



Department
for Education

Free school bid form

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

Published: July 2018

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The bid form explained

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

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

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

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

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

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

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

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

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

APspecial.freeschool@education.gov.uk. 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](#)



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	Plymouth
List the bid(s) you are submitting this wave, as either the lead or the sole local authority (including type of school e.g. special or AP) – please list these in priority order so that the first is your preferred bid	Special School N/A
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)	
Optional: brief description of your expected future need for new special and AP schools, and when they are needed	

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

Confirmation

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

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

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

I further confirm that the local authority 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 box for each local authority.

Signed:

Position:

Director of Children's Services at **Plymouth City Council**

Print name:

ALISON BOTHAM

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]**
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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] Plymouth	Amanda Paddison	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED] Address: Windsor House, Tavistock Road, Plymouth, PL6 5UF
[If applicable, select name of second local authority in cell C36 below]		Telephone: Mobile: Email: Address:
[If applicable, select name of third local authority in cell C42 below]		Telephone: Mobile: Email: Address:
[If applicable, select name of fourth local authority in cell C48 below]		Telephone: Mobile: Email: Address:
[If applicable, select name of fifth local authority in cell C54 below]		Telephone: Mobile: Email: Address:

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

We have consulted with both Devon and Cornwall, our neighbouring Local Authorities. Both have confirmed that they do not wish to consider a joint bid as they do not consider the gap in provision in their areas to be for higher functioning ASC students with high levels of anxiety. They therefore do not at this stage want to commission places.

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

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

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

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

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

N/A

Table A2 - evidence that the new school will be fully commissioned (to be completed for both special and AP schools)

Commissioner	Year of operation	Number of EY places	Number of KS1 places	Number of KS2 places	Number of KS3 places	Number of KS4 places	Number of 16-19 places
Plymouth City Council	First year of opening			■	■		
	Second year of opening			■	■		



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.
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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 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)	Special School for pupils with Autistic Spectrum Condition
Age range	7 to 16
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	█ per place (base funding) plus █ per pupil (top-up funding)
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)	60
Type of places offered (e.g. full time, short term, part time)	full time
Number of nursery places, if applicable	N/A
Number of 16-19 places, if applicable	N/A
Describe any planned outreach, training and/or reintegration support (including details of funding that will be made available to support the school with this)	

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

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Section C1 – the current context in your area

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

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

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

Box C1 - the current context in your area

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

Plymouth recently completed a SEND Review of Educational Provision 2015-18 which set out a programme of work to consider the capacity and sufficiency across the City to meet the needs of pupils with SEND. We are making progress across the majority of the agreed outcomes and monitoring this work continues. The review highlighted the need to consider the capacity and designation of special schools in Plymouth in order to ensure that we maximise the use of existing resources. It also identified gaps in provision for some groups of young people.

Plymouth has seven special schools, one of which is now part of a multi academy trust.

School Phase	(Year Groups)	Designation	Number of places for pupils	Ofsted Rating
Courtlands (academy Status)	Primary	BESD/MLD	75	Good
Brook Green Centre for Learning	Secondary	BESD/MLD	80	Outstanding
Mount Tamar	Primary and Secondary	BESD	101	Good
Longcause	Primary and Secondary	ASD/MLD	98	Good
Woodlands	Primary/Secondary/Post 16	PD/PMLD/MSI	75 + 10 post 16	Good
Cann Bridge	Primary/Secondary/Post 16	SLD	72 + 20 post 16	Good
Mill Ford	Primary/Secondary/Post 16	PMLD/SLD	100	Good

Plymouth also has a range of Support Centres delivered by mainstream schools and alternative provision delivered by ACE in a number of locations across the city.

Currently there is a gap in special school provision in Plymouth for student with Autistic Spectrum Conditions (ASC) who are high functioning and/or extremely anxious. Currently ASC pupils with 'communication and interaction' difficulties who fall within the average to high academic ability range are placed in either mainstream, special school, alternative provision or are electively home educated. If these pupils are placed in a special schools they often have to cope with other pupils who have profoundly different needs from their own, such as extreme behaviour, which does not help them engage with learning or help to socially normalise then in readiness for the real world. A new ASC special school provision would help to fill the gap for these children and provide them with an environment that would offer a flexible approach to help them fulfil their full potential. Our Special Schools in Plymouth are full and the data highlights that this estate is, and will be under growing pressure as the population of children and young people with SEND grows. The review of data confirms our local understanding that there is particular pressure in relation to children and young people identified with social, emotional and mental health needs (SEMH) and Autism Spectrum Conditions (ASC). The changes in complexity of need, and the increase in pupils requiring such provision, is creating an issue. If the current trend continues the demand for places will not ease, larger cohorts of young people are entering the system as opposed to leaving and this is adding to increasing pressure on an already stretched system.

Word count:

455

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

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

Section C1 – the current context in your area

Free school bid form [X of Y]

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

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



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Section C2 – your strategy for high needs provision

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

Box C2 - your strategy for high needs provision

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

Plymouth City Council has a three year strategic plan for the provision of sufficient good school places for all pupils including those with special education needs and disabilities (SEND).

The strategic plan was developed in collaboration with parents, young people and providers to ensure that it was transparent and accountable to its stakeholders. The plan has factored in the offer from non-maintained and independent special schools, neighbouring authorities and clinical commissioning groups.

Plymouth has also undertaken a Special School review which has identified a number of areas where the capacity of our special schools to deliver a high quality educational provision could be greatly enhanced by changing the designation of special schools and investing in building work. We have invested significantly in a number of projects using a combination of central government and local government funding.

We are seeing an increase in demand for special school places across the city with an increase in the complexity of need for these students. The total spend in 2010/11 on special school places was ██████████ which had increased to ██████████ by 2017/18. We have also seen an increase in the average spend per pupil from ██████████ per year in 2010/11 to ██████████ in 2017/18.

The Governments statistical evidence suggests EHCPs have risen by 12% in the 2015-16 year and that the majority of these were based in special schools.

The Council for Disabled Children

- 2004 49,000

- 2017 73,000

In the 5-16 age range.

In Plymouth we are seeing a growth in complexity of need resulting from increase in medical science, premature birth survival rates and trauma. Statistical evidence from Plymouth post code data, suggests that there is a strong possibility, that within the 8 month period, January 10 August 2017, there was an average of 58 children per month born who potentially could have some form of Special Educational Needs. Not all of these pupils will require special school provision but even a small % will add strain to a system which is already under significant pressure.

In the Plymouth Policy Area Education Infrastructure Evidence Base Report July 2017 a number of significant issues were raised.

1. Potential house building development in the Plymouth area – Any additional building has the potential to increase the number of children with complex needs which the Local Authority will need to make provision for. Particularly with recognised Good and outstanding Special Schools.

2. Spare capacity in mainstream schools – a 12% spare capacity in unfilled places in the Secondary Sector. (Although this will not be the case for 2019/20) An 8% spare capacity in unfilled places in the Primary Sector. A 0% capacity in the Special School Sector with a number of schools full after the September intake.

Evidence from Plymouth and other Local Authorities tells us that if you create additional places in the Special Sector, they will be filled and there will still be a requirement for additional places.

Due to the gap in provision for ASD students you are higher functioning and/or have high levels of anxiety, when these students require a special school place, they are often placed out of city in high cost placements. Currently the placement costs for these students are approximately ██████████ per academic year plus travel of approximately ██████████. By providing a provision within the city this cost would be reduced dramatically. The establishment of a new provision will focus in delivering a differentiated offer which enables children and young people to remain actively engaged, through tailored support and appropriately skilled staff, in their education offer and thereby improve their attainment and progress outcomes, as well as achieve a successful transition into their next destination. There has been local work to consider the offer required, in consultation with parents, and we recognise that this cannot be achieved through expanding an existing provision. Our local information strongly evidences that there will be a reduction in the dependence of alternative provision for these children and young people and we expect to see a reduction in the number of parents selecting EHE for their child. A local provision will reduce the need to use high cost independent sector placements for those young people whether the local offer has not been sustained. A new offer has potential to build capacity across the wider school system, aligned to our local workforce development offer that mainstream schools access. This is key to support demand management at SEND pupil numbers increase in coming years.

Our SEND Preparing for Adulthood plan has undertaken a range of work to develop the post 16 offer for young people. We know that for some young people with very complex need who attend a special school, a specialist post 16 offer is needed which is able to draw on the specialist skills and expertise available through our special school workforce. We envisage that the new school will lead on this work for those young people who attend to ensure a smooth transition into post 16 provision. We want to be able to provide young people with the opportunities to benefit from a college experience as part of their education offer and transition planning and a bespoke ASC school would enhance this offer.

At present many of our academically more able students with ASC and/or high levels of anxiety find themselves in a setting which is not specifically tailored to meet their needs which results in them finding our existing post 16 provision a challenge therefore they are often not adequately preparing them for adulthood.

Word count:

904

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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)

As previously stated currently there is a gap in special school provision in Plymouth for student with Autistic Spectrum Conditions (ASC) who are high functioning and/or extremely anxious. At present these pupils are placed in either mainstream, special school, alternative provision or are electively home educated. Parents and school based staff tell us that these pupils find it difficult in these settings as they often have to cope with other pupils who have profoundly different needs from their own which does not help them engage with learning or help to socially normalise then in readiness for the real world. Pupils attending the new school will experience an individualised approach to their learning. They would be taught by fully qualified specialist teachers and support staff sensitive to their needs, giving them access to a high quality educational experience. The setting would offer provision for children from KS2 through to KS4 thus limiting traditional transition changes and allowing a sense of community to be established for much of their school time. The relatively small scale of the school (60 commissioned places) would ensure successful relationships build up over a long term between staff and pupils as well as families.

We would envisage the new ASC school opening on a phased intake over a three to four year period'

Projected Figures until 2026

KS2 – 2019 one class of 6, from 2019 one class maximum 10 primary age pupils. We would expect all pupils to transition to year 7 with the school.

KS3 – 2019 we expect 2 classes mixed Year 7 and 8, and a Year 9 then from 2020 three classes with a maximum of 10 in each year group. It would be expected that the cohort is a stable group progressing through year 7, 8 and 9. We expect all of the pupils to transition into KS4.

KS4 – All KS4 pupils will transition from KS3, any free spaces will be filled by pupils transitioning out of mainstream at year 10. 2020 1 year 10 class 0 2021 2 classes with a maximum of 10 pupils in the year group.

We would not expect to start pupils in year 11 unless we could demonstrate that they had followed a similar academic curriculum and had the best opportunity for success in their outcomes.

It is anticipated that children will come primarily from the Plymouth area from either mainstream schools where they have not been able to cope due to ASC and high levels of anxiety or who have previously been home educated for the same reasons. These children are the cohort that increasingly we are having to provide high cost out of city placements for as we do not have suitable provision within the city.

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	Meetings	Head of SEND conversation across neighbouring authorities regularly reviews our SEND needs analysis and school place planning.
Commissioning bodies in your area – please specify	Commissioner For SEND in Plymouth	Leader in developing SEND review of educational provision for Plymouth.
Local mainstream schools – please specify	SEND Review of Educational Provision	Consultation with all stakeholders
School representative bodies e.g. schools forum – please specify	SEND Review of Educational Provision	Consultation with all stakeholders
Representatives of parents and carers and young people e.g. parent/carer forum – please specify	Plymouth Parent Carer Voice (Parent Carer Form) have held focus meetings to consult on SEND Review	There has been previous engagement with Parent Lobby groups regarding the gap in provision.
Any other partners e.g. community groups, FE colleges – please specify	SEND Review of Educational Provision	Consultation with all stakeholders

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

Section 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)

A flexible curriculum would mean that we could offer the pupils the very best chance to succeed both academically and socially. There is a strong commitment to help ensure that pupils are ready for the real world not just in formal academic outcomes but also in social skills and an understanding of their part in society and how to find their rightful place within it. This ethos would empower pupils to be socially mobile and not limited by their diagnosis. The core diagnosis of ASC incorporates elements of communication difficulties, such as responding inappropriately in conversations, misreading nonverbal interactions, or having difficulty building friendships appropriate to their age. This curriculum flexibility would enable curriculum targets to be built that are specific to these needs to ensure that these skills are explicitly taught. We would expect a successful provider to work in partnership with the local stakeholders to shape the offer in order that this successfully responds to the needs identified to date.

Word count:

162



Free school bid form [X of Y]

- 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) 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.

Please tick to confirm

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

<p>What kind of site is it?</p>	
<p>What is the current use?</p>	
<p>Why have you chosen this site? What makes it suitable?</p>	
<p>If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to APspecial.freeschool@education.gov.uk</p>	
<p>Please comment on the condition of the building. Please attach photos if available as an additional file and send it to APspecial.freeschool@education.gov.uk</p>	
<p>If the named site is part of a housing development or the school is attracting Section 106 contributions, please give as much detail as possible, including: the development and developer, timing and programme of build, number of housing units, status of planning application and any links to planning applications/decision notices, extent of funding coming from the developer plus confirmation of the local authority's position in relation to your free school using this site.</p>	

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