



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.**

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

[Next tab](#)



Free school bid form 1 of 1

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

Overview

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

Overview table	
Name of your local authority	Richmond upon Thames
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. Special school 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)	Special school bid which Kingston Upon Thames is leading on
Optional: brief description of your expected future need for new special and AP schools, and when they are needed	

[Previous tab](#)

[Next tab](#)



- 1. This section must be completed.
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- 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.

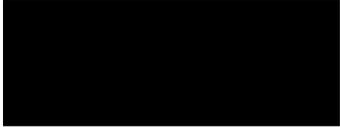
I am the Director of Children's services at the **London Borough of Richmond upon Thames** and the **Royal Borough of Kingston upon Thames** and I have seen this expression of interest and support it.

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

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

I also confirm that I am aware of the financial consequences of the commissioning on our high needs budgets.

In addition, I intend to commission places beyond the first two years, as per the proposed school growth profile



Signed:	Robert Henderson (signature above as cannot paste it into this box)
Position:	Director of Children's Services at the London Borough of Richmond upon Thames
Print name:	Robert Henderson
Date:	15 October 2018

Signed:	Robert Henderson (signature above as cannot paste it into this box)
Position:	Director of Children's Services at the Royal Borough of Kingston upon Thames
Print name:	Robert Henderson
Date:	15 October 2018

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

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

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



Free school bid form 1 of 1

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

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] Richmond upon Thames	Matthew Paul	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED] Address: Guildhall 2, High Street, Kingston, KT1 1EU
[If applicable, select name of second local authority in cell C36 below] Kingston upon Thames	Matthew Paul	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED] Address: Guildhall 2, High Street, Kingston, KT1 1EU
[If applicable, select name of third local authority in cell C42 below] [REDACTED]		Telephone: Mobile: Email: Address:
[If applicable, select name of fourth local authority in cell C48 below] [REDACTED]		Telephone: Mobile: Email: Address:
[If applicable, select name of fifth local authority in cell C54 below] [REDACTED]		Telephone: Mobile: Email: Address:

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

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[Previous tab](#)

[Next tab](#)



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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)

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
Richmond upon Thames	First year of opening	0	0	4	16	0	0
	Second year of opening	0	0	8	24	8	0



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

Table A2 continued

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

Table A2 continued - evidence that the new school will be fully commissioned (to be completed for both special and AP schools)							
Commissioner	Year of operation	Number of EY places	Number of KS1 places	Number of KS2 places	Number of KS3 places	Number of KS4 places	Number of 16-19 places
Richmond upon Thames	First year of opening	0	0	4	16	0	0
	Second year of opening	0	0	8	24	8	0
Kingston upon Thames	First year of opening	0	0	2	8	0	0
	Second year of opening	0	0	4	12	4	0
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						
[NAME OF COMMISSIONER. COMPLETE A LINE FOR EACH COMMISSIONER]	First year of opening						
	Second year of opening						



Free school bid form 1 of 1

1. This section must be completed.
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Section B – what type of school is wanted

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

Table Bi - what type of school is wanted	
Type of school	Special free school
Category of provision/needs (if more than one type, with different top-up rates, please explain)	Social, Emotional and Mental Health (SEMH)
Age range	7 to 19
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)	90
Type of places offered (e.g. full time, short term, part time)	Full time
Number of nursery places, if applicable	0
Number of 16-19 places, if applicable	18
Describe any planned outreach, training and/or reintegration support (including	The school will provide outreach support and training, both general and bespoke, to mainstream schools in Richmond and Kingston boroughs, especially to specialist resource provisions within those schools. This will help to spread best practice and expertise and to provide development opportunities for teachers and support staff. Achieving for Children, the

details of funding that will be made available to support the school with this)

opportunities for teachers and support staff. Achieving for Children, the children's services provider for the two boroughs, will provide funding for that outreach work.

Table Bii - pupil build up

	Year of opening	+1	+2	+3	+4	+5	+6
Nursery	0	0	0	0	0		
Reception	0	0	0	0	0		
Key stage 1 (Y1-2)	0	0	0	0	0		
Key stage 2 (Y3-6)	6	12	12	12	12		
Key stage 3 (Y7-9)	24	36	36	36	36		
Key stage 4 (Y10-11)	0	12	24	24	24		
16-19: commissioner referred	0	0	0	9	18		
Totals	30	60	72	81	90		

[Previous tab](#)

[Next tab](#)



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Section C1 – the current context in your area

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

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

In addition, please use table C1i (for special schools) or C1ii (for AP schools) - found on the next tabs - to describe the recent, current and projected trends of provision that caters for the children that you would expect to attend the new school. If this is a joint bid, fill in the table once for all local authorities together.

Box C1 - the current context in your area

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

Richmond Borough is the fourth smallest London borough in terms of population but eighth largest in size. It is a largely affluent area, with pockets of significant deprivation.

The GLA has projected Richmond's current population of 194,730 to grow to 214,103 by 2030; an increase of almost 10% over ten years from 2017.

The number of children and young people (CYP) with Education, Health and Care Plans (EHCPs) in Richmond continues to increase each year. As at September 2018, 1320 CYP in Richmond had EHCPs, up from 1186 in April 2017, a 11% increase. In addition the average severity of need amongst these children and young people is increasing, the funding of related support services is reducing and / or under threat, and price increase proposals from service providers are commonplace. Numbers are similarly high in Kingston

Of the 1320 Richmond-resident CYP with EHCPs, numbers by types of schools/colleges are as follows: state-funded mainstream, 595; state-funded special, 220; specialist resource provisions in mainstream schools, 84; FE colleges, 182; independent and non-maintained schools, 185; independent post-16 colleges, 13; other [mostly awaiting placements], 41.

The number of EHCPs across Richmond and Kingston is forecast to increase to 2,600 by 2021. Assuming a constant proportion (43%) require a special school to meet their needs, this implies a demand for special school places in 2021 of 1121, up from the current 860. Assuming a constant number of placements in the independent and non-maintained sector (370), and taking into account the growth in maintained special schools already agreed and in the construction phase, the shortage of places across the two boroughs by 2021, without additional provision, is 182.

Richmond has two special schools – designated for CYP with: MLD and Additional Complex Needs; and Complex Learning Difficulties – and 14 specialist resource provisions (SRPs). A new special free school for CYP with Speech, Language and Communication Needs is due to open in September 2019. Neighbouring Kingston has three special schools – designated for CYP with: Physical Disabilities; Severe and Complex Learning Disabilities; and Moderate Learning Difficulties (MLD) – and 11 SRPs in mainstream schools. As the children's services for both boroughs are provided by Achieving for Children, there are reciprocal priority commissioning arrangements for Richmond and Kingston across the five special schools (all rated by Ofsted as 'outstanding' or 'good'), so the children which the schools educate largely live within the two boroughs.

As can be seen above, the number (198) and proportion (15%) of CYP at schools and colleges in the independent sector are high – and much higher than the national average. As a result the DSG expenditure has become unsustainable and has necessitated DfE intervention. The forecast 2018/2019 overspend is ██████, making a cumulative overspend of ██████.

Although plans are in place to use the Council's Special Provision Capital Fund to create 44 new specialist resource provision places, many more places are needed in order to reduce and eventually remove the borough's reliance on commissioning places outside the local area, particularly within the high-cost independent sector.

Word count: 501

[Previous tab](#)

[Next tab](#)

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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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)

Richmond's overarching approach to understanding and meeting the needs of residents with special educational needs and disabilities (SEND) is set out in the Special Educational Needs Strategy 2016-2019 as approved by the Council's Cabinet in March 2016. The strategy will be reviewed in 2019. It was extensively consulted upon, including with our local parent-carer forum (SEND Family Voices), schools, colleges and other local organisations.

Education standards in Richmond are amongst the highest in England: 87% of schools in the borough are rated by Ofsted as 'outstanding' or 'good', and it has the fifth highest proportion (54%) of schools which are 'outstanding'. Attainment for local children and young people (CYP) with SEND is generally above national averages at KS2 but below national averages at KS4. We want local provision for CYP with SEND to be the best possible, in terms of preparing individuals for independent living (where possible) in adulthood and of educational achievement.

Local partners are actively involved in regional initiatives to inform and shape arrangements for children and young people with special educational needs, including through London Councils, the Local Government Association and the South London Special Educational Needs Commissioning Group. Additionally considerable bi-lateral work with other local boroughs is now underway to deliver peer to peer challenge activities and planning specialist commissioning across the local region.

To support the development of our local special educational needs system, Achieving for Children made a number of structural changes and appointments, including:

- Line management responsibility for special educational needs and disabilities moving to within the responsibilities of the Director of Educational Services, so that the profile and priority of this area is raised within the wider education agenda in Richmond
 - School place planning for children and young people with special educational needs and disabilities moving to within the responsibilities of the Associate Director, School Place Planning, so that the development of local specialist places, including special schools, is integrated and prioritised alongside mainstream school place planning
 - The appointment of Pathway Planning Officers to provide improved transition routes at both Key Stage 2 to 3 and Key Stage 4 to 5 for children and young people with Education, Health and Care Plans
 - The appointment of Annual Review Officers to raise the proactivity and quality of the Annual Review Process
 - The appointment of a Special Educational Needs Placement Commissioner with Achieving for Children's Placement Commissioning Team to improve the quality and value of placements within the independent and non-maintained sector.
- In May 2017, our Review of Education Provision for children and young people (CYP) with SEND identified six strategic priorities, taken forward by six workstreams, to equip our local system to support all CYP to engage in learning and have an educational experience that inspires them, unlocks and nurtures their talents, and provides a solid foundation for a happy and fulfilling life.

The workstreams, which began work in June 2017 and remain operational are:

- Places: Although we worked hard between 2014 and 2018 to increase places in-borough special schools in order to reduce the reliance on out-borough provision, the review identified a shortfall in the provision of local specialist school places. This workstream is tasked with increasing the number of local specialist places so that all children and young people can access a school place a more reasonable distance from where they live and within their local community.
- Support: Identifying and realising opportunities to improve the confidence and competence of adults to support and meet the needs of CYP with SEND. Initiatives implemented include the use of existing skills within specialist resource provisions and special schools more widely across the education system, and the delivery of interventions and training in mainstream settings. Others are the co-production of "Threshold Guidance" specifying evidence based interventions for schools to use with CYP on SEN Support, and improved access for schools to access non-statutory support via a telephone support service open during school hours, and an Early Intervention Panel.
- Post-16: Recognising that the SEND reforms required by the Children and Families Act 2014 contained very significant changes for the 16 to 25 years age group, focus was established on Post-16 provision, including beyond 19 years and the enhanced role of other services such as Adult Social Care and Housing.
- Health: This workstream is engaged in improving quality local therapy provision and more integrated and joined up

working between health and other agencies.

- **Process:** The aim of this workstream is to improve the quality and efficiency of a range of processes within the SEND system.
- **Finance:** Expenditure within the High Needs Block of the Dedicated Schools Grant has been in excess of the government allocation for several years and this workstream was tasked with taking forward the financial sustainability agenda. The Achieving for Children Business Plan 2018/19 has drawn on the Review and work of the workstreams and has aligned organisational priorities to support this work. The 2018/19 Business Plan priorities and key strategic projects with a specific special educational needs focus are:
 - **Resilience:** so that families and communities are better able to help, support and protect children without the need for statutory interventions.
 - **Capacity:** to create local provision so that children and young people can stay closer to their families and support networks, and benefit from integrated education, health and social care services.
 - **Inclusion:** to develop more inclusive services and opportunities for children and young people with disabilities, complex needs and challenging behaviours.
 - **Independence:** to support children and young people to develop their independence and skills for adulthood.
 - **Resources:** to develop the skills and resources needed to deliver efficient, cost-effective, financially sustainable, and high quality services.

Word count:

935

[Previous tab](#)

[Next tab](#)



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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 explained in C2, our SEND Review of 2017 identified a need to create more specialist school places, so that all children and young people (CYP) with SEND will be able to access a school place at a reasonable distance from home and ideally within their local community. Enabling CYP to attend schools within, or much closer to, their home allows them to play a fuller part in family life, and to socialise and develop relationships within the community in which they will probably live as adults.

There are two other highly-significant reasons for establishing more places within Kingston: to improve academic outcomes, and to reduce the Council's, and neighbouring Richmond's, DSG expenditure on top-up rates and home-to-school transport, as detailed in C1i.

CYP with Social, Emotional and Mental Health (SEMH) needs in Kingston and Richmond achieve significantly better than their national counterparts at the end of KS2, but are below the national average at the end of KS4. There is also a large gap in the two boroughs between CYP with SEMH and other CYP. This school will help to close those gaps by enabling its pupils to make measurable progress, towards individual academic targets.

There are plans to use the Special Provision Capital Fund allocations to create 44 specialist resource provision (SRP) places in Richmond and 114 in Kingston, but many more specialist places are needed in order to reduce, and eventually remove, the reliance on commissioning places outside the local area, particularly within the high-cost independent sector. All five local special schools have been or are being expanded to their physical capacity.

There is no special school for children with SEMH needs in either borough, so an SEMH school would fill an obvious gap in both boroughs' local offer: in July 2018, there were 160 Richmond children and 154 Kingston children with EHCPs whose primary need was SEMH. Some CYP with mild SEMH are accommodated in local mainstream schools but for many, suitable provision is a long way from home, which means they must either spend significant amounts of time travelling or live away in residential provision, reducing the time they spend with their families and communities. Of those 314 CYP, 131 are in placements outside the two boroughs, of whom 47 attend independent and 84 attend state-funded schools or colleges.

When we recently consulted on plans for more SRP places in the two boroughs, our parent-carer forum and some individual parents identified the creation of a local SEMH special school as being crucial. In a survey for our 2017 SEND Review, headteachers and SENCOs told us that SEMH provision was their top priority, and that better training, more expertise and support in working with CYP with SEMH needs was essential. A new SEMH special school would therefore not only provide vital specialist places for CYP, but also provide outreach expertise needed to build the competence and confidence of local mainstream schools to better meet the needs of children with SEMH, fostering inclusion and further reducing pressure on the DSG.

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	Achieving for Children provides children's services for both authorities and has engaged with members in regular meetings.	Achieving for Children and the two councils are clear that this school is essential for the reasons outlined above.
Commissioning bodies in your area – please specify	Achieving for Children is the commissioner for both areas.	Achieving for Children and the two councils are clear that this school is essential for the reasons outlined above.
Local mainstream schools – please specify	Schools Forum and Headteacher Forums in both boroughs have been consulted on the proposals at their regular meetings	Schools have agreed this is an integral part of the strategy to reduce overspends in HNB and to provide an enhanced local offer.
School representative bodies e.g. schools forum – please specify	Schools Forum in both boroughs have been consulted on the proposals and have agreed this school is an integral part of the strategy	Schools have agreed this is an integral part of the strategy to reduce overspends in HNB and to provide an enhanced local offer.
Representatives of parents and carers and young people e.g. parent/carer forum – please specify	We have met regularly with the local Parent Carer Forum to seek their views on the proposals.	There has been a clear local message that more special school places, particularly for children and young people with SEMH needs are required within the boroughs.
Any other partners e.g. community groups, FE colleges – please specify	We have conducted a series of surveys and consultation events as part of our SEND strategy and vision planning	There has been a clear local message that more special school places, particularly for children and young people with SEMH needs are required within the boroughs.

[Previous tab](#)

[Next tab](#)



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

Section C4 – the expected outcomes

To be approvable, bids must demonstrate that the new school will:

- Help to achieve better outcomes for children and young people (compared with existing options); and,
- Support inclusion, including re-integration where appropriate and providing expertise to mainstream schools.

Please use box C4 to describe the impact you expect the school to have, as well as the potential risks and how you would mitigate those.

Box C4 - expected outcomes

(we expect your response to this section to be no more than around 500 words)

This school will meet the needs, and improve the academic outcomes, of children and young people (CYP) with a range of Social, Emotional and Mental Health (SEMH) needs and academic abilities, who have difficulties in: developing and sustaining relationships with staff and peers, leading to social isolation; regulating their emotions and behaviour, leading to risk-taking and anti-social behaviour; and taking responsibility for their actions and the impact of their behaviour on others. These difficulties represent significant barriers to their learning and social interaction, so the school will use appropriate, bespoke strategies and interventions, including: the setting of clear, understood boundaries and targets; therapies; anger management; and consistent one-to-one pastoral and psychological support. As outlined in C3, outcomes for CYP with SEMH are not good enough and this school will address that issue.

The school will place great emphasis on pupils' personal and social development, to enable them to: form lasting, positive relationships with staff and peers, grow in confidence, participate, and develop a firm sense of community and inclusion. All staff in the school will take responsibility for pupils' emotional well-being and for helping them to understand and model positive behaviours. The school will provide holistic, flexible and regularly-reviewed individual education, behaviour and therapy plans, as well as the highest standards of physical and emotional health for all. Without the right support and opportunities, there is a significant risk that CYP with SEMH will join anti-social peer groups and engage in criminal and/or gang activity, so this school will help to mitigate that risk through positive approaches which will guide them positively into young adulthood.

Given the lack of SEMH places in the local area, we see no adverse risks with this proposal and can only see the benefits it would bring, by filling a significant gap in Richmond and Kingston's local offer. Although it is probable that its pupils will have secondary needs such as Autism, ADHD or Speech, Language and Communication Needs, the school's primary focus will be on creating an environment in which CYP with SEMH can flourish; and we will mitigate the risk of the school becoming too generalist by ensuring through the commissioning and placement processes that places are only allocated to CYP whose needs 'fit' with the school's expertise. The additional costs to the DSG in terms of place-funding would be more than off-set by the savings gained by paying less in top-ups and transport costs.

The school will be expected to provide outreach to schools, as required by Achieving for Children's Early Intervention Panel, which would take the form of specialist behaviour management strategies for individual CYP and as contributions to a programme of continuous professional development for staff.

The school's pupils will be able to choose from a variety of academic, digital and vocational pathways so that they will be well-prepared to move to post-16 provision and employment, and able to lead fulfilled, happy lives.

Word count:

481

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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.FOI@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). (PLEASE NOTE THAT THE BOX IS UNTICKABLE, BUT OUR LEAD MEMBER FOR PROPERTY HAS SEEN THE BID.)

Please tick to confirm

I confirm that the Lead Member of Corporate Property at the London Borough of Richmond upon Thames has seen this expression of interest and supports it. **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.	[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.	2355sq.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?	Richmond upon Thames
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.	[REDACTED]
Who owns the site?	Other - please explain
If other, please explain further.	[REDACTED]
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	Matthew Neal, EMP Director, South West London and St George's and Director of Estates South London and Maudsley; Mobile No: [REDACTED] e-mail [REDACTED]
If the site is local authority owned, which local authority owns it?	
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).	
What kind of site is it?	Cleared site requiring new build
What is the current use?	Health building
Why have you chosen this site? What makes it suitable?	[REDACTED]
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to APspecial.freeschool@education.gov.uk	[REDACTED]
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	

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.

[Previous tab](#)