



Department
for Education

Free school bid form

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

Published: July 2018

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The bid form explained

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

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

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

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

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

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

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

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

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

APspecial.freeschool@education.gov.uk. Please title your email as follows: **Special/AP free school bid – [insert name of local authority (or lead local authority if joint bid)]**. Your email should not exceed 9 megabytes in size; anything larger will not be delivered. **If the bid is larger than 9 megabytes**, please split the documents and send two (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).

Free school bid forms should:

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

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

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Free school bid form Shropshire

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	Shropshire
List the bid(s) you are submitting this wave, as either the lead or the sole local authority (including type of school e.g. special or AP) – please list these in priority order so that the first is your preferred bid	1. Special School
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	Available data demonstrates that there is a significant need for specialist SEMH and ASD provision in Shropshire and it is anticipated that growth in this area will continue to rise. In order to meet need locally, additional capacity is required immediately with a specialist school providing further capacity within the next 2 to 3 years.

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Free school bid form Shropshire

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

Confirmation

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

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

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

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

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

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

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

Signed:

Position:

Director of Children's Services at **Shropshire**

Print name:

Karen Bradshaw

Date:

15.10.2018

Signed:

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

Print name:

Date:

Signed:

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

Print name:

Date:

Signed:

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

Print name:

Date:

Signed:

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

Print name:

Date:

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Free school bid form Shropshire

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]	Julia Dean (Service Manager SEND)	Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED] Address: The Shirehall, Abbey Foregate, Shrewsbury. SY26ND
Shropshire [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

After a detailed review of the pupil data it is apparent that we are not currently able to meet Shropshire need within Shropshire. We know that current and planned housing developments along with the general anticipated growth in SEND numbers will increase our overall demand at a time when local provision is either full or nearly full. As of November 2017 Shropshire's local database, 653 children with statements/EHC plans maintained by Shropshire attending a special school or alternative/specialist provision. 476 of those attended provision within Shropshire, while the rest (171) were educated out of county. This amounts to 26.4% of Shropshire's children with statements/EHC plans who attend special schools/specialist provision having their education provided by other authorities, a reflection both of local geography and the relatively narrow range of provision available within Shropshire. Out of county provision is largely in Telford (42), Powys (31) Staffordshire (24) and Herefordshire (12) and whilst none of the LA's have decided to come on board jointly with this Shropshire led bid, each has indicated that in order to maintain their sufficiency, they will increasingly prioritise their own provision for their learners. The impact of this is that the options available to Shropshire learners will reduce meaning our strategy must reflect the need to develop more home based provision. In developing our own provision this will support our neighbouring authorities to achieve their sufficiency strategies. Using the high needs benchmarking tool published by the government in October 2017 it is apparent that Shropshire is historically poorly funded. Shropshire is placed 132nd out of 152 councils when ranked high to low on this measure, with ██████ per pupil allocated for 2017/18. The national average is ██████ and the average for statistical neighbour authorities is ██████. For authorities with similar populations it is notably higher at ██████. Shropshire ranks 7th when placed against its ten statistical neighbours. As a result, it is clear that Shropshire is doing more for less and delivering excellent value for money. The success of this proposed free school bid would be a major step forward in terms of investment in Shropshire's sufficiency.

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

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Free school bid form Shropshire

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)	SEMH (including ASD). Same level of top up proposed. In particular pupils who present with withdrawn or depressed attitudes and or anxiety and self harm and who may also demonstrate disruptive, antisocial and uncooperative behaviour.
Age range	4 to 16
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	██████ per place (base funding) plus ██████ per pupil (top-up funding)
Gender (co-educational/boys/girls)	Co-educational
Total number of proposed full time equivalent places (once school is at full capacity - including 16-19 places, but not including nursery places)	120 FTE
Type of places offered (e.g. full time, short term, part time)	Combinations of full time, part time and short term in order to be as flexible as possible to meet individual needs and to allow for re-integration back into mainstream
Number of nursery places, if applicable	N/A
Number of 16-19 places, if applicable	N/A
	It is the intention that the school would provide outreach in the form of school to school support to improve outcomes for pupils with SEMH and ASD attending mainstream schools by building capacity through bespoke training packages and programmes of support, working with staff and children over fixed periods to develop specific skills. Additional support for parents would also be integral to

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

develop specific skills. Additional support for parents would also be integral to this.

The Outreach support would be able to draw upon the experience and expertise of the special school staff, who would provide practical advice and strategies to support:

- assessment of need
- multisensory approaches for effective classroom access
- structuring curriculum routines and developing schedules
- person centred learning
- positive behaviour management approaches
- therapeutic responses including attachment disorder
- communication programmes
- disability awareness and working with pupils who have specific learning disabilities.

The ambitious plan is to site the special school on the same site as a mainstream all through school. Either as a fully integrated build or extended on a modular basis as funding permits. This approach would maximise the opportunities for young people to access a complete range curriculum options much in the way that resourced provision hubs in mainstream schools operate but on a much larger scale, providing maximum opportunities for reintegration.

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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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 C1 – the current context in your area

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

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

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

Box C1 - the current context in your area

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

Shropshire supports a larger proportion of its SEND population in mainstream provision than other local authorities. As at January 2017 Shropshire supported 58.1% of SEND learners in mainstream as opposed to 48% nationally and 38.4% of our west midlands neighbours. We believe this is a strength and one we aim to continue to build on by utilising our special provision capital fund to develop a further 100 resourced provision places over the next 3 years to bring us more in line with the national figures.

We also accept that there are increasing numbers who struggle in mainstream classrooms. With the right support they are able to access the mainstream curriculum, but not without extra help that only a special school can provide. Demand for places at Woodland's School (which is always at capacity) highlighted that there is sustained need for provision for learners whose needs are too complex and challenging to be adequately supported on mainstream school sites. Many of these learners have SEMH or ASD but social communication difficulties and high levels of anxiety, leading to challenging 'breakthrough' behaviours that are difficult to manage in a mainstream school, will be the common underpinning factor.

We currently place significantly fewer learners in special schools and academies 28.4% when compared to the national average of 45.4%. Our special schools are very successful and as a result are either full or nearly full. Unless we create additional special school capacity in Shropshire then our use of out of county places will rise significantly, along with average travel to learn times and associated travel costs.

Table C1i shows the predicted increase and demand and associated costs with and without a new special school. We expect our neighbouring authorities will look to maximise the use of their home resources as they have indicated, which will have a significant impact on the 285 learners that we currently place outside of the county meaning future placements are more likely to be to independent out of county placements than mainstream with significant cost increases that we anticipate to be in the region of an additional [redacted] a year by 2026.

Shropshire's Adopted Core Strategy of delivering 27,500 new homes in the area between 2006 and 2026 shows that annual targets are being attained. Approximately 15,000 additional dwellings are planned between now and 2026. When we factor in this growth, numbers of secondary pupils are set to exceed current capacity within five years, and primary schools will be stretched to almost full capacity with similar predictions for SEND provision only exacerbated by increasing difficulties in placing in out of county provision as previously described.

There is a real need for increasing our existing capacity and we see the addition of 120 place special school as central to that strategy. Our special provision strategic review and development plan which was approved and published this year was widely consulted on with parents/carers, young people and professionals. A key recommendation of this was the need for an additional special school.

[redacted]

Word count: 496

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

Table C1i - trends in your specialist provision for all children with EHC plans													
Type of provision	Number of providers used	Please indicate the number of pupils with an EHC plan living in your local authority who are placed within these settings, and the total cost (including base, top-up and transportation if applicable) of all placements at each setting				Projected figures without the new school you want				Projected figures if your bid for a new school is successful			
		2014 (pupils)	2014 (cost)	2018 (pupils)	2018 (cost)	2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (cost)	2022 (pupils)	2022 (cost)	2026 (pupils)	2026 (cost)
		Resourced provision and units inside local authority	1	1	1	1	1	1	1	1	1	1	1
Resourced provision and units outside local authority	1	1	1	1	1	1	1	1	1	1	1	1	1
Special schools (either maintained or academies) inside local authority	1	1	1	1	1	1	1	1	1	1	1	1	1
Special schools (either maintained or academies) outside local authority	1	1	1	1	1	1	1	1	1	1	1	1	1
Independent / non-maintained special schools inside local authority	1	1	1	1	1	1	1	1	1	1	1	1	1
Independent / non-maintained special schools outside local authority	1	1	1	1	1	1	1	1	1	1	1	1	1
Mainstream schools inside local authority	1	1	1	1	1	1	1	1	1	1	1	1	1
Mainstream schools outside local authority	1	1	1	1	1	1	1	1	1	1	1	1	1
General FE colleges (if relevant) inside local authority	1	1	1	1	1	1	1	1	1	1	1	1	1
General FE colleges (if relevant) outside local authority	1	1	1	1	1	1	1	1	1	1	1	1	1
Specialist FE providers (if relevant) inside local authority	1	1	1	1	1	1	1	1	1	1	1	1	1
Specialist FE providers (if relevant) outside local authority	1	1	1	1	1	1	1	1	1	1	1	1	1

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													



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 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)

Our vision sees Shropshire children and young people with SEND that are healthy, happy and safe, and able to achieve their full potential with support from a strong partnership between families, the voluntary sector and service commissioners.

Shropshire Council's overall strategy aim to improve outcomes for children and young people with Special Educational Needs & Disabilities (SEND) by promoting high aspirations and expectations.

This will mean that children and young people with SEND living in Shropshire

- are safe and well looked after in a supportive environment
- are resilient with good emotional wellbeing
- are positively engaged in their community
- are as healthy as they can be and see health inequalities reduced
- see any achievement gap narrowed and are successful in achieving their goals
- are prepared for independence and work in their adult lives

Shropshire is an inclusive authority and works to ensure that, where possible, all children and young people are able to attend their local mainstream school. Where this is not possible, Shropshire Council's aim is that the majority of children who require specialist provision will be able to access an appropriate school within a 30-minute commute.

Regardless of where children receive their education it is essential that all children and young people with SEN will access an appropriate curriculum.

The SEND strategy fits in to a number of county wide and regional strategies that include:

Sustainability Transformation Plan

The Sustainability and Transformation Plan (STP) for Shropshire and Telford & Wrekin sets out how the health and care system can remain fit for the future, help patients to become healthier and respond effectively to the growing demands being placed upon it.

Shropshire Transforming Care Partnership Footprint

Transforming care is all about making things better for people who have a learning disability and/or autism that sometimes results in behaviour that can challenge. It's about children, young people and adults. Listening to what people and family carers think is really important.

Locally, Shropshire Council, Shropshire Clinical Commissioning Group, Telford and Wrekin Council and Telford and Wrekin Clinical Commissioning Group are working together to develop a plan to help get Shropshire people back living in Shropshire.

The local Transforming Care Plan (TCP) has three key aims:

1. Have good services in the local community so people don't need to go into hospital in the first place
2. Bring back people who currently are in hospital to live at home
3. Make sure people feel safe and secure in their local community

The key theme that runs through all these strategies is the aspiration to ensure that everyone has access to high quality services in their local community. The development of a SEND free school in Shropshire is therefore a critical component in achieving those aims.

In March 2017, the government wrote to all directors of children's services to ask them to complete a review of high needs provision in their area. The review recommended that we should invest in the following:

The development of specialist provision attached to mainstream schools in order to meet the needs of complex learners – particularly those with communication and interaction difficulties - enabling them to be educated closer to home.

These provisions should be either mainstream school-led (known as resourced provision) or special school-led but based on mainstream school sites – known as satellite provision which should see locally based additional capacity for SEND rise by around 100 places over the next three years.

A range of other recommendations were also made, including developing SEN support to provide early intervention for pupils with mental health needs, and stimulating the development of high quality independent provision through the development of a market position statement.

The review also recommended that preparatory work was carried out to develop a bid for a new special school for learners with social, emotional and mental health (SEMH) needs with associated social communication difficulties, in readiness for this new round of free school funding.

An extensive consultation exercise shaped this strategy which is outlined below:

10/11/2017 Parents and Carers from Shropshire Parent Carer Council AGM – Shrewsbury.

10/11/2017 to 8/1/2018 Various Schools – Special, Mainstream and independent Face to face meetings with a number of schools across Shropshire.

29/11/2017 to 22/12/2017 All stakeholders Strategic Review Discussion Document and Online questionnaire hosted on Shropshire Council's Website

11/1/2018 Head teachers and Local Authority Officers Central Policy Group meeting

1/2/2018 Secondary head's school's forum consultation.

84% of respondents were positive about the need for this special school and all were supportive of the increase options this would afford children and young people in Shropshire.

Shropshire has a comparatively high numbers with EHC Plans and Statements and also a high number of children supported in mainstream schools. The introduction the Graduated Support Pathway in September 2017 should allow mainstream schools to continue to support children who do not meet the thresholds for an EHCP. This reinforces the need for training and support for all education providers, and for skill-sharing between the special and mainstream sectors that it is hoped the free school can, in part, provide.

There are examples of excellent provision for children and young people with SEND within Shropshire schools. however far too many

Word count:

946

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Section C3 – why you want a new school and how it fits with your strategy and the local landscape

We want to open new schools where they are the right solution for the area. We are looking for bids where a new school will help local authorities meet children's needs, fit into the local authority's strategic plan for high needs provision and complement the local education offer.

Please use box C3 to explain the rationale for a new school.

In addition, please use table C3 to provide evidence of engagement with others and attach any supporting evidence of this (e.g. letters) when you submit your bid.

Box C3 - why you want a new school and how it fits with your overall strategy

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

The proposed free school is a 120 place 4 -16-year-old school children with SEMH and ASD needs. We would expect the school to offer a full range of placements from Full time and part time through to short term in order to be as flexible as possible in order to meet individual young people's needs.

The area identified for the location of the free school is Bowbrook, Shropshire. Bowbrook is approximately 2 miles west of Shrewsbury which has excellent road and rail links making it accessible to learners from a wide area, including neighbouring authorities. Our needs analysis tells us that Shrewsbury has the highest concentration of need in Shropshire and would be served perfectly by locating a SEND free school here.

Reviewing current statement and EHCP data we mapped pupils by postcode to identify high concentrations of need. The needs analysis is attached as an appendix. These maps reveal particular pressures and patterns with concentrations of need around Shrewsbury and the main county towns, namely Oswestry, Ludlow, Market Drayton, Whitchurch, Cleobury Mortimer and Bridgnorth.

We are committed to inclusive and high quality education for pupils with special educational needs and continue to make available the highest levels of inclusive mainstream provision to pupils of all ages in comparison with other local authorities in England, data would indicate this is successful. To compliment this, in September 2017 we introduced a graduated Support Plan providing access to high needs funding for learners without EHCP's.

Continuing the effort to extend the range of inclusive learning opportunities for pupils, the Council is also developing a network of additional resourced provision at mainstream and academy primary and secondary schools throughout Shropshire which should see around 100 places introduced over the next 3 years and at the higher end of this continuum is the development of this SEND free school

The Council recognises that its policy of establishing a network of resourced schools and a SEND free school is, by its very nature, less inclusive than making provision in each and every local mainstream school. But the introduction of the graduated support pathway shows the commitment to ensure that these will not become an alternative to mainstream provision but will support different learners.

The rationale for this policy centres on the lack of expertise, specialist support and resources to be able to offer suitably enhanced provision in every school. Resourced schools and Special Schools are seen as key developments in extending the range of provision available to pupils across Shropshire. By developing The free school and resourced provision, the Council believes that it is enhancing the range of provision for children and parents within Shropshire.

We know that young people do better when they are able to access provision within their local community to see this school as an

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	Reviewed the SEND commissioning plans for our neighbouring authorities to ascertain their implications on Shropshire learners. Outlined our planned free school proposal and asked for feedback	Clear indication that neighbouring authorities plan to use existing provision in their areas to meet local sufficiency and reduce the importing of learners from out of county placements. Responss to the free school bid proposal mirrored these findings.
Commissioning bodies in your area – please specify	Local Authority school places commissioners meetings and housing development planning teams	Reviewed the findings and recommendations of the high needs review and agreed that there was a clear need for additional special school provision
Local mainstream schools – please specify	Face to face meetings with mainstream and independent special schools	Supported the proposal to create addiitonal capacity within Shropshire
School representative bodies e.g. schools forum – please specify	Attendance at central policy group meetings and school's forums	Presented recommnedations of the high needs review and gained 84% positive response to the development of a freee school.
Representatives of parents and carers and young people e.g. parent/carer forum – please specify	Engaged with Shropshire parent and carer council to co produce the high needs review and recommendations.	Fully supportive of the SEND free school bid. Looking for more options for young people locally.
Any other partners e.g. community groups, FE colleges – please specify	Engaged with local MP, elected members and DfE regional improvement lead.	All supportive of the need to develop this provision. Please see attached appendicies for further detail.

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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)

We have identified a 7-hectare site in a central position in Shropshire. The area is one that has seen and will continue to see significant growth in population as an expanding suburb of Shrewsbury.

With such a large site available we hope to locate an all through special school on the same site as an all through mainstream school, but appreciate the complex nature of the funding that will need to align in order to deliver on this aspiration. The site identified is already the preferred option for the development of a primary school and our school place planning team fully expects that secondary provision will also be required in the near future. We have s106 capital already set aside to fund the primary provision and would hope this would align perfectly with the wave 13 free school development if we were successful.

Whilst we understand that our exciting proposal is dependent on funding available, we are convinced we could, if necessary, take a modular approach to the development creating one special school, primary school and secondary in a phased approach which would see one fully integrated school as the final result built in discrete blocks as funding permits.

In doing so we feel that we could create a unique learning environment for all learners and in particular unparalleled opportunities for reintegration from special back in the mainstream provision by offering the full continuum of provision from mainstream to mainstream with additional graduated support planning, resourced provision and Special school support all under one roof. This would allow for seamless escalation and de-escalation dependant on individual learner needs, whilst removing the often challenging transitions that learners with SEMH and ASD find particularly difficult when moving schools. The development as a whole will also mitigate any unintended consequences such as unnecessarily increasing the number of learners in special school provision.

The single site would also create huge opportunities to share both building and staffing resources and offer excellent value for money from both capital and revenue development. It would also reduce some of the stigmas that arise for learners attending special school provision. Ideally we hope that one proposer would ultimately be responsible for all the provision on site to maximise the integration opportunities.

The school would become a centre of excellence and provide outreach support to improve outcomes for pupils with SEMH and ASD attending mainstream schools by building capacity through bespoke training packages and programmes of support, working with staff and children over fixed periods to develop specific skills. Additional support for parents would also be freely available.

The Outreach support would be able to draw upon the experience and expertise of the special school staff, who would provide practical advice and strategies to support:

Assessment of need, multisensory approaches for effective classroom access, structuring curriculum routines and developing schedules, person centred learning, positive behaviour management approaches, attachment disorder, communication programmes, disability awareness and working with pupils who have specific learning disabilities and preparation for employment and independent living.

Word count:

494



Free school bid form Shropshire

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Section D – the proposed location and site

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

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

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


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

.....

Please tick the box below to confirm that the relevant Lead Member for Corporate Property has seen this bid and is content with the information provided about site (if provided).

Please tick to confirm

Table D - the proposed location and site	
<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to APspecial.freeschool@education.gov.uk, if possible. If applicable, please also describe the potential impact of any specialism that you plan for your school to have on the site requirement.</p>	[REDACTED]
<p>Please tell us the postcode of a central location in your preferred area. You need to provide this even if you have already identified a preferred site. It must be a full postcode e.g. SW1P 3BT, not SW1.</p>	[REDACTED]
<p>Your calculated building space using the ESFA formula (see section D in the guidance) and any comments on this.</p>	[REDACTED]
If you have identified a preferred site, please complete the rest of the table:	
<p>Full address and postcode of preferred site. It must be a full postcode e.g. SW1P 3BT, not SW1.</p>	[REDACTED]
<p>In which local authority is your preferred site?</p>	Shropshire
<p>Please tell us how you found the site.</p>	[REDACTED]
<p>Please confirm the tenure.</p>	The local authority submitting the bid
<p>Please include information on purchase or lease price if known.</p>	Not applicable
<p>Who owns the site?</p>	The local authority submitting the bid
<p>Is the site available/on the market? (Please attach agents' particulars as an additional file and send it to APspecial.freeschool@education.gov.uk if available)</p>	No
<p>Name and contact details of owner and/or the agent or local authority representative</p>	Phil Wilson.
<p>If the site is local authority owned, which local authority owns it?</p>	Shropshire
<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>	YES
<p>What kind of site is it?</p>	Cleared site requiring new build

What is the current use?	Other - please describe
If government building or other, please describe.	N/A
Why have you chosen this site? What makes it suitable?	
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	The site is approximately 7 hectares and has no current usage.
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	The site does not have any buildings on it currently.
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.	The site is not named as part of any housing development. The proposal includes a mainstream primary school that would be developed using section 106 contributions that have already been secured. Building a special school at the same time may allow for significant cost savings.

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