



## Free school bid form

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

Published: July 2018

#### Contents

[The bid form explained](#)

[Overview](#)

[Confirmation](#)

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

[A2 - evidence of commissions](#)

[Table A2 continued](#)

[B - type of school](#)

[C1 - current context](#)

[Table C1i - for special schools](#)

[Table C1ii - for AP schools](#)

[C2 - strategy for high needs](#)

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

[C4 - expected outcomes](#)

[D - site](#)

#### The bid form explained

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

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

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

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

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

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

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

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

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

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



## 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 of us of expected future need for new schools.

Overview table	
<b>Name of your local authority</b>	Rochdale
<b>List the bid(s) you are submitting this wave, as either the lead or the sole local authority</b> (including type of school e.g. special or AP) – please list these in priority order so that the first is your preferred bid	bid 1 only - Special School  Not Applicable
<b>List the bid(s), if any, that another local authority is leading on and that you are supporting</b> (including the name of the lead local authority)	Not Applicable
<b>Optional: brief description of your expected future need for new special and AP schools, and when they are needed</b>	A new special school for Autism is needed as soon as it can be made available. Currently too many Austistic children are travelling out of borough, or are electively home educated or using the home tuition service because of lack of in borough suitable places.

[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.
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### Confirmation

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

I am/we are the Director(s) of Children's services at **Rochdale** and I/we have seen this expression of interest and support it.

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

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

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

In addition, I/we 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.**

<b>Signed:</b>	
<b>Position:</b>	Director of Children's Services at <b>Rochdale</b>
<b>Print name:</b>	<b>GAIL HOPPER</b>
<b>Date:</b>	<b>15/10/2018</b>

**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](#)



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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.
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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
<b>Lead local authority:</b> [select name of lead local authority in cell C30 below. This would be the local authority in which the school would be located] Rochdale	Dr. Fay Davies	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED] Address: Number One Riverside Smith Street ROCHDALE OL16 1XU
[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**

In a previous round of special school bids Rochdale put in a combined bid with neighbouring Oldham and Bury LA's, with Bury leading on the bid. That bid was not successful. Rochdale have had in-depth discussions with both Bury LA and Oldham LA again for this round, but both authorities have said they will be putting in individual bids. Oldham LA have said their key priority is SEMH children and that they have indicated that they would be putting in bids for this type of special school. Bury LA is putting in a bid for a secondary autism provision; the same type of school as Rochdale. Despite Rochdale offering to lead in a combined bid with Bury or to support Bury's bid by commissioning places on a quid pro quo basis, in order to show collaboration, Bury have opted not to. Rochdale in this bid has been specifically looking for sites on the border with Bury so that in the event that the bid is successful, Bury will be able to commission places. Rochdale LA also approached Manchester LA (its other neighbouring LA), about a combined bid or commissioning of places, but did not get any feedback. Manchester was successful in the first special school bidding round. Rochdale LA also discussed bids and commissioning of spaces with a wider north-west SEN group.

[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

**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
ROCHDALE	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						





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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)	ASD and Speech Language and Communications Needs
Age range	11 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)	75
Type of places offered (e.g. full time, short term, part time)	Full time
Number of nursery places, if applicable	Not Applicable
Number of 16-19 places, if applicable	27
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	■	■	■	■	■	■	■

[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.

#### Box C1 - the current context in your area

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

In February 2018 Rochdale Council published its SEND Strategy on its Local Offer webpage. Within the SEND strategy one of the key priorities is to improve outcomes for children with Autism and Speech, Language and Communications Needs (SLCN). The Council also published a detailed Autism Strategy to provide a new framework to facilitate the improvement process. Both the 2016 SEND inspection and the local authority data show that Autism is the most significant SEND issue within Rochdale. Currently Rochdale has 4 Special Schools; two 116 place Primary schools (both rated "Good") , one 290 place Secondary and FE school (rated "Good"), and a 75 place mixed Primary/Secondary school (rated "Good"). All current places at special schools are being fully utilized. The authority has no other autism (ASC/ASD, hereafter ASD) specialist provision. Rochdale places only 45% of its EHCP pupils in special schools, which is well below the national average of 49%, Greater Manchester LA's average of 52% or the neighbouring LA, Oldham, which has 54% of its EHCP children in specialist provision (Gov SFR). ASD provision is a key issue in Rochdale due to it having increasing numbers of SEND pupils with Autism. The SFR2018 data show that Rochdale has the highest percentage of ASD pupils in mainstream settings with 18.8% of its SEN with ASD in Primary schools and 19.5% in Secondary schools, compared to an England average of 7.3% and 9.7% respectively. Currently autism capacity in Rochdale is insufficient to meet needs. This has led to a growing number of pupils attending out of borough (OOB) non-maintained special schools (NMSS) and independent providers. A significant number of Secondary pupils and FE age pupils, with ASD, are in NMSS and independent settings and costs associated with these settings are predominantly at Secondary age. The numbers of ASD diagnoses have risen almost 3 fold in Rochdale from 200 in 2014 to above 500 in 2018 in Primary year groups. On average there are 13 more pupils with ASD as their Primary need (including both EHCP and SEN Support) in each primary year group than in each Secondary year group (Gov SFR). From this we would expect to see up to 65 additional secondary places needed within the next 3-4 years. Currently over 6% of the whole High Needs budget is spent on OOB NMSS, independent and OOB Special FE settings for autistic children, and 73% of this is spent at secondary and FE ages. A new ASD / SLCN special school would reduce costs, and with average costs from the current (OOB NMSS and Independent) of ██████ per pupil, a new school would allow an additional 40 pupils to have in-borough ASD specialist provision at no extra cost. In addition to the 44 pupils currently in OOB NMSS, independent and OOB Special FE settings, Rochdale has 6 ASD pupils being home tutored through the PRS and a further 8 secondary aged ASD pupils who are being Electively Home Educated. This bid is for a Communication and Interaction Special School for Autistic and SLCN children.

Word count: 500

[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.
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**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

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)

Details of Rochdale's SEND strategy and Autism strategy can be found in the respective documents. Key priorities are; better data collation to inform strategic need through all year groups, earlier identification of SEN needs, and a more effective transition from Secondary to FE and through to adult services. Other issues highlighted in the strategies relate primarily to provision of Autism specialist support.

Key priorities with regards to Autism are; better support and training for staff working with ASD children, an improved service to families with ASD children providing a quicker diagnosis and more personalised offer, better monitoring and assessment of pupil progress through education, and more support for those pupils at the school leaving or sixth form transition. Some of these issues will be addressed as part of the wider Rochdale SEND strategy by the integrated Family Service Model that is currently being introduced along with its Needs and Response Framework.

The two strategy documents mentioned, along with the key priorities, have been developed by a consultation exercise with local stakeholder groups including the Parents and Carers Group, the ASC Strategy Group, mainstream and special school representatives and the professionals delivering the service. A consultation exercise was also run prior to the previous special school bid with the Schools Forum and wider community.

Since 2015/16 Rochdale has prudently invested Basic Need funding to increase provision in its Special schools with 16 additional places already provided in each of its special Primaries and an additional 32 places in its Special Secondary and FE School, all while managing to maintain a below average Basic Need cost per place. The authority has been identified as one of the best performing authorities in the cost per pupil place provided in the capital spend Scorecard.

As detailed in section C1 Rochdale has over the last few years seen a huge growth in ASD numbers. Lack of in-borough provision has forced a year on year increase in number of children being sent out of borough and to non-maintained and independent settings, with its associated travel costs and pupil commuting time. Through this time Rochdale has adapted its special school provision by creating more primary and secondary ASD capacity within Brownhill Special School. There are, as of March 2018, 13 primary aged pupils with an EHCP for ASD being taught in Brownhill, which has historically been used for specialist SEMH secondary provision. As part of its autism offer the authority is currently developing an autism mainstream resourced provision which will cover primary years. The setup of this provision is being funded through the special provision allocated funding announced in March 2017, and it will help to meet one of the authority's strategic priorities of better early identification of SEN needs and increased family support for children with an autism diagnosis.

On average Rochdale has 27 pupils per year through the Primary years who have a EHCP for ASD. Currently 37% of these are taught in Special schools and 63% are taught in Mainstream (Gov SFR 2018). In secondary schools on average Rochdale has 39 pupils with an EHCP for ASD per year. Of these 35% are educated in Special schools and 47% are educated in Mainstream. The remaining 18% of pupils are currently either in out of borough provision (OOB), home tutored, or are Electively Home Educated (EHE). The Pupil Referral Service (PRS) has 6 ASD pupils being home tutored and 8 ASD secondary pupils are currently being Electively Home Educated. The number of KS3 pupils who are not able to access a full GCSE syllabus is rising, and reintegration of such children into mainstream is extremely challenging.

Key performance indicators (KPIs) in the autism strategy that will be addressed by this bid are;

- Reducing numbers of ASD children travelling out of borough (OOB), thereby reducing travel distances and distress and keeping children within their own community.
- Reducing numbers of ASD children being EHE and accessing the home tuition service.
- Better provision and support for pupils at the school to FE, and FE to adult services transitions.

Key performance indicators (KPIs) in the autism strategy already being addressed are:

- Better data collation to focus strategic need priorities.
- Better support for school professionals working with ASD children in Mainstream provision.
- Improving the local offer of services and provision so there is greater choice and better value for money.

A key element of the strategy is currently significantly impaired by the transfer of children at secondary and FE to OOB provision. More local secondary and FE provision is needed in order to allow young autistic children in the borough to access employer links, local apprenticeships, and a wider set of GCSEs through links with the local mainstream providers, than they can access when being educated OOB. The fact that OOB independent and specialist providers isolate young people from their communities has been raised by the Parent and Carers Group. Travel costs to OOB providers is rising, however the travel time, in many cases of 1 and 1/2 hours or more, is also a huge disincentive for parents of ASD children, as some children do not cope being in the confined space of a bus with similar children for this duration. Parents of such children are left without an in-borough alternative. More capacity is clearly needed due to the rise in ASD in Rochdale Borough. Extra Primary capacity is being created, but numbers of children travelling out of borough for their secondary ASD

provision needs to reduce in order that overall costs are reduced and for money to be available to provide more capacity at the Secondary and specialist FE stage in the local area. The rising numbers of parents opting for EHE or using the home tuition service for their ASD children, needs to be addressed. The specific outcomes Rochdale would like to achieve are detailed in the KPI's above, but alongside these the authority requires, with extra provision provided by a new Communication and Interaction special school, to utilize more effectively its High Needs funding to create much needed capacity.

*Word count:*

999

[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)*

Rochdale is currently creating extra Primary ASD\SLCN capacity using the special provision allocated funding announced in March 2017, by creating a Resourced Provision unit in one of its Primary schools. This is going to provide Primary aged children, struggling to access a mainstream education with additional resources . It will also train staff and support families.

Rochdale currently spends a large and increasing proportion of its High Needs funding sending secondary and post 16 pupils to out of borough (OOB) ASD provision. Rochdale has a significantly higher than national percentage of pupils with ASD in mainstream provision causing a knock on effect of higher numbers of SEN children being excluded, being electively home educated (EHE) and accessing the home tuition service.

In 2015 the neighbouring authority, Oldham, had a new ASD / SLCN Special Academy open. This has 140 places for children from age 4 to age 19. It is sited near to the Oldham/Manchester border, and close to Middleton Township in the south of Rochdale. Currently only 7 children from Rochdale attend, with the majority of places at the school going to Oldham and Manchester Children. There is a local deficit of specialist ASD provision.

Rochdale has discussed SEN provision with the Greater Manchester Place Planning group and a wider North –West regional SEN group. Rochdale is aware that Wigan authority has asked other authorities to commission places in their bid for a new provision, but the distance is too far for Rochdale pupils. Discussions have been held with the neighbouring authorities of Oldham and Bury, and approaches have been made to Manchester authority place planning team, which was successful in the previous SEN school bidding round.

In conversations in August with Oldham and Bury the authorities said their most pressing need was SEMH. Bury have since said they were putting in a bid for a secondary ASD school (discussed further in section A1). Rochdale's Brownhill Special School, is a SEMH provision, but current demands dictate that it now caters for a mix of ASD, SLCN and SEMH needs aswell as both Primary and Secondary year groups. This particular mix of needs and year groups gives none of the children the environment they need. The opening of a new ASD/SLCN school in Rochdale would allow Brownhill to focus on being a SEMH specialist school. Both of Rochdale's' neighbouring authorities are currently putting bids together and are consequently not looking to commission places at this time.

Rochdale has a significant challenge meeting the needs of its current and growing number of ASD pupils. It has started a process of prioritizing better staff training, better family support, and better data analysis, and has started a rationalization of services to meet the growing ASD/SLCN in Secondary and Tertiary school phases. To increase capacity within the maintained sector, and consequently reduce per pupil costs, is the only way to meet the forecasted increased demand for ASD/SLCN provision.

A second and very significant branch of the strategy which will be met by a new ASD school is to keep children close to home and within their local communities. Mainstream secondary schools and FE providers in Rochdale work closely with local employers to up-skill pupils in employability skills. A new local ASD school will also allow collaboration with local mainstream schools to broaden the range of GCSE's available to autistic children and enable a pupils to share in local employer up-skilling strategies.



<b>Table C3 - engagement with others</b>		
<b>Who</b>	<b>How you have engaged</b> (e.g. surveys, meetings)	<b>Summary of engagement</b> (e.g. summary of survey findings and/or conversations)
Your neighbouring local authorities – please specify	Rochdale maintains close contact with both Bury and Oldham LA's and have a constant dialogue with them. Manchester LA was approached but not returned any	Previously a combined bid for a special school was submitted by Bury, Rochdale and Oldham. This was unsuccessful. In this round the other authorities felt more focused single bids would be better.
Commissioning bodies in your area – please specify	As above	
Local mainstream schools – please specify	Meetings are held regularly and often with Head teachers and SEN coordinators in Mainstream settings.	There has been an on going and repeated demand by both Primary and Secondary Mainstream schools for extra ASD specialist provision locally to support children.
School representative bodies e.g. schools forum – please specify	A series of meetings and surveys were conducted with Schools Forum as part of the development of the Autism Strategy.	The development of the Autism strategy highlighted specific issues detailed in this submission along with the requirement of increased ASD capacity.
Representatives of parents and carers and young people e.g. parent/carer forum – please specify	A series of meetings and surveys were conducted with SEND stakeholder groups (both parent groups and SEND staff groups) as part of the development	The development of the Autism strategy highlighted specific issues detailed in this submission along with the requirement of increased ASD capacity.
Any other partners e.g. community groups, FE colleges – please specify	The local sixth form college providers are involved in the Pioneers Trust (the group of local community and academy Head teachers group) and were consulted as	The development of the Autism strategy highlighted specific issues detailed in this submission along with the requirement of increased ASD capacity.

[Previous tab](#)

[Next tab](#)



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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)*

The creation of a Communication and Interaction (Autism) secondary and FE School within Rochdale Borough will ensure that children are educated within their community. The School will have strong links with Rochdale mainstream schools and this will allow timely re-integration of pupils into mainstream settings when appropriate and provide support to enable a greater range of GCSE's to be accessed. Numbers of parents choosing EHE for their children or using the home tuition service will reduce and educational outcomes will improve.

The School will be able to meet the needs of children with complex ASD. A key objective of the school will be to ensure better Secondary to FE, and FE to adult services transitions, and ensure at the end of Key Stage 4, that pupils go onto further education, employment or training. For those pupils not yet ready for mainstream college, employment or training the new school will offer supported internships and programmes in pre-entry level qualifications and help working towards employment.

Currently within the borough, a three year vocational skills based programme supports pupils through local work placements until year 14. This Internship Programme places them in three full time placements in their local community and this will be supported and available to pupils in the new school. Successful collaboration with local employers both in the public sector (e.g NHS) and private business, in addition to work with local mainstream colleges, will enable a significant proportion of the young people in the new school to attain paid employment or continue into FE.

Across the country, people with a learning difficulty are far less likely to have a job than the general population. Only six percent of people, with a learning difficulty known to their local authority, in England are in paid work, currently this figure is 3% in Rochdale. Special school providers in-borough are addressing this issue and a new provider will work closely with local partners to spread the good practice. To date in Rochdale 37 Students have been through the Internship Programme in the last six years: 18 are now in paid work (49%), 6 are working in the voluntary sector (16%), 7 went to college (19%). Rochdale already commissions an independent careers adviser to support young people with SEND. The adviser provides independent advice and guidance regarding destinations for the School's leavers. Effective joint working locally will improve outcomes and reduce the subsequent number NEETs. The new school will be one aspect of Rochdale's continuum of autism educational provision. As part of the Autism Strategy there is clear guidance on the offer mainstream schools provide for pupils with autism and a new school will be mindful of this. The Rochdale mainstream school offer includes training in autism strategies for staff via the REAL Trust, the roll-out of autism champions and access to specialist outreach. A local multi-agency panel approach will be used to determine the most appropriate placement for a child with ASD and there will be clear guidance on the age, ability and aptitude of pupils the Free School has on roll to ensure the majority of children with ASD educated in mainstream schools continues.

Word count:

518



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## Section D – the proposed location and site

Finding a suitable site is an essential part of opening a free school. As part of preparing your bid you should investigate potential sites for the school and tell us about them in your bid. In this wave we will undertake a desktop assessment of site and consider the value for money, timescale and delivery risks in securing a site for the proposed school in the proposed area.

**We will give preference to those projects where our site assessments shows that we are likely to secure a value for money site in a timely manner with an acceptable level of risk**, in particular, those bids that include an available site on a peppercorn basis. Making a site available on a peppercorn lease gives the greatest chance of the school opening successfully, and on time.

Please complete table D to tell us about where the school would be located and the preferred site.

Please also provide the name and contact details for the main local authority lead for sites. The ESFA may contact this person to ask questions about the site. **If you know any of these site details before submitting your bid, please let DfE know (by emailing [FSC.EOI@education.gov.uk](mailto:FSC.EOI@education.gov.uk)) so we can start conversations with you.**


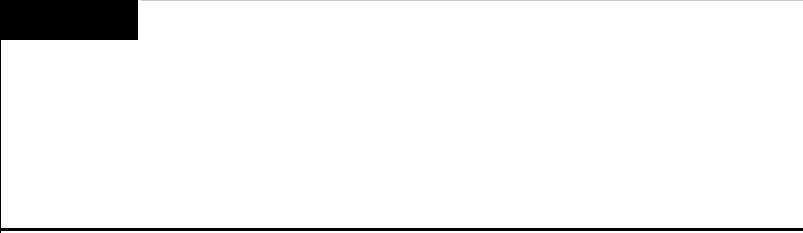
.....

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 **Rochdale Borough Council** has seen this expression of

Please tick to confirm

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

<p><b>Please describe the location in which you propose to set up your school being as specific as possible.</b> This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to APspecial.freeschool@education.gov.uk, if possible. If applicable, please also describe the potential impact of any specialism that you plan for your school to have on the site requirement.</p>	
<p><b>Please tell us the postcode of a central location in your preferred area.</b> You need to provide this even if you have already identified a preferred site. It must be a full postcode e.g. SW1P 3BT, not SW1.</p>	
<p><b>Your calculated building space</b> using the ESFA formula (see section D in the guidance) and any comments on this.</p>	<p>2137.5 sq m</p>
<p><b>If you have identified a preferred site, please complete the rest of the table:</b></p>	
<p><b>Full address and postcode of preferred site.</b> It must be a full postcode e.g. SW1P 3BT, not SW1.</p>	
<p><b>In which local authority is your preferred site?</b></p>	
<p><b>Please tell us how you found the site.</b></p>	
<p><b>Please confirm the tenure.</b></p>	
<p><b>Please include information on purchase or lease price if known.</b></p>	
<p><b>Who owns the site?</b></p>	
<p><b>Is the site available/on the market?</b> (Please attach agents' particulars as an additional file and send it to APspecial.freeschool@education.gov.uk if available)</p>	
<p><b>Name and contact details of owner and/or the agent or local authority representative</b></p>	
<p><b>If the site is local authority owned, which local authority owns it?</b></p>	
<p><b>If the site is local authority owned, please state if the local authority have confirmed that, if successful, the site may be used by the free school.</b> Please include terms (e.g. 125 year peppercorn lease). Please also provide details of any other local authority contribution towards the capital costs of the project (e.g. developer contributions).</p>	
<p><b>What kind of site is it?</b></p>	
<p><b>What is the current use?</b></p>	

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

[Previous tab](#)