



Free school bid form

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

Published: July 2018

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The bid form explained

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

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

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

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

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

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

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

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

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

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

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

Free school bid forms should:

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

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

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

Overview

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

Overview table	
Name of your local authority	City of Salford - 355
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 free school - Sole Local Authority 2. N/A
List the bid(s), if any, that another local authority is leading on and that you are supporting (including the name of the lead local authority)	None
Optional: brief description of your expected future need for new special and AP schools, and when they are needed	With continuing demand for places in special schools in the Local Authority area, it is anticipated that, despite careful use of the SEN Provision Capital Fund, there will be future demand for further increasing planned places or for a new special school. The rising complexity of need influences the demand for bespoke provision - forecast to likely be between 2026-30.

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

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 aware the Director(s) of Children's services at **Salford City Council** 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

Signed:	
Position:	Director of Children's Services at Salford City council
Print name:	Charlotte Ramsden
Date:	15.10.2018

Signed:

Position:

Print name:

Date:

Signed:

Position:

Print name:

Date:

Signed:

Position:

Print name:

Date:

Signed:

Position:

Print name:

Date:

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

Section 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] City of Salford	Craig Monaghan - School Organisation Head Of Service	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED] Address: Civic Centre, Chorley Road, Swinton, Salford, M27 5BW
[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 line with many other local authorities in the country, Salford's child population has been growing rapidly. To date 5,000 additional permanent primary school places have been created by expanding 25 existing primary schools. The demand for mainstream comes hand in hand with additional pressure for on demand for SEND places. At the present time this bid is being submitted by Salford as a stand alone as we know from our growth and demand the provision will positively support the identified and projected needs of the City. Given the existing provision within the City the evidence demonstrates that we have a significant gap in our provision for a dedicated provision for KS 3 and 4 to support the complex needs of children and young people presenting with ASC/SEMH.

Our current 9 residential school placements in the independent sector are all around very complex ASC/SEMH needs and for which the existing estate in Salford would not be able to offer the appropriate levels of support. Our growing number of planned and commissioned places in the 4 local special schools has enabled greater numbers of children to attend local SEN provision but where needs are multi layered across SEN Code of Practice definitions, a smaller provision is more effective hence the proposal for a maximum 50 places. Although there is sufficient demand from within Salford alone - 112 out of City placements; 9 x residential school placements and a 130% rise in new EHC Plans from 2016 to 2018, Salford will work closely with neighbouring areas around effective use of the specialist nature of the school, in terms of any capacity to enable children outside of the area to access the school but also in terms of specialist outreach support which will transcend LA boundaries.

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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 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)

N/A

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

Commissioner	Year of operation	Number of EY places	Number of KS1 places	Number of KS2 places	Number of KS3 places	Number of KS4 places	Number of 16-19 places
Salford City council	First year of opening						
	Second year of opening						



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

Table A2 continued

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

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

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

Section 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)	ASC (Autism spectrum Conditions) / SEMH (Social Emotional Mental Health). Top up rates will be applied in line with the Banding Model approved by Schools Forum which includes different and multi levels of needs.
Age range	11 to 16
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	████ per place (base funding) plus █████ per pupil (top-up funding) Top up rates range from █████ to █████ pa per pupil. It is expected that the pupils who attend this school will attract towards the higher end due to complexity of need. It is highly probable that approximately 50% of pupils will attract a top up rate on the banding model of █████ pa and 50 % will attrate the higher rate of █████ pa.
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)	50 Places
Type of places offered (e.g. full time, short term, part time)	Full Time
Number of nursery places, if applicable	N/A
Number of 16-19 places, if applicable	N/A
Describe any planned outreach, training and/or reintegration support (including details of funding that will be made available to support the school with this)	Working with our Free school and Trust partners it is envisaged that the Salford ASC/SEMH Special School will aim to become centre of excellence for children and young people with ASC/SEMH, representing their needs wherever they are accessing learning. Creating effective links to work in partnerships with the Special Schools in Salford and neighbouring authorities to ensure a seamless continuity of provision. Collaborative working with mainstream schools will also be a priority, particularly in relation to developing outreach and training to support schools to become more inclusive. The school would lead, for example, on Salford's strategy for all school to meet the quality standards of the Autism Education Trust. Funding would likley be the equivalent to one full time teacher with TLR - The LA would commission this from High Needs Block funding.

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

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Section C1 – the current context in your area

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

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

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)

As the numbers of children continue to grow (1800 EHCPs - 3.4% of 5-16 population) further expansions using existing provisions are becoming limited and other routes will need to be explored. We have reached saturation point across a number of areas and will require the use of additional land and/or schools. We believe now is the correct time for a new Special Educational Needs dedicated school provision.

This bidding opportunity has been timely and welcomed. The new school, if approved, will allow our vision to be realised and where possible support the retention and education of children within their City and community. Allowing them to have a fair accessible school place offered that will adequately meet their needs locally minimising out of borough travel and placements, which is both costly to the Local Authority and sometimes unfair on the child and their family.

The table referred to at Section 3A [Rationale and Context for the school] provides the latest position in the City in terms of the capacity that exists in both Specialist Schools and mainstream enhanced resource settings for separate ASC/D and SEMH provision. As can be seen there is no provision in the City at KS 3 and 4 to support the complex needs of children and young people presenting with ASC/SEMH. High needs budgets currently support circa 112 out of area education placements in the independent sector at a forecasted annual spend of [REDACTED]. By far the most prevalent need of these placements is SEMH often with traits or diagnoses of autism. Although the local special school estate is of high quality and has increased numbers of places (partly by use of the SEN Provision Capital Fund), it cannot support needs of this cohort where complexity is high.

The quality of the out of city placements is not always secure and the SEN strategy is focused upon a reduction in external SEND placements for children and young people aged 0-25 to 2% of all new EHC Plans issued by 2019/20 from a baseline of 7.7% in 2016/17 AND reduction in existing external SEND placements for children and young people aged 0-25 by 10% from a baseline of 123 placements in 2017.

The strategy includes:- a. Integrated commissioning approaches support an increase local placements and provision; b. Increased confidence in a well-articulated health, social care and education offer that supports local placements and transition pathways; c. Transition pathway for SEND in place linked to Employability strategy; d. Consideration of viability of new approaches including an "Intensive Therapeutic and Short Breaks Offer" complement this proposal; e. Integrated services in place for children and young people with SEND; f. Personal budgets offer in place for SEND across health, social care and education, including SEN transport; g. Families are consulted and listened to and have their views taken into account at all times. "No decision about me without me"; h. The EHCP process is recognised as a robust commissioning tool; i. Culture of personalisation approach to preparing for adulthood and by using the EHC Plan to ensure effective transition; j. Review current placements to achieve a continuation of support to maximise opportunities for independence, getting paid work, having good health, developing friendships/relationships and living locally.

Word count: 530

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Section C1 – the current context in your area

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

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

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

Section C1 – the current context in your area

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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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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 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)

The local authority has over recent years provided more specialist provision for children and young people with complex needs. It has built on the existing expertise of teachers in Salford's mainstream schools, current specialist resource provision and special schools and will look to continue to do so going forward. The strategy also aims to promote a city wide locality approach, ensuring that there is equality of access to a range of specialist provision.

Salford has four special schools providing for children aged 2 to 19 across a wide range of needs and three Pupil Referral Units including a health provision. There is also an Independent Specialist College which provides for 25 young people aged 19-25 with complex needs. In addition, there are (at the moment) 17 enhanced resource provisions hosted by mainstream schools to support children with more complex needs, including speech and language, autism spectrum condition, moderate learning difficulties and including social, emotional and mental health.

All pupils attending a special school or specialist resource base in Salford will have an Education, Health and Care Plan, or be undergoing an assessment of their special educational needs.

Admissions for pupils are undertaken through the normal admission route for special schools .i.e. via the Local Authority SEN team and multi agency Panels.

Although SEN provision in the City has developed over a number of years, it currently struggles to fully meet the needs of all our pupils. An indicator of this is that we have 113 pupils placed in the independent sector whose needs could ordinarily be met in house if that provision was available. The very high cost of these places reduces the resource available to fund local provision and because of the distances travelled, there is increased spending on school transport.

Salford's strategy includes the principles that;

- Children with SEN will have their needs met in Salford in mainstream schools whenever possible.
 - Special schools and Enhanced Resource provision should be maintained and valued as hubs of expertise, supporting mainstream schools to embrace more opportunities to be inclusive where ever possible.
 - When provision in a special setting is necessary, it should be as local as possible.
 - There should be as much choice for parents as possible which is clearly described in the Local Offer.
- In developing SEND provision Salford City Council has always rigorously applied the SEN Improvement Test:-
- improving access to education and associated services including: the curriculum, wider school activities, facilities and equipment, with reference to the local authority's accessibility strategy;
 - improved access to specialist staff, both education and other professionals, including any external support or outreach services;
 - improved access to suitable accommodation; and
 - improved supply of suitable places.

The test has been applied to the proposed new school and meets criteria but with particular emphasis upon children having their complex needs met from within local provision which is always the preference of families.

Integrated commissioning across the Local Authority and Clinical Commissioning Group will ensure that the pupils at the new school will have access to local services including specialist providers such as CAMHS, and which already work in a joined up multi agency approach to deliver best outcomes.

Salford has experience of very complex young people travelling a distance to attend school out of area and who, as a result, are unable to access timely health provision. There have been obstacles to overcome in terms of commissioning arrangements with other areas to the extent that some children have been disadvantaged in terms of receiving necessary support. By enabling access to local integrated provision, not only will access to services improve but clearer pathways to adulthood will emerge which will enhance the families' SEND experience.

The existing estate is made up of a mixture of new build PFI and poorer quality former primary schools providing the main Special School provision. This is complemented by resource and locality based provision attached to mainstream settings at Primary and Secondary phases. Enhanced resource provisions are a key feature of local strategy. They comprise an integrated approach which enables children with needs for whom reasonable adjustments are not alone able to improve access to mainstream learning for them. Bespoke programmes using the provision with often up to 80% of the time spent in

mainstream lessons means that more children are successfully included in mainstream. Demand is very high for places and they are often parental choice rather than a potential move to special school.

It is often the case that children who have been attending resource provisions in Key Stage 2 then move to special schools at Key Stage 3 which sometimes means a move to out of the area. This is because their complexity is such that a large secondary mainstream school is not the best environment for them due to complexity of need.

The proposed school will not only help to reduce the need for out of city placements but will become an essential element of the Local Offer for the cohort of 11-16 year olds with complexity of ASC and SEMH.

Enhanced Resource provision bases

These are or will be a specially designated resource area in a mainstream school with additional specialist teachers, support staff and therapists. The children would spend most of their time in mainstream classes with additional support, but there would be the facility to withdraw to the area for intensive work. The specialist staff would provide mainstream teachers with on-site support and

Special schools

We make use of the expertise from the special schools to support mainstream schools and enhance their provision for pupils with Special Needs. Oakwood Academy has recently become a teaching school and is able to support both other Special Schools and mainstream schools to develop their SEND expertise. There will be further enhancement in or for special school provision in the city as the strategy develops and additional needs are identified which would then be supported physically with Educational Assets.

Word count:

984

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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)

We have high aspirations for our children and young people in Salford and we aim to provide a high quality, relevant and balanced education that focuses on individual, personal and academic achievement to ensure that everyone has the opportunity to learn, develop and succeed. We want to ensure our children and young people become valued and active members of our community whilst making a successful transition to adulthood and an appropriate level of independence within local communities.

Our strategy is very clear in that we aim to meet the demands of our City and ensure that all who live here do not have to go out of borough to access provision, which is all too often at a high cost (including transport) and varying degrees of quality.

An analysis of out of area placements concludes that a complex combination of ASC/SEMH are the most prevalent areas of need for which there is an insufficiency of local provision. ASC is a neurodevelopmental disorder associated with poor social skills and restrictive and distressed behaviours and interests. It has a wide spectrum of symptoms. The proposed school is for the more complex end where the children will require significant support to overcome deficits in social communication skills and their distressed behaviours including their emotional well being. A typical pupil is likely to be receiving support from CAMHS. Pupils will typically display chronic behaviours which can potentially be life threatening, posing a risk to the safety of people around them, as well as potentially limiting access to community opportunities. We know that young people with ASC/SEMH are more than nine times likely to seek emergency care and that some are at risk of being admitted to hospital for mental health related issues. Community, education and treatment reviews will be a key strategy in the new school and will be in line with Salford's established policy and local offer arrangements. It is recognised that a local holistic education, health and care approach to this cohort of young people is critical in terms of pathways to adulthood. Unless we deliver an effective approach, complexities of behaviour are more than likely to persist into adulthood and possibly increase in severity, resulting in increased costs to health and justice systems. The proposed school will also offer the opportunity for an effective local hub approach for families. Whilst interventions and support are commonly focused on the child, we have the opportunity to work with parents who often experience guilt, fear, anger and uncertainty over their child's access to high quality education provision plus the perceived lack of a joined up approach with health services when their child is travelling outside of the area to go to school. Families in Salford tell us that they value close communications and good relationships with our existing special schools in the City but this is not replicated for families where their child attends independent provision some distance from home.

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	Regional SEND and pupil place planning meetings - all 10 Greater Manchester LAs.	All GM LAs are keen to collaborate but there are still geographical challenges to the siting of a school that serves children across the area without the need for extended travel arrangements. Continuing conversations at regional groups.
Commissioning bodies in your area – please specify	Salford Clinical Commissioning Group - Health/Local Authority Liaison Meeting.	The CCG via the Designated Medical and Clinical Officers support the proposal for this school and welcome the opportunity for an integrated approach to meeting the needs of this complex cohort locally.
Local mainstream schools – please specify	Director's briefing and via Head of SEN Services standing item on Primary Headteachers' network	Headteachers tell us that there is insufficiency of very specialist provision in the City and welcome the opportunity to enhance the existing estate in line with SEN strategy and the high needs funding approaches.
School representative bodies e.g. schools forum – please specify	Schools Forum High Needs Working Group - specific meetings to consider strategy around high needs spend and provision	The Working group is interrogating high needs block spend in detail due to increased pressures. A focus upon the high cost spend on out of area placements has already led to a clear conclusion that more local provision is needed for this cohort
Representatives of parents and carers and young people e.g. parent/carer forum – please specify	Salford Parent Voice is represented at Children and Families Board where the strategy and plans around provision are shared and discussed.	Salford Parent Voice support the proposal for increased local provision. Parents were also consulted as part of the development of local SEN strategy. The clear message was for local provision, increased choice and insufficiency of special provision for ASC and SEMH needs.
Any other partners e.g. community groups, FE colleges – please specify	FE college (Children and Families Board); Virtual School; Independent Specialist College	All support the development of a clear offer of local education provision which meets needs and prevents/decreases the numbers travelling outside of the city.

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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)

Our school will be a centre of expertise for ASD and SEMH sharing good practice across education and to allied professionals, whilst supporting families and carers to provide stable and supportive environments where children and young people can flourish and achieve their full potential, will enable Salford as a council to help with the current demand for places in this specialist sector as we currently do not have enough provision in our estate.

In partnership with our pupils and their parents, our school will provide a stimulating environment where

- the education and development of our pupils is supported in a pleasant, happy, safe and caring environment, where belief in the importance of positive, interpersonal relationships is firmly embedded;
 - physical and emotional health and care are seen as the foundations by which good educational outcomes are achieved;
 - enjoyment, interest, motivation and 'achievement for all' are fostered through success;
 - the curriculum has a wide degree of overlap with the best mainstream curricula, in that it covers, through modification where appropriate, an appropriate range of experiences, the same skills, concepts and moral values;
 - each pupil's present educational and personal needs are met as fully as possible whilst preparing them for life-long learning;
 - pupil's prepare to become socially included, active participants and responsible contributors to society, achieving as much independence as possible;
 - children and young people are prepared for the transition to adulthood and a level of independence appropriate to their abilities.
- Every child or young person will be
- Successful - enjoy learning, make progress, choose pathways that are appropriate to them individually and achieve their potential.
 - Confident - able to lead safe, healthy, happy and fulfilling lives and have high aspirations.
 - Responsible - make a positive contribution to our community and society.

The risks include insufficiency of demand - the statistics and forecasts negate this and also, any surplus places would be offered to neighbouring areas. The risk of over subscription will be managed by the Local Authority's SEN panel structures so as to ensure that places are offered to pupils with the right profiles and for whom the new school can offer the best chance of success. The existing local special school headteachers' network will be a strong element of support for the successful development of the school. The network comprises academies and maintained schools. It is envisaged that the new school will join this network and be fully integrated into the local offer and networks for mutual professional support and engagement with the LA and CCG.

Word count:

414



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Section D – the proposed location and site

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

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

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


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

Craig Monaghan - Head of Assets and School Organisation

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 tick to confirm

Table D - the proposed location and site	
<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to APspecial.freeschool@education.gov.uk, if possible. If applicable, please also describe the potential impact of any specialism that you plan for your school to have on the site requirement.</p>	<p>[REDACTED]</p>
<p>Please tell us the postcode of a central location in your preferred area. You need to provide this even if you have already identified a preferred site. It must be a full postcode e.g. SW1P 3BT, not SW1.</p>	<p>[REDACTED]</p>
<p>Your calculated building space using the ESFA formula (see section D in the guidance) and any comments on this.</p>	<p>Secondary or all age special school for predominantly ambulant pupils. 1050m² + 14.5m² per pupil place</p>
<p>If you have identified a preferred site, please complete the rest of the table:</p>	
<p>Full address and postcode of preferred site. It must be a full postcode e.g. SW1P 3BT, not SW1.</p>	<p>[REDACTED]</p>
<p>In which local authority is your preferred site?</p>	<p>Salford</p>
<p>Please tell us how you found the site.</p>	<p>The site is a former primary school currently retained.</p>
<p>Please confirm the tenure.</p>	<p>[REDACTED]</p>
<p>Please include information on purchase or lease price if known.</p>	<p>NK</p>
<p>Who owns the site?</p>	<p>Local Authority/Church of England Diocese</p>
<p>Is the site available/on the market? (Please attach agents' particulars as an additional file and send it to APspecial.freeschool@education.gov.uk if available)</p>	<p>Available. Not on the market.</p>
<p>Name and contact details of owner and/or the agent or local authority representative</p>	<p>[REDACTED]</p>
<p>If the site is local authority owned, which local authority owns it?</p>	<p>As above</p>
<p>If the site is local authority owned, please state if the local authority have confirmed that, if successful, the site may be used by the free school. Please include terms (e.g. 125 year peppercorn lease). Please also provide details of any other local authority contribution towards the capital costs of the project (e.g. developer contributions).</p>	<p>Local Authority owned, bid being submitted by Local Authority. Confirmed.</p>
<p>What kind of site is it?</p>	<p>Existing School building and site</p>

What is the current use?	Vacant building - Former Primary School
Why have you chosen this site? What makes it suitable?	As above, the site is ready established in a good accessible location with plenty of scope and opportunity to provide specialist provision.
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	
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	Condition of the internal fabric of the building is poor due to theft of internal M&E equipment, External and structure of the building is in good condition and the security of site is secure with independent access and road frontage.
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.	N/A

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