate with 45 others attending schools in neighbouring LAs. Special school provision in Selby would, therefore, alleviate increasing pressure on placements across a number of North Yorkshire localities and across other Local Authority boundaries.

Based on the above, NYCC have taken the decision to submit a solo bid. We are confident that the proposed school will be fully commissioned and will offer opportunities for neighbouring LAs to commission places, where required.

[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)

Not applicable

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
NORTH YORKSHIRE COUNTY COUNCIL	First year of opening	0	10	10	10	10	0
	Second year of opening	5	10	15	15	15	15



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	N/A	N/A	N/A	N/A	N/A	N/A
	Second year of opening	N/A	N/A	N/A	N/A	N/A	N/A
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening	N/A	N/A	N/A	N/A	N/A	N/A
	Second year of opening	N/A	N/A	N/A	N/A	N/A	N/A
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening	N/A	N/A	N/A	N/A	N/A	N/A
	Second year of opening	N/A	N/A	N/A	N/A	N/A	N/A
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening	N/A	N/A	N/A	N/A	N/A	N/A
	Second year of opening	N/A	N/A	N/A	N/A	N/A	N/A
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening	N/A	N/A	N/A	N/A	N/A	N/A
	Second year of opening	N/A	N/A	N/A	N/A	N/A	N/A
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening	N/A	N/A	N/A	N/A	N/A	N/A
	Second year of opening	N/A	N/A	N/A	N/A	N/A	N/A
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening	N/A	N/A	N/A	N/A	N/A	N/A
	Second year of opening	N/A	N/A	N/A	N/A	N/A	N/A
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening	N/A	N/A	N/A	N/A	N/A	N/A
	Second year of opening	N/A	N/A	N/A	N/A	N/A	N/A
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening	N/A	N/A	N/A	N/A	N/A	N/A
	Second year of opening	N/A	N/A	N/A	N/A	N/A	N/A
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening	N/A	N/A	N/A	N/A	N/A	N/A
	Second year of opening	N/A	N/A	N/A	N/A	N/A	N/A

[Previous tab](#)

[Next tab](#)

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

We would expect the Special Free School to work with the special schools in North Yorkshire (NY) on the development and delivery of the offer from special schools across the continuum of provision for children and young people with SEND, as in the North Yorkshire Strategic Plan for SEND provision 0-25 (the Strategic Plan). This would include consideration of how mutual support arrangements can be developed to benefit universal, targeted and specialist provision 0-25 in NY, and would also include a CPD offer. It is envisaged that a CPD offer would form part of the offer across the LA and would be traded.

We would expect the Special Free School to be involved in local approaches to decision making around SEND as set out in the Strategic Plan for SEND Education Provision. These approaches will introduce and strengthen accountability and decision making in the five locality areas within NY:

- Craven
- Hambleton / Richmondshire
- Harrogate / Knaresborough / Ripon
- Scarborough / Whitby / Ryedale
- Selby

There will be local area inclusion Steering Groups, which will play key roles in this approach, along with funding allocated to each Local Authority (LA) to support development and respond to needs in the local area. We will expect the Special Free School to be part of the Selby area arrangements and to contribute, as appropriate, to the overarching County arrangements.

Table Bii - pupil build up							
	Year of opening	+1	+2	+3	+4	+5	+6
Nursery	0	5	5	5	5	5	5
Reception	0	0	10	10	10	10	10
Key stage 1 (Y1-2)	10	10	15	15	15	15	15
Key stage 2 (Y3-6)	10	15	15	15	15	15	15
Key stage 3 (Y7-9)	10	15	15	15	15	15	15
Key stage 4 (Y10-11)	10	15	15	15	15	15	15
16-19: commissioner referred	0	15	25	25	25	25	25
Totals	40	75	100	100	100	100	100

[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

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)

North Yorkshire (NY), geographically the largest county in England, has a widely distributed population; providing challenges to service delivery for SEND. July 2016 – successful joint local area NYCC SEND Inspection. July 2018 – Children’s Services Inspection judged all areas outstanding. NY has nine maintained special schools:

- SEMH (boys), residential
 - o Brompton Hall
- Complex SEN
 - o Brooklands
 - o Mowbray
 - o Forest
- SEMH
 - o Forest Moor
- Severe/complex learning needs
 - o Springhead
 - o Springwater
 - o Dales
- Complex SEN, residential
 - o Welburn Hall

One special academy:

- Woodlands – complex SEN

All but Forest Moor are OFSTED good or outstanding. We are working with Forest Moor in taking action to secure rapid improvement.

NYCC policy is to place in Good or Outstanding placements.

Drivers for a Free School in Selby are:

- capacity
- educational, social and emotional benefits to children and young people
- efficient use of High Needs and transport funding

Children and young people from the Selby area travel to other parts of NY or out-of-county, costly, special school placements. A special school in Selby would provide cheaper, high quality provision.

Selby pupils in other NY special schools face detrimental social and emotional effects due to:

- Long travel distances
- Education away from families and community

Needs for children and young people with EHCPs are:

- >40% communication and interaction (C&I)
- >27% cognition and learning (C&L)
- >18% social, emotional and mental health (SEMH)
- >13% sensory/physical (SP)

The increases since 2016 are greatest in C&I and SEMH. A significant number with C&L needs (MLD/SLD) require specialist provision.

Our Strategic Plan indicates how we will meet needs across the continuum of provision and age range, including targeted provision for C&I and SEMH. By 2023 we will need 211 additional special school places. Securing special school provision in Selby is key; meeting demands whilst releasing capacity in other NYCC special schools.

Based on the special school offer across NY, and forecasting, we are proposing specialist provision with complex SEN in:

- communication and interaction needs (including Autism and speech, language & communication needs); and/or
- cognition and learning needs (MLD/SLD)

Increasing pressure on our High Needs budget [redacted] is regularly reported to the Chief Executive. Schools Forum is aware and regularly consulted. [redacted]

Educating pupils in Selby would result in estimated longer-term annual savings:

[redacted]

- [REDACTED]

based on Selby pupils (attending other NY special schools, other Local Authority schools or independent provision) moving to the new school. Factors are age; new school suitability; transport accessibility. Where pupils move to the new school, places currently commissioned elsewhere would be free for pupils in their own locality.

Assumptions: the new school operates

- within budget at full capacity

- [REDACTED]

Word count: 500

[Previous tab](#)

[Next tab](#)

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

Table C1i - trends in your specialist provision for all children with EHC plans													
Type of provision	Number of providers used	Please indicate the number of pupils with an EHC plan living in your local authority who are placed within these settings, and the total cost (including base, top-up and transportation if applicable) of all placements at each setting											
						Projected figures without the new school you want				Projected figures if your bid for a new school is successful			
		2014 (pupils)	2014 (cost)	2018 (pupils)	2018 (cost)	2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (cost)	2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (cost)
Resourced provision and units inside local authority	■												
Resourced provision and units outside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Special schools (either maintained or academies) inside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Special schools (either maintained or academies) outside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Independent / non-maintained special schools inside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Independent / non-maintained special schools outside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Mainstream schools inside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Mainstream schools outside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
General FE colleges (if relevant) inside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
General FE colleges (if relevant) outside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Specialist FE providers (if relevant) inside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■
Specialist FE providers (if relevant) outside local authority	■	■	■	■	■	■	■	■	■	■	■	■	■

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

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



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

Section C2 – your strategy for high needs provision

You must use this section to tell us about your strategy for high needs provision. The purpose of this section is to help us understand your plan for children with SEND or those requiring alternative provision and make a judgement about whether the school you are proposing fits within your strategy.

Box C2 - your strategy for high needs provision

(we expect your response to this section to be no more than around 1000 words)

In September 2018, North Yorkshire County Council (NYCC) published a Strategic Plan for SEND Education Provision 0-25 (www.northyorks.gov.uk/sendplan).

Through development, we worked with

- parents/carers
- professionals
- schools and other education providers in SEND areas
- children and young people

Section 6 of the plan covers emerging themes. From 2017 through 2018, we underwent extensive engagement and informal and formal consultation.

Our vision for SEND education provision builds on the Council Plan and Young and Yorkshire 2 Plan (the strategic plan for children, young people and their families). Please see Figure 2, Appendix 1.

We want all children and young people with SEND to:

- have the best educational opportunities so they achieve the best outcomes
- be able to attend a school/provision as close to their home as possible
- make progress with learning, have good social and emotional health and be prepared for a fulfilling adult life.

Drivers for change which underpin the plan are:

- Improve outcomes for all children and young people with SEND, across the continuum of provision (mainstream/targeted/special) in the age range 0-25.
- Support early identification and intervention so that needs of children and young people can be met as early as possible.
- The need to develop more local provision, reducing travel times and distances for children and young people
- Increase parental confidence in provision in North Yorkshire (NY)
- Reduce the number of fixed-term and permanent exclusions in NYCC
- Reduce pressure on the High Needs Budget

The principles underpinning the Plan are:

- Inclusive culture and ethos
- Joint commitment and accountability to children and young people
- Right support, right time, right place

The plan aims to deliver:

Overall outcomes

Improved educational, social, emotional and health outcomes
Increased parental confidence in the continuum of SEND provision in North Yorkshire

Supporting outcomes

Early identification of SEND through high quality, robust assessment of children and young people's needs
More children and young people with SEND have sustained placements in local settings, schools and colleges that are judged good or better by OFSTED
All education providers are able to effectively support a range of SEND
Effective local partnership governance arrangements to ensure SEND provision meets local needs and partners are jointly accountable

A strong message during development was that NYCC consider different areas of the County when planning provision.

The plan was developed across 5 areas, reflecting those in the ISOS review:

- Craven
- Hambleton/Richmondshire
- Harrogate/Knaresborough/Ripon
- Scarborough/Whitby/Ryedale
- Selby

When mapping provision across these 5 areas, absence of a special school in the Selby area was seen as a significant gap and must be addressed. It is a key element in developing more local provision for children and young people and improving outcomes.

Three core areas feed into the Plan as shown in Figure 3 (Appendix 1).

The plan has two phases. Key to Phase 1 is strengthening early identification of needs of children and young people, with appropriate interventions. Proposals for universal and targeted provision aim to achieve this by:

- Increasing capacity of schools to support children and young people with a range of SEND
- Developing the post 16/19 offer for young people
- Developing targeted provision linked to mainstream schools to meet needs of children and young people requiring a high level of specialist staffing support but not requiring special school provision. This type of provision is not currently available in NY. The focus for this provision will be C&I and SEMH needs.
- Revising the alternative provision offer across the county.
- Developing SEND locality based multi-disciplinary teams to support early identification and intervention.

The anticipated impact of meeting needs of children and young people through universal and targeted provision is reduced pressure on the County's special school places. Our forecasting indicates that this will not be enough to meet longer-term need. Actions in the Plan include an increase in special school capacity:

- [REDACTED]
- [REDACTED]
- Development of a satellite site for Mowbray School, Ripon

Although NYCC receives the minimum amount, we anticipate that our proposed plans for its use are efficient and will result in an increase of 96 places in our special schools over three years in areas other than Selby. This is in addition to the submission of a proposal for a Free Special School in the Selby area.

In order to strengthen locality approaches and decision making, the Plan sets out development of a North Yorkshire Inclusion Partnership (NYIP), enabling local education leaders, parents/carers and colleagues in health and social care to shape local approaches and solutions for SEND. Funding will be allocated to each local area. Figure 4 shows development of the partnership (Appendix 1).

The Plan is clear about pressures on the High Needs Budget. Through implementation, the systems and process for allocating the High Needs Budget will be reviewed and reshaped to make the best provision within the budget.

A dashboard is in development to monitor progress when implementing the plan. KPIs include:

- Improved progress and attainment data for children and young people with SEND
- Improved attendance for children and young people with SEND
- Reduction in fixed and permanent exclusions
- Increase in parental preference request for NYCC provision
- Reduction in numbers of requests for mediation and appeals to tribunal
- Reduction in numbers of children and young people EHE
- Numbers of children and young people at SEN support and with EHCPs in line with national
- Reduction in distances travelled to provision
- Reduction in number of other local area and INMSS placements made
- Reduction in overspend on the High Needs Budget

In addition to the above planning, we are aware that there is an annual target of 650 houses per year across the Selby District for the next five years (as detailed in the Selby District Council 5 Year Housing Land Supply Report 2017-2022).

Word count:

956

[Previous tab](#)

[Next tab](#)



1. This section must be completed.
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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 reviews carried out by ISOS preceded and underpinned work on the Strategic Plan. The ISOS review in Selby concluded:

"We found evidence of need that could support specialist provision in the Selby area"

And also that

"In the long-term, it would be sensible to consider a medium sized special school for pupils with learning difficulties, autism and other complex needs." The plan is underpinned by findings of the independent ISOS organisation.

Work on refining our forecasting model and on developing the Strategic Plan has built on, and reinforced, the ISOS findings. A key action in the plan is to address the gap in specialist provision in the Selby area.

The proposal to submit a bid for a Special Free School in the Selby area was strongly supported during the formal consultation on the Strategic Plan. As part of the consultation, 94% of survey respondents either agreed or strongly agreed to proposals for specialist provision in the area. This view was supported during consultation meetings.

Based on the special school offer across North Yorkshire, and on forecasting, the type of special school proposed is specialist provision for children and young people with complex SEN in the areas of:

- communication and interaction needs (including Autism and speech, language and communication needs); and/or
- cognition and learning needs (MLD/SLD)

Some children and young people may have related social, emotional and mental health needs but this will not be their primary need. This type of school is close to that suggested by ISOS. It is anticipated that places will be full-time. However, we would expect the school to support dual placements, as within the Strategic Plan.

In terms of outcomes for children and young people from the Selby area who need to attend special school, and for their families, the following positive impacts are expected:

- Children and young people attending school in their local area, in their local community and with their friends, supporting improved social and emotional well-being.
- Reduced travel times and anxiety for children and young people improving well-being at school and home. This would also reduce the time children and young people spend away from home and their local community.
- More opportunities for parent/carers to develop meaningful relationships with school and attend meetings and appointments at school.
- Improved choice for parents/carer and young people in respect of provision for young people with EHCPs.
- Greater opportunities to have health needs met in the local area.
- Opportunities to be part of community events and developments.
- Young people preparing for adulthood will be able to do so in their own area, and there will be more opportunities for them locally

It is expected, therefore, that there would be a positive impact on outcomes for children and young people across education, health and care.

Educating pupils in Selby would result in estimated longer-term savings (per annum):

- [REDACTED]

2000,000 to 2000,000 - English

• [REDACTED]

Word count:

479

Table C3 - engagement with others		
Who	How you have engaged (e.g. surveys, meetings)	Summary of engagement (e.g. summary of survey findings and/or conversations)
Your neighbouring local authorities – please specify	<p>Engagement with</p> <ul style="list-style-type: none"> • East Riding • York • Leeds • Calderdale • Hull • Kirklees <p>Via e-mail and telephone during August and September 2018</p>	<ul style="list-style-type: none"> • East Riding have indicated that they support the bid for the school and will commission places, as required. A letter of support has been provided and included with our proposal • York have indicated that they would commission places as required. A letter of support has been provided. • Leeds is making a bid for a school in the Rothwell area for pupils with Communication and Interaction and Cognition and Learning needs. This provision is around 22 miles from the NYCC identified site. In terms of travel time, however, it is anticipated that it would be at least 50 minutes (30 minutes should conditions be clear and assuming no other road traffic or multiple pick-ups) for a child or young person to travel, taking into account the geography of North Yorkshire and the logistics of home to school transport. After discussion about demand, we have agreed with Leeds that both schools are still required to fill local need. An agreement has been made to consult on a needs-led basis if individual bids are not successful rather than on a pre-commissioned basis. NYCC would take into account travel time in such cases. • Calderdale have indicated some interest but had sufficient provision in the LA. • Hull have indicated that they wish to develop local provision and distance to Selby would be an issue for them. • Kirklees have indicated that they would not commission places due to them having sufficient, and also the distance.
Commissioning bodies in your area – please specify	Not applicable	Not applicable
Local mainstream schools – please specify	Strategic Plan development including informal engagement, informal consultation and formal consultation. (Informal engagement and consultation May 2017 – November 2017; Formal consultation May/June 2018).	94% of respondents to the survey as part of the formal consultation either agreed or strongly agreed to proposals for specialist provision in the area, and this was supported during consultation meetings.
School representative bodies e.g. schools forum – please specify	<p>School's Forum made aware of Strategic Plan via meeting prior to formal consultation (17 May 2018)</p> <ul style="list-style-type: none"> • Joint Development Planning Group – Headteachers – meetings during informal and formal consultation periods on Strategic Plan (Informal consultation meeting 16 November 2017, meeting prior to formal consultation 25 April 2018, meeting during formal consultation 27 June 2018) • Special School Headteachers – termly meetings included discussions and updates on Strategic Plan (termly from Summer 2017 to Summer 2018) 	<ul style="list-style-type: none"> • Information about consultation on Strategic Plan • Group responded to both consultations positively. Group gave support to the proposal for a special school in the Selby area. <p>Support for special school in the Selby area</p>

<p>Representatives of parents and carers and young people e.g. parent/carer forum – please specify</p>	<ul style="list-style-type: none"> • Engagement with the North Yorkshire parent/carer forum (NYPACT) throughout the development of the Strategic Plan – meetings and surveys. (Informal consultation meeting 20 November 2017, formal consultation meeting 14 June 2018). • Engagement with Parent Power, the Selby parent/carer group during the development of the Strategic Plan – meetings and via e-mail • Engagement with parents/carers in the Selby area during informal and formal consultation – meetings and survey (informal consultation meeting 20 November 2017, formal consultation meeting 21 June 2018.) 	<ul style="list-style-type: none"> • NYPACT fully support need for a special school in the Selby area. Their response to the formal consultation included the following: 'In particular we welcome the aspiration to provide Selby with its own specialist provision and the recognition that this is long overdue. Not only will such a provision allow for more local placements for Selby children and young people, it will ease the pressure on other specialist provisions in order for them to better meet needs within their local communities' • Parent Power supported need for a special school in the Selby area throughout all engagement and consultation. Supportive comments from parents / carers include Better life / school balance for families as not forced to travel so far to attend a special school; Increased SEN support for the area; Children supported within the area; A school in Selby would significantly improve the children's lives by them having less time travelling and more time at home with families; A free school in Selby would benefit lots of families in the Selby area helping children have a school which they can be close to friends and not having to travel twenty or thirty miles a day to get to their present schools; If a special school was in the locality it would give both children and parents a support network locally. It would also give opportunities for friendships to develop this would have a positive effect on the social and emotional well-being of our children.' Parents/carers recognise the potential financial benefits of a special school in Selby: 'It may mean less reliance on North Yorkshire to provide transport to school which in turn could reduce their costs of providing transport'; 'This would save greatly on transport costs but most of all bring families in Selby closer together with a school within their community'; The community benefit is also recognised: 'Parents form PTA to help fundraise for school'; Parents and Community could volunteer within school'; The school would bring jobs and other opportunities to the local area'; 'Parents are closer so can be more involved with the school'; 'Most mainstream schools are involved with the community... a special school could do similar things benefitting the children and the community as well as raising awareness and helping to remove the stigma which unfortunately still exists around our children.'; Parents and carers generally have been very positive about there being a special school in the area supporting the views
<p>Any other partners e.g. community groups, FE colleges – please specify</p>	<ul style="list-style-type: none"> • Public Health – telephone calls/e-mail • Health – local paediatrician – consultation meeting and telephone call • Stronger Communities NYCC – e-mail • Bee-able – Community Interest Company – email • Selby District Council – e-mail and phone call 	<ul style="list-style-type: none"> • Area Health Improvement Manager supported the proposed school and would support priorities of the Selby Health matters work; enable easy access to support from, and referrals to, local services; enable access to support from leisure services. • The local paediatrician supported the proposed school and identified the following benefits: easier access to clinics, which could be held at the school, with positive impact for children and young people's health and well-being; better use of health resources; the paediatrician will have better working relationships with school nurses in the area, impacting on well-being; improved joint working between education, health and care services in the local area. • E-mailing confirmation that there is support for a special school in Selby. • Information about views of parents/carers whose children and young people do not attend Parent Power. Confirms parents have expressed a need for a special school in the area for a number of years. Themes from parents/carers reflect those put forward by Parent Power. Bee-able said that there would be an opportunity for them to work with the school, eg before and after school clubs. They also provided children and young people's views supporting the school – eg, they could be picked up by parents/carers; easier travelling; being able to see friends; saving money. • Views of children and young people about a special school in the area: 'my Daddy could pick me up'; If my school friends lived nearby it would be easier to build long lasting relationships. It's frustrating not being able to see a lot of your friends in the holidays. If there was only one school it would make it easier when you have to change schools from primary to high school because you already know everybody; I think it would help me and my friends. I have made a lot of friends through attending holiday clubs at Bee-Able and some of these go to school in Harrogate and Knaresborough, I have to travel to Knaresborough every day which takes about 1 hour I find this very tiring mostly after school. I would love to meet up with my school after school but the travelling makes it impossible; I reckon it would be good/easier to get a school in Selby. Some schools are 50/80 odd miles away, mine is 60 mile round trip so could save money on transport costs as family could take you to Selby and eventually maybe get the bus for some children to help them with independence. It would be helpful for parents, help build really good relationships, my close friend from school just lives too far away for us to meet up out of school, and the last time we managed to meet up out of school was 2015. • Supportive of special school in the area – see the establishment of local specialist provision as a positive move in terms of: <ul style="list-style-type: none"> o A more inclusive approach for children and young people with SEND in the area; o Impact on costs for local public services; Fitting well with the Strategic Local Plan; Community opportunities <p>A letter of support has been provided</p>



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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)

Promoting Inclusion:

Outcome/Benefit

Key partner in local decision making regarding provision, CPD, area performance
 Increased sharing of good practice, and expertise across the continuum of provision
 Improved targeted mainstream provision
 Free school key partner – advice/guidance/training
 Young people reintegrated into mainstream education support without distance being a barrier to support from a special school to mainstream
 More dual placements between special and mainstream schools

Key Performance Indicators

Reduction in Fixed and Permanent Exclusions
 More young people with SEND having their needs met locally
 Reduced number of children on part-time timetables (unless medical need)
 Improved attendance of children with SEND
 Reduced numbers of parents requesting Elective Home Education
 Confidence survey of schools via SENCOS

Children, Young People and Families

Outcome/Benefit

Improved social and community links and engagement
 Increased engagement in extracurricular activities after school
 Development of dual placements with local mainstream provision; broader curriculum options
 Significantly reduced travelling; readiness for learning improved; better educational outcomes
 Family engagement in education better facilitated
 Preparing for employment and independent living within the community with increased chances of employment and leading independent lives (currently done some distance from community)
 More young people taking up supported internship opportunities in Selby
 Parental confidence in local provision will improve the impact of practicalities; ie reduced transport and distance
 Sustained educational progress and attainment

Key Performance Indicators

Increased attendance rates
 Improved progress and attainment data of young people with SEND
 Increased % children's needs met within mainstream provision through dual placement
 Demand for special school placements stable demonstrating parental confidence
 Reduction in distance travelled
 Out-of-area and independent school placements reduced
 Reduced incidences of mediation and tribunal

Improved data from 'Growing up in North Yorkshire'
Increased attendance rates
Increased percentage of children with needs met within mainstream provision through dual placement or specialist school advice and support
Fewer mediations and tribunals as appropriate provision would be available in Selby creating capacity in other districts and LAs
Opening a new school will present some risks; as below

Risk

Development of a free school outside wider county strategy for SEND provision

Cause

Lack of joined up approach; inadequate needs analysis

Impact

Poor location and quality provision; limited numbers

Contingency

Full review of provision undertaken; need identified now in future; in Strategic Plan; stakeholder consultation

Risk

Resistance from local residents

Cause

Unwanted facility

Impact

Negative publicity; refusal of planning applications

Contingency

Consultation undertaken; continue public engagement

Risk

School at maximum physical capacity; rising demand

Cause

Demand exceeds supply

Impact

Children travelling; poorer outcomes; increasing budget pressures

Contingency

Preferred site has surrounding space allowing for further development

Risk

Broad and rich curriculum during initial set up unachievable

Cause

Initial intake not spread across all year groups

Impact

Curriculum not effectively delivered

Contingency

Ensure intake is adequately spread across key stages

Word count:

404

[Previous tab](#)

[Next tab](#)



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) 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 NORTH YORKSHIRE COUNTY COUNCIL has seen this

Please tick to confirm

Table D - the proposed location and site	
Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to APspecial.freeschool@education.gov.uk, if possible. If applicable, please also describe the potential impact of any specialism that you plan for your school to have on the site requirement.	A site is required within 5 miles of the centre of Selby. Ideally, it would be located in or on the edge of an existing settlement and have good road access. There is no effect on the site from the proposed specialism of the school. [REDACTED]
Please tell us the postcode of a central location in your preferred area. You need to provide this even if you have already identified a preferred site. It must be a full postcode e.g. SW1P 3BT, not SW1.	[REDACTED]
Your calculated building space using the ESFA formula (see section D in the guidance) and any comments on this.	2,500 sq m
If you have identified a preferred site, please complete the rest of the table:	
Full address and postcode of preferred site. It must be a full postcode e.g. SW1P 3BT, not SW1.	[REDACTED]
In which local authority is your preferred site?	North Yorkshire
Please tell us how you found the site.	[REDACTED]
Please confirm the tenure.	Other - please explain
If other, please explain further.	[REDACTED]
Please include information on purchase or lease price if known.	One peppercorn
Who owns the site?	The local authority submitting the bid
Is the site available/on the market? (Please attach agents' particulars as an additional file and send it to APspecial.freeschool@education.gov.uk if available)	No
Name and contact details of owner and/or the agent or local authority representative	[REDACTED]
If the site is local authority owned, which local authority owns it?	North Yorkshire

