



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 1 of 1

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

Overview

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

Overview table	
Name of your local authority	Somerset
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. SEMH & SLCN 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)	N/A
Optional: brief description of your expected future need for new special and AP schools, and when they are needed	Somerset is currently rolling out a capital programme which is delivering additional places by expanding a number of broadly designated (ASD, MLD, SLD & PMLD) special schools around the county. This bid is designed to address the need for a new behavioural (SEMH & SLCN) school in the eastern side of the county.

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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.

We are the Directors of Children's services at Somerset County Council and Devon County Council and we have seen this expression of interest and support it.

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

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

We also confirm that we are aware of the financial consequences of the commissioning on our high needs budget.

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

Signed:

Position: Director of Children's Services at Somerset County Council

Print name: JULIAN WOOSTER

Date: 12/10/2018

Signed:
Position: Director of Children's Services at Devon County Council
Print name: JO OLSSON
Date: 12/10/2018

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:

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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.

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] Somerset	Phil Curd	Telephone: Mobile: Email: Address: PP402, County Hall, Taunton, Somerset, TA1 4DY
[If applicable, select name of second local authority in cell C36 below] Devon	Simon Niles	Telephone: Mobile: Email: Address: Room AB2, Lucombe House, County Hall, Topsham Road, Exeter, EX2 4QD
[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

Note: Although Dorset County Council is not formally supporting this bid, it has committed to commissioning places from this school should their own bid be unsuccessful.

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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.

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)

Empty text box for describing 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
Somerset County 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
Devon County Council	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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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)	SLCN & SEMH. This will enable provision to be made for children with differing learning needs whose behavioural traits prevent engagement in mainstream education. Funding would be consistent with the specialist top-up banding system employed for places in all maintained special schools across the county.
Age range	5 to 16
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	<p>██████████ per place (base funding) plus £variable per pupil (top-up funding), dependent on need. Somerset employs 7 banded top-up amounts which are allocated to pupils based on the complexity of their needs:</p> <p>██████████</p> <p>██████████ is anticipated that all children would be in receipt of at least Band 3 with most at Band 4 and above.</p>
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
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

<p>Describe any planned outreach, training and/or reintegration support (including details of funding that will be made available to support the school with this)</p>	<p>Once open, the local authority will be keen to host discussions about the development of an outreach offer which supports local mainstream schools to become more resilient and better manage the needs of children exhibiting challenging behaviour with the aim of reducing exclusions and demand for specialist provision.</p>
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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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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.

Box C1 - the current context in your area <i>(we expect your response to this section to be no more than around 500 words, excluding your entries on table C1i/C1ii)</i>		
<p>Somerset has around 70,000 children of statutory school age. Of these just over 9900 are considered to have SEND with 1369 of those having EHCPs. There are 1075 children with high needs funding support, most of whom are likely to convert to EHCPs over the next 18 months.</p> <p>Once these conversions have been completed, 3.1% of Somerset's school children will have an EHCP, aligning us much more closely with the regional average (2.8%) and national average (2.9%).</p> <p>Of those statutory school age (4-16) children with an EHCP, 760 are in special schools with 614 children in maintained special schools and 146 in independent & non-maintained special schools. On average a placement in the independent or non-maintained sector is around [REDACTED] annually, this compares with an average cost of around [REDACTED] for children in maintained special schools.</p> <p>This bid is shaped around Somerset's aspiration to balance its special school offer and ensure children can be educated close to home in good quality provision, regardless of their needs. As a commissioning partner, Devon County Council will place an annually agreed number of children at the school using Somerset's statutory panel processes.</p> <p>Somerset's projections are published annually in its School Place Planning Infrastructure Growth Plan. Projections for special school places in each of Somerset's virtual catchment areas can be found by copying and pasting the link below in to a web browser:</p> <p>[REDACTED]</p> <p>Although work is being done to increase capacity and meet future need at generic special schools which can meet the needs of children with PMLD, SLD, MLD and ASD, Somerset has a significant deficiency in terms of maintained provision for children whose SEN result in challenging behavioural difficulties (SEMH & SLCN).</p> <p>Somerset's only maintained SEMH school, Sky College is located in Taunton and can accommodate up to 65 pupils. Its location makes access for children in the eastern half of the county difficult and site constraints prevent it being expanded to accommodate more children. As a result, this bid is designed to accommodate children located in the virtual catchment of South Somerset and some children living in the Central Somerset and Mendip virtual catchment areas. To give a fuller picture of SEMH need in the county, in addition to those children currently placed at Sky College, there are a further 85 Somerset children aged 4-16 with a primary need of SEMH placed in independent and non-maintained special schools. Based on the averages above, these placements alone create an additional pressure of at least [REDACTED] annually.</p> <p>Special school place projection models for Somerset put demand for SEMH special school places at in excess of 180 by 2022.</p> <p>Somerset is also experiencing a period of increasing exclusions from mainstream schools and parents opting to electively home educate their children. The addition of this new school and its expertise would create opportunities for the development of an outreach offer which would support schools to become more resilient and manage the needs of pupils who exhibit challenging behaviour.</p> <p>Introduction of state-funded provision in South Somerset, would have immediate benefits; Reduce travelling time for pupils who would otherwise have to travel to Taunton, reduce associated transport costs, reduce the need to commission places from independent and non-maintained providers and the additional costs associated with those placements.</p>		
<table border="1" style="border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;"><i>Word count:</i></td> <td style="text-align: center; padding: 2px 10px;">532</td> </tr> </table>	<i>Word count:</i>	532
<i>Word count:</i>	532	

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															
		2014				2018				Projected figures without the new school you want				Projected figures if your bid for a new school is successful			
		(pupils)	(cost)	(pupils)	(cost)	(pupils)	(cost)	(pupils)	(cost)	(pupils)	(cost)	(pupils)	(cost)	(pupils)	(cost)		
Resourced provision and units inside local authority																	
Resourced provision and units outside local authority																	
Special schools (either maintained or academies) inside local authority																	
Special schools (either maintained or academies) outside local authority																	
Independent / non-maintained special schools inside local authority																	
Independent / non-maintained special schools outside local authority																	
Mainstream schools inside local authority																	
Mainstream schools outside local authority																	
General FE colleges (if relevant) inside local authority																	
General FE colleges (if relevant) outside local authority																	
Specialist FE providers (if relevant) inside local authority																	
Specialist FE providers (if relevant) outside local authority																	

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

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



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Section C2 – your strategy for high needs provision

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

Box C2 - your strategy for high needs provision

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

Somerset's strategy for SEND is outlined in the following policy:

Somerset's Special Educational Needs and Disability (SEND Strategy for Children and Young People aged 0 - 25.

The policy itself can be found by copying and pasting the link below in to a web browser:

[Redacted link]

Our vision in Somerset is clear:

"We want every child and young person to have the greatest possible opportunity to be the best they can be, to be happy, and have choice and control over their life."

To achieve this the strategy identifies five outcomes, produced in partnership with schools, our parent carer forum and SEND professionals:

Outcome 1 – our families, children and young people report a positive experience of our SEND systems and support, feel empowered and confident to engage and to make decisions.

Outcome 2 – timely and accurate assessment and identification of SEND across education, health and care services.

Outcome 3 – inclusive and equitable access to good quality local education.

Outcome 4 – smooth and effective transitions happen at key points for the child and young person.

Outcome 5 – creative partnership working delivers effective, fair and transparent systems and services.

Outcome 3 focuses on **inclusive and equitable access to good quality local education**. Under Outcome 3 the following clarification is given:

"This means that there is a sufficient and appropriate range of provision for children and young people with SEND and education happens as close as possible to their home."

Somerset has committed significant investment to expand its special school estate. Generic special school provision (PMLD, SLD, ASD & MLD) is being expanded in Taunton while funding has been approved to significantly increase provision in Bridgwater and design work is nearly complete.

Earlier this year bids for additional capital investment were submitted to expand both generic special schools in Yeovil and the outcome of that submission is expected in January 2019.

In addition to those special school projects, over the last 18 months 4 new or expanded ASD Resource Bases have been delivered in Bridgwater and Taunton while the two ASD Resource Bases in Yeovil will be expanded during the Spring term of 2019.

This investment has been delivered to achieve Outcome 3 as stated in our SEND Strategy but will have a number of additional benefits:

Children with SEND can be educated much closer to home, in settings where they remain part of their local community and where they can develop and maintain appropriate peer groups.

Provision close to home supports parents to more closely engage with the school and with their child's education.

It reduces the length of time children spend travelling to school, which not only improves their readiness to engage in

It reduces the length of time children spend traveling to school, which not only improves their readiness to engage in learning, but significantly reduces transports costs and pollution.

Sufficient capacity in each local area, to support a broad range of needs, reduces the local authority's requirement for comparatively expensive places in the independent and non-maintained sector, meaning funding can be targeted elsewhere.

This bid is designed to address the inequitable provision of special school places for children in South Somerset with challenging behaviours stemming from SEMH and SLCN.

Provision to meet these needs locally is the missing part of Somerset's special provision jigsaw and as such, we are submitting what we believe to be a strong joint bid with our partners from Devon County Council.

Word count:

541

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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.

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

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

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

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

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

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

As outlined previously, Somerset is investing significantly in its special school estate in order to deliver good quality places for children and young people with SEND. These places will be close to home, designed for purpose and provide environments which enable high quality teaching and learning.

Our gap is in the provision of places for children living in South Somerset whose SEMH / SLCN needs result in challenging behaviour. At present those children would have to travel out of their community to Somerset's only maintained SEMH school, Sky College in Taunton. That journey takes at least an hour, pupils arrive frustrated and fatigued and are difficult to engage.

The distance creates a barrier for parents so their engagement with the school and their child's education is limited, affecting outcomes.

Sky College can only accommodate boys aged 10-16, so girls or younger children have to be placed in independent and non-maintained provision across Somerset and over its borders in to neighbouring counties.

Again, this means children leave their local community for education, impacting on their ability to develop and maintain appropriate peer relationships. The relatively high cost of these placements puts additional strain on an already pressured high needs budget.

If successful, this bid will see the delivery of a school right in the heart of South Somerset but also within reasonable distance of Dorset (Sherborne 12 miles) and Devon (Axminster 20 miles). On that basis, Devon has decided to formally support this bid and commission places from the new school. Dorset is supportive of the bid and has committed to commissioning places should their own free school bid be unsuccessful.

Its location will mean no child SEMH / SLCN needs will have to leave their local community for education, reducing and removing barriers to engagement and associated costs.

The dual-cohort nature of the school will mean that children with similar challenging behaviours, but very different needs, can be educated separately but on a single site, designed for purpose.

Its registration will mean that boys and girls from KS1, KS2, KS3 & KS4 can all be placed in a single school, meaning they will not be excluded from their local community due to their sex or age.

Having a school with specialist expertise in identifying and tackling the root cause of challenging behaviour will also provide a valuable resource for other schools in and around South Somerset, particularly those mainstream schools which are experiencing a high number of exclusions. There are clearly opportunities for the new school to work in partnership with the local authority, local schools and other stakeholders to develop an outreach offer which supports more children to remain in their local mainstream school.

In summary, Somerset wants the best for its children and is investing significantly to ensure there are sufficient good quality provision for our most complex and vulnerable pupils. Recognition of this effort by way of a successful free school bid would be an enormous boost to the county during what are very challenging times.

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	We have engaged with North Somerset, Wiltshire, Dorset and Devon in relation to this bid by exchanging e-mails and phone calls.	We are willing to support North Somerset's bid as a commissioner of places. Wiltshire and Dorset's proposed sites are too far from Somerset for us to commission places, although Dorset have committed to commissioning from our school should its bid be unsuccessful. Devon is supporting our joint bid as a commissioner of places.
Commissioning bodies in your area – please specify	N/A	
Local mainstream schools – please specify	Schools have been updated through meetings.	Somerset's schools are supportive of the bid in order for a clear provision gap to be addressed.
School representative bodies e.g. schools forum – please specify	Schools Forum has been informed of the bid.	This bid is seen as an important part of Somerset's High Needs Deficit Recovery Plan and as such, Schools Forum and its High Needs Sub Group are supportive.
Representatives of parents and carers and young people e.g. parent/carer forum – please specify	Somerset Parent Carer Forum engaged with the bid through High Needs Sub Group	Somerset Parent Carer Forum is supportive of the bid.
Any other partners e.g. community groups, FE colleges – please specify	FE Colleges have been made aware of the bid through the local authority's Post-16 Advisor.	There have been no objections to the bid.

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

Section C4 – the expected outcomes

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

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

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

Box C4 - expected outcomes

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

The expected outcomes of a successful bid are clear and would have a significant impact on Somerset and its children:

Attainment: An ambitious educational offer which meets needs, will support children to achieve. For example, although Somerset's EHCP children do well when compared to national averages, we are keen to close the Attainment 8 gap seen when compared to regional neighbours.

Attendance: Good quality provision, where children feel engaged, safe and less anxious will have a positive impact on attendance rates, supporting children with EHCPs to close the attendance gap on their non-SEN peers.

Destinations: Developing partnerships with local FE colleges and training providers will support children to engage in effective transition pathways, reducing the NEET figures of children with SEND and closing the gap seen between them and their non-SEND peers.

Accurate Identification: Having a dual-cohort entry reduces the risk of children with challenging behaviour having their needs wrongly identified and placed in inappropriate provision. With the implementation of this model, the school will be able to assess children upon entry and decide which stream or cohort that child is best placed, in order to meet their needs.

Local Provision: Boys and girls, aged 5-16, from South Somerset who require specialist provision to address challenging behaviour will, for the first time, be able to be educated in their local community. This will enable them to develop and maintain appropriate peer relationships in and out of school and will remove geographical barriers which have historically prevented parents engaging as closely as possible in their child's education.

Improved Engagement: By creating provision close to home, children will be prevented from travelling further, for longer periods of time, meaning they will arrive at school ready to engage in their learning, improving their chances of fulfilling their learning potential and their educational outcomes in terms of progress and attainment.

Reduced Financial and Environmental Costs: Less travelling will also reduce transport costs to the local authority and reduce the pollution associated with the vehicles undertaking those journeys.

Early Intervention: With a wider age range, children will be able to be placed at a younger age, enabling expert

practitioners to address their needs at the earliest opportunity. If this can be facilitated, there is a good possibility of children being able to transition back to mainstream provision at appropriate phases, where with the right support, they will achieve better educational outcomes and improved transitions to adulthood.

Development of Peer to Peer Support: The introduction of this type of specialist expertise in South Somerset creates outreach opportunities for the school. By working in partnership with the local authority, local schools and other stakeholders, an outreach offer to support mainstream schools to become more resilient, reduce exclusions and manage more children with challenging behaviour in their settings can be developed.

Efficient Use of Resources: The cost benefits of additional state-funded provision are also important. Due to a lack of capacity, many of Somerset's children with behavioural needs are placed in independent and non-maintained provision at significant additional cost. By being able to align this new schools funding arrangements with Somerset's existing banded system will reduce pressure on the high needs budget and allow resources to be focused elsewhere.

An unintended consequence of establishing new provision might be a stimulation of demand for special school places. This would be tackled in two ways; through the development of outreach provision to support mainstream schools work with children with challenging behaviour and increase the top-up funding available to mainstream schools by distributing the savings achieved by not having to purchase placements in the independent and non-maintained sector.

Word count:

588

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Free school bid form 1 of 1

- 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.
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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>	1950m2
<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>	[REDACTED]
<p>In which local authority is your preferred site?</p>	Somerset
<p>Please tell us how you found the site.</p>	Through an internal appraisal of land assets owned by Somerset County Council.
<p>Please confirm the tenure.</p>	The local authority submitting the bid
<p>Please include information on purchase or lease price if known.</p>	N/A
<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>	[REDACTED]
<p>If the site is local authority owned, which local authority owns it?</p>	Somerset
<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>	Confirmed.
<p>What kind of site is it?</p>	Cleared site requiring new build
<p>What is the current use?</p>	Other - please describe

<p>If government building or other, please describe.</p>	<p>It's a field currently being used for agriculture.</p>
<p>Why have you chosen this site? What makes it suitable?</p>	<p>[REDACTED]</p>
<p>If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to APspecial.freeschool@education.gov.uk</p>	<p>The site measures 11 acres (44,515m2). Plan attached.</p>
<p>Please comment on the condition of the building. Please attach photos if available as an additional file and send it to APspecial.freeschool@education.gov.uk</p>	<p>There is no building.</p>
<p>If the named site is part of a housing development or the school is attracting Section 106 contributions, please give as much detail as possible, including: the development and developer, timing and programme of build, number of housing units, status of planning application and any links to planning applications/decision notices, extent of funding coming from the developer plus confirmation of the local authority's position in relation to your free school using this site.</p>	<p>N/A</p>

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