



Free school bid form

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

Published: July 2018

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The bid form explained

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

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

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

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

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

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

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

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

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

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

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

Free school bid forms should:

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

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

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

Overview

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

Overview table	
Name of your local authority	Wiltshire
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. (4 - 18) Special School ASD / SEMH 150 places 2. Not applicable – submitting 1 bid
List the bid(s), if any, that another local authority is leading on and that you are supporting (including the name of the lead local authority)	None: Not possible in our rural context
Optional: brief description of your expected future need for new special and AP schools, and when they are needed	There is a need to address overcrowding and growth across our whole special school estate, providing a substantial increase in places to meet projected demand by 2026. The overall aim, to which the council is committed, will be to provide an equitable distribution of places in north and south Wiltshire.

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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.

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 **Wiltshire Council** 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 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 Wiltshire Council

Print name:

Terence Herbert

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:

Signed:

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

Print name:

Date:

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Section A1 – local authority(ies) putting forward this bid

Please complete table A1. If this is a joint bid, information must be provided for each local authority involved and the lead local authority must be stated. **Please note that including a local authority on this list means they have committed to commissioning places.**

If you are the sole local authority submitting a bid (i.e. it is not a joint bid), then you must provide the reason why in box A1.

Table A1 - local authority(ies) putting forward this bid		
Name of local authority	Name of person leading	Contact details
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] Wiltshire	Judith Westcott	Telephone: [redacted] Mobile: [redacted] Email: [redacted] Address: Head of Commissioning, Wiltshire Council,
[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

The bid is partly to provide sufficient special school places for serving soldiers' families that are being moved to Salisbury Plain from Germany as part of Army Basing. Wiltshire is a mainly rural county. The proposed site for the school is Salisbury, a small city located to the south of Salisbury Plain, which is a very large uninhabited parcel of land used by the MOD for military training purposes. DEFRA statistics ranks Wiltshire 2nd (Cornwall 1st) most rural in the Rural-Urban Classification of Local Authorities (2011 National Census). All neighbouring local authorities (LAs) have been asked if it is practical for them to commission places at the proposed school. Where possible there is joint commissioning, for example 30 places are commissioned from BANES council for ASD pupils living in north Wiltshire. However, in this case after extensive consultation with neighbouring LAs joint commissioning of places in the South has not proved practical. All neighbouring LAs support the need for the school. On this basis, Wiltshire is making a solo bid as it is not feasible for the school to serve more than one local authority due to travel times.

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Section A2 – evidence that the new school will be fully commissioned

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

In addition, if you are submitting a bid for a new AP free school, you must also:

- Attach commitments in writing from any commissioners other than local authorities (e.g. local schools) indicating their firm intention to commission a specific number of places in the first two years, including the top-up funding they will pay for the children occupying the places;
- Attach evidence that the commissioners have made an informed decision, for example, confirmation that commissioners have seen your bid, and are aware of the characteristics of the new school and the outcomes you want to achieve; and,
- Provide information in box A2 about the commissioning and funding model used in your area(s). To note, we will ask for further details

Box A2 - for AP schools only, please use this space to describe the commissioning and funding model(s)

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

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Section B – what type of school is wanted

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

Table Bi - what type of school is wanted	
Type of school	Special free school
Category of provision/needs (if more than one type, with different top-up rates, please explain)	ASD and SEMH
Age range	5 to 19
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	██████ per place (base funding) plus ██████ per pupil (top-up funding) 2018 rates. Forecast ██████ top up funding by 2026.
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)	150 places
Type of places offered (e.g. full time, short term, part time)	Full time
Number of nursery places, if applicable	0
Number of 16-19 places, if applicable	30
Describe any planned outreach, training and/or reintegration support (including details of funding that will be made available to support the school with this)	An outreach service is already brokered with Special Schools by Wiltshire Council as a traded service to mainstream schools that support children and young people with autism. The new free special school will increase the capacity of this service to meet forecast demand. The service includes a comprehensive autism training package to teachers, support staff and school leaders based on the Autism Education Trust (AET). Individual pupils are also supported through bespoke training packages. Wiltshire Parent & Carer Council plays a key role in advising about how families are supported.

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

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Section C1 – the current context in your area

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

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

Box C1 - the current context in your area

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

In Wiltshire, children with SEN can have their education needs met in one of four broad types of provision:

- In a mainstream school
- In a resource base attached to a primary, infant, junior or secondary school, or as part of an Enhanced Learning Provision (ELP) at 27 of the 29 Secondary schools in Wiltshire (neither of the two Grammar schools have ELP)
- In a Wiltshire special school
- For pupils with particularly complex needs we work with other Local Authorities and independent providers to commission independent sector specialist provision within and outside of the County

Wiltshire currently has six special schools covering a range of SEND designations, totalling 628 commissioned places in 2018. 4 of the schools (Downland, Exeter House Academy, Larkrise & Rowdeford) have good OFSTED reports, one requires improvement (St Nicholas) and one (Springfields Academy) is awaiting an inspection after joining a new trust which is supporting good progress. There is no special school in the south of the county that can support children and young people with ASD and SEMH who do not have complex physical disabilities or learning difficulties. Children and young people with ASD/SEMH without complex needs who live in the south, travel to Springfields Academy (ASD) in Calne (typically 35 miles) or to Downland School (SEMH) in Devizes (typically 26 miles). Currently, approximately 71 pupils make such journeys every day.

A rising number of pupils (currently 145) attend independent special schools. These can be costly placements, but are often the preferred choice of parents where the alternative would involve excessive travel times to our north Wiltshire schools. Some of these children/young people may also have needs that cannot be met in our schools in the north.

In creating a new 4 -19 special free school in Salisbury, Wiltshire Council will reduce the number of placements made to independent special schools and place all pupils with SEMH or ASD needs who live in the south. By 2026, this is expected to result in a saving of ██████ per year.

Word count: 334

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)

Wiltshire's vision for high needs provision supporting children and young people with SEND is to:

- Improve outcomes
- Ensure good safeguarding practice
- Reduce, prevent and mitigate the effects of child poverty
- Enable resilient individuals, families and communities.

The specific objective for SEND provision is - the right educational provision, in the right places, for the right pupils, at the right time, and that the right support is offered to enable schools to achieve the best possible outcomes for pupils with special educational needs.

Wiltshire received good feedback from the recent OFSTED SEND area review. However, there are significant cost pressures for both the local authority and for other providers of SEND services. Whilst numbers of pupils with identified SEND are relatively stable, planned housing developments and the movement of troops into the county in 2019 will see the number of children with SEND in Wiltshire rise.

The key strategic issues requiring immediate attention in Wiltshire are:

- Pupil numbers: an additional 220 special school places are needed by 2026 (123 in the north and 97 in the south)
- Lack of provision in the south requires 71 ASD & SEMH special school pupils to travel from south to north (growth referred to above will sustain the viability of the schools in the north)
- Poor physical condition and overcrowding by 50% of two Special Schools in the north. This limits the schools' ability to meet the profound and complex needs of the pupils
- Financial pressures on some special schools and on the high needs block as a whole
- The imminent move to the Salisbury Plain Training Area of soldiers and their families from Germany as part of Army Basing
- Outcomes in all settings

Considering the MOD's policy not to deploy soldiers with children with high level of SEND overseas and Wiltshire's position as the largest military centre in the UK, there is increased probability army families with a high level of SEND will locate to Wiltshire. It is anticipated that Army Basing when fully deployed will generate additional need for 10 – 15 ASD/SEMH special school places near Salisbury. Evidence for this already exists at Exeter House (for profound and Complex needs), the only special school in the south, which currently has 20% military families compared with an average of 7% in the Special Schools in the north.

A programme of work and actions taken to address the above issues, including

- THIS BID to create a new ASD/SEMH school in the south, providing an additional 150 places over time, to meet future demand and reduce geographic inequity of provision between north and south
- Address overcrowding of Severe Learning Difficulties / Complex schools in the north. Enable an increase of capacity to a total 350 to meet projected demand by 2026.
- To facilitate new and/or expanded primary phase ASD/SEMH provision in the north and south, providing up to 50 additional places over time, to address shortfalls in current provision and to better meet the needs of children
- Outreach & inclusion in centres of excellence providing a network of support

Wiltshire has a strong track record of working with mainstream schools to prevent transfer of ASD / SEMH pupils to special school and also to achieve reintegration of pupils into mainstream from special schools. To build 'safe independent lives', it is acknowledged that these lives will be lived predominantly in a child's own community. Hence it is fundamental to supporting the child and their family that every opportunity is sought and identified to start their journey back to mainstream. Our SEN 2 data (2018) demonstrate the effectiveness of this approach to inclusion and managing transition back to main stream schools. England's average uptake of special school places is 35.8%, the South West average is 30.4% the Wiltshire average is 23.4%. This is the 19th lowest percentage in England LAs. The high level of integration in mainstream schools will continue with the new special free school in Salisbury. Support for mainstream school from Rowdeford, Downland and Springfield special school is already in place. Our SEND support services and special school teams build expertise in mainstream schools for children with ASD/SEMH. All Wiltshire schools would be informed of the new free school, its focus and the ethos of transition and fluidity of movement between schooling systems to support the child. Transition criteria would be shared and all schools alerted to the new provision as a centre of support and SEND excellence. If a child in mainstream provision was at risk of disaffection/ exclusion, the new free school would support on a spectrum from advice to observation to direct support within the school. All transitions involve effective partnerships with parents/ carers. Our special schools employ full time parent support and work in partnership with Wiltshire Parent Carer Council (WPCC).

Our shared underlying principles in Wiltshire

- Delivering high standards of education for all pupils that counter vulnerability and disadvantage
- Providing pathways that are relevant to the needs of our young people and the wider community
- Basing our approach on verifiable research evidence
- Championing young people rather than institutions
- Schools collaborating rather than competing where it delivers positive impacts on learning

Wiltshire Council's strength is based on the ability to build positive relationships. We will fully utilise this strength with pupils, parents/ carers and all other stakeholders to ensure success for the new school. Our vision for the new free school is to create a future, built around 'safe independent lives' for ASD/SEMH pupils in the south of Wiltshire. The new free school will:

- Allow pupils to access to their local community
- Reduce pressures of transport and provide a saving to the High Needs Budget.
- Free up places at special schools in the north
- Create a financially sustainable provision with a clear set values and principles that maximise outcomes for pupils.

Word count:

958

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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)

Wiltshire Council is seeking to establish a new special free school with 150 places (4 - 19) for children and young people with SEMH and ASD in the south. The need for the school relates to three key issues highlighted as requiring immediate attention in Wiltshire's Strategic Plan:

- Pupil numbers: an additional 220 special school places are needed by 2026 (123 in the north and 97 in the south)
- Lack of provision in the south requires 71 ASD & SEMH special school pupils to travel from south to north
- The imminent move to the Salisbury Plain Training Area of soldiers and their families from Germany as part of Army Basing.

Considering the MOD's policy not to deploy soldiers with children with a high level of SEND overseas and Wiltshire's position as the largest military centre in the UK, there is increased probability army families with a high level of SEND will locate to Wiltshire. It is anticipated that Army Basing when fully deployed will generate the need for 10 – 15 ASD/SEMH special school places near Salisbury. The proposed site for the new school in Salisbury is also adjacent to two wards assessed as in the 20% most deprived in England using the Index of Multiple Deprivation (Bemerton South and Bemerton West). If successful, the investment in the new school and the jobs generated in the locality will be a boost for the economy of Salisbury as it recovers from the adverse publicity and economic impact of the recent Novichok incidents.

Extensive consultation about the future of special school provision in Wiltshire was undertaken in June and July 2018, as the culmination of two years of a developmental professional dialogue with schools, RSC and other stakeholders. The process enabled Wiltshire parent/carers, the special schools, all mainstream schools, the Wiltshire public, key care and health providers, stakeholder groups (e.g. parish councils) and other local authorities to participate. The consultation asked about how to: develop good schools which help children and young people to learn and be confident for now and the future; shape the best education and support which will keep and attract high quality teachers and professionals; manage all this within the funding that can be made available; involve everyone in making good decisions. Over 850 responses were received.

Responses were invited to the June/July consultation from Virgin Care the Children' community care provider in Wiltshire and the CCG. Both support the need to expand provision and specifically to address support for pupils with co-morbidity in ASD and SEMH.

Wiltshire's Children's operational teams experience the urgent need to offer placements closer to home so that children and young people can engage with their local communities, as well as reduce travel time. This has been identified as critical to preparation for adulthood and positive transition to adult life.

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	By Email all neighbouring local authorities	Neighbouring local authorities have indicated that the travel times to the new school in Salisbury would make commissioning places unlikely for them
Commissioning bodies in your area – please specify	An extensive consultation ended in July 2018 Wiltshire Children's Operational Team	<ul style="list-style-type: none"> • Recognition of overcrowding of Special Schools in the North particularly at St Nicholas and Larkrise (Complex / PMLD) • Interest in community links with implications for inclusion in the community and in adulthood
Local mainstream schools – please specify	An extensive consultation ended in July 2018; All mainstream schools were consulted as well as being on the strategic policy group.	<ul style="list-style-type: none"> • Concern over long journeys – more for time than distance • Concerns that lower-paid staff in particular would not move from current locations
School representative bodies e.g. schools forum – please specify	An extensive consultation ended in July 2018: Schools Forum.	<p>The existing schools are running in-year deficits of £1m overall and growing in the next three years</p> <ul style="list-style-type: none"> o The existing pattern of placements in independent special schools creates overspending in the High Needs budget
Representatives of parents and carers and young people e.g. parent/carer forum – please specify	An extensive consultation ended in July 2018: Wiltshire Parent Carer Council with 2,500 members.	<ul style="list-style-type: none"> • Desire to ensure that children and young people with SEND in Wiltshire receive the best possible education • That schools should be part of communities and have good facilities and resources
Any other partners e.g. community groups, FE colleges – please specify	An extensive consultation ended in July 2018: Pupil Voice; Wiltshire College	Students were happy at school and college. Relationships with friends and teachers were most important, and a 'family atmosphere'. Links with the community offered life-skill opportunities, as well as a sense of 'belonging'.

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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)

Table C1i expresses the financial case for a new 150 place free school in the South. Without increased maintained special school capacity in the region, places for pupils with ASD/SEMH will be provided by the independent sector. These places will be expensive, estimated in 2026 at █████ compared with █████ for the new school. Without the new school, the places are not likely to be in Wiltshire, so pupils will either travel long distances each day or become boarders. By 2026 the cost to the high needs budget of using independent special school places will be █████ per year.

Key outcomes desired from the new free school will build on current practice. In the context of a focus on vulnerability and disadvantage with resulting emphasis on quality first teaching that improves outcomes in parallel with wellbeing, pupils with SEN are more than twice as likely to be eligible for Free School Meals (FSM) as those without SEN (29.1% compared to 13.4%). Children with SEN make up 37% of all the children on FSM in Wiltshire. . The data below identifies that Wiltshire's approach to integrated and inclusive support to pupils with ASD is showing improvement in academic outcomes, compared to national averages. Our aim beyond this is to be in the top quartile for pupil outcomes, with expertise from the proposed centre of excellence shared across inclusive schools.

Pupils with ASD - EHCP		2016	2017
KS2 RWM	Wiltshire	19.6%	29.3%
	National	22.0%	27.5%
Attainment 8	Wiltshire	31.5%	30.0%
	National	30.6%	26.8%
Progress 8	Wiltshire	0.73	0.74
	National	0.68	0.72

The new free school will allow current commitments and achievements to be expanded upon enabling more children and young people to benefit from the good practice, including:

- A clear appreciation of the differing and shared needs of children and young people with ASD and those with SEMH
- A commitment to key performance indicators which focus on engaging pupils for readiness to return mainstream schooling
- A commitment to zero permanent exclusions and a philosophy which achieves high levels of attendance and limited fixed term exclusions
- A multi-agency approach to support the achievement of EHCP outcomes.
- An appreciation and commitment to pupil voice, such that the new school is shaped and designed with children and young people with SEMH and ASD
- A proactive and tangible partnership particularly with the ASD and SEMH special schools in the north of Wiltshire and with the wider group of special schools across the county.

The primary purpose the new free school will to promote independence for the child at a functional level. This must include aspects of social development, integration within the child's community and transition into employment/training. The pupil's curriculum both at school and the home has to be widened to focus on meta-cognitions skills and the functional application of these skills in their community. The focus will be on the application of learning within the pupil's wider world. Outreach support in schools and in the community, linked to parental partnership and collaboration are pivotal in facilitating this promotion of independence.

Word count:

500



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>	3,225 sq m. The site is more than adequate to accommodate a building of this size plus the required external space (1.79ha), 2.87ha is available .
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>	Wiltshire
<p>Please tell us how you found the site.</p>	Extensive option appraisal of available sites. Pre planning advice on suitability for school development
<p>Please confirm the tenure.</p>	The local authority submitting the bid
<p>Please include information on purchase or lease price if known.</p>	125 year peppercorn lease
<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>	Yes
<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>	Wiltshire
<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>	125 year peppercorn lease
<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>Agricultural Land, subject to a agricultural tenancy agreements with 1months' notice</p>
<p>Why have you chosen this site? What makes it suitable?</p>	<p>Planning Officers confirm in principle the site is suitable for a school development. Good transport links and close to City Centre. [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>NA</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>NA</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>NA</p>

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