



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

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 [X of Y]

- 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	Worcestershire
List the bid(s) you are submitting this wave, as either the lead or the sole local authority (including type of school e.g. special or AP) – please list these in priority order so that the first is your preferred bid	1. Special  2. Alternative Provision Primary
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)	
Optional: brief description of your expected future need for new special and AP schools, and when they are needed	



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

### Confirmation

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

I am the Director of Children's services at **Worcestershire County 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/our knowledge.

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

I 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**

<b>Signed:</b>	
<b>Position:</b>	Director of Children's Services at <b>Worcestershire County Council</b>
<b>Print name:</b>	<b>Catherine Driscoll</b>
<b>Date:</b>	<b>15th October 2018</b>

**Signed:**

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

**Print name:**

**Date:**

**Signed:**

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

**Print name:**

**Date:**

**Signed:**

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

**Print name:**

**Date:**

**Signed:**

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

**Print name:**

**Date:**

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

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

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

Table A1 - local authority(ies) putting forward this bid		
Name of local authority	Name of person leading	Contact details
<b>Lead local authority:</b> [select name of lead local authority in cell C30 below. This would be the local authority in which the school would be located] Worcestershire	Steven Larking - Lead Commissioner Education and Skills	Telephone: [REDACTED] Mobile: Email: [REDACTED] Address: County Hall, Spetchley Road, Worcester, WR5
[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**

Worcestershire County Council has been in contact with all of our neighbouring authorities but has been unsuccessful in identifying a suitable partner that meets our and their, specific needs. We are a large rural authority with boundaries with a number of different Councils. Locating a new special school in such a place that does not make transport times and costs prohibitive for more than one authority has proved impossible. Our current preferred location in Malvern, is 22 miles away from Warwickshire, 8 from Gloucestershire and 25 from Sandwell/Dudley. Herefordshire, our nearest potential partner was successful in the last wave for a new school and so is not seeking to commission additional places.

In addition as Worcestershire is seeking to create a bespoke multi-therapy special school to meet the needs of children and young people from within our County, many who currently have to be placed in out of County provision. The provision is small to average size, at 120 places, will provide our MET service and will take the lead in ASD outreach and in supporting our mainstream bases. Given this very specific Worcestershire focus and the relatively small size of the schools population, we are confident that we are capable of commissioning all the places ourselves and will not be reliant on commissioning from the wider area. This is supported by our information in table C1ii, which shows we have a need for all 120 places and that if the school was commissioned we could make a saving on our overall high needs budget by reducing very expensive out of county provision. This would also benefit our children and be in line with our Inclusion policy that states children and young people should be educated within their own locality where possible. However, despite this Worcestershire focus, we are not opposed to working more informally with other LA's in the area. Recent discussions with neighbouring authorities as part of our school organisation role has started the informal process of how we may work more closely together should one or more of us prove successful in this wave. We see this school as being a centre of excellence and believe that more informal partnership working with other local authorities will take place post any approval.

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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)**

Base funding will be received directly from ESFA and top-up funding agreed on a case-by-case basis with the authority, or school, commissioning a place within the provision. The Local Authority funds on [redacted] Schools will be the primary commissioner of the School and will be charged at various rates depending on the programme of intervention required.

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
Worcestershire 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
Bewdley Primary	First year of opening						
	Second year of opening						
Belbroughton Primary	First year of opening						
	Second year of opening						
Chaddesley Corbett Primary	First year of opening						
	Second year of opening						
Clent Primary	First year of opening						
	Second year of opening						
Comberton Primary	First year of opening						
	Second year of opening						
Foley Park Primary	First year of opening						
	Second year of opening						
Lickhil Primary	First year of opening						
	Second year of opening						
Offmore Primary	First year of opening						
	Second year of opening						
St Bartholomews Primary	First year of opening						
	Second year of opening						
St Catherines Primary Stourport Primary, Wolverley Seabright Primary St Kenelms Primary	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	Alternative provision free school
Category of provision/needs (if more than one type, with different top-up rates, please explain)	Primarily Schools commissioned behavioural support, to prevent permanent exclusions and facilitate transition back to mainstream school, alongside a small number of Section 19 Local Authority placements
Age range	4 to 11
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	█ per place (base funding) plus █ per pupil (top-up funding)
Gender (co-educational/boys/girls)	Co-educational
Total number of proposed full time equivalent places (once school is at full capacity - including 16-19 places, but not including nursery places)	45
Type of places offered (e.g. full time, short term, part time)	Full time, Part time and Short term based on bespoke needs and clear reintegration plan back into mainstream
Number of nursery places, if applicable	Would wish to explore this
Number of 16-19 places, if applicable	
Describe any planned outreach, training and/or reintegration support (including details of funding that will be made available to support the school with this)	The school will be supported by a local Teaching School including the development of a new and specialist Alternative Provision Teacher Training Pathway. The school is the result of local Headteacher initiatives who wish it to be the leading outreach centre supporting both parents and staff as well as pupils. The school will partner the Early Intervention Family Support Service which is commissioned to (by Worcestershire County Council) and led by local Headteachers via the The ContinU Trust (Educational Charity formed by Schools). All the above have established funding streams

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)*

Worcestershire has six Alternative Provision Schools, either Free Schools and Academies or maintained Pupil Referral Units, two at Primary Age. In 2016/17 there were a total of 141 permanent exclusions of which 114 were secondary aged children compared to 27 primary aged children which is an increase of 26% on the previous year; however, during the academic year only 20 children were reintegrated back into school. Furthermore, the number of days from the start date at the Alternative Provision to the reintegrating school has increased from 190 in 2014/15 to 285 in 2016/17. Where the Local Authority has been able to provide effective impartial support and monitoring to schools, parents and providers it has been able to ensure that all parties are clear of the expectations and how schools can better work together to support children in school and reduce the need to exclude or for parents feel the need to withdraw their children to either attend another school or home educate.

If the new school bid was successful, not only would the Council increase its much-needed alternative provision within the County, based upon the pupil numbers projected in each cohort/group and the reduction in Section 19 placements then in 2022 the Council would achieve in year savings of just under [REDACTED] (compared to pupil costings if the school bid was unsuccessful). Using the projected pupil numbers, in 2026 the Council could achieve in year savings of just under [REDACTED] This against a time of forecast increased demand.

Word count: 249

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

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

## Section C1 – the current context in your area

Free school bid form [X of Y]

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)*

Our recent Local Area Inspection identified a number of areas in which we must improve, and we have resolved to make these improvements and more. We have produced a SEND action plan which sets out how the Council and the Clinical Commissioning Group (CCG) will work together with partners, parents/carers and young people and with school leaders, to improve outcomes for children and young people with special educational needs and/or disabilities (SEND). It provides the vehicle for driving forward the first stages of this improvement. By May next year we will have established a number of collaborative programmes that will have embedded better approaches and provided the platform for ongoing development.

We expect that working with parents/carers and their representatives will be the norm. Co-production with parents and carers will increase at all levels – from the development of high level strategies, to undertaking policy and provision reviews, to young person level assessment and planning. A core module for staff induction will raise knowledge, awareness and understanding about the vulnerability of some children and young people, including those with SEND, and require professionals to consider what this means for their practice. A workforce training and support programme will bring professionals and parents/carers together. It will introduce challenge, explore higher aspirations and enable reflection on current practice, attitude and approach.

Our Action Plan requires professional staff to work across agency barriers and with parents, carers and young people. Leaders will monitor the impact of their work through the development of inclusive local provision. We will encourage and support reflection by school leaders on their contribution to more inclusive schooling in Worcestershire. We want to see creativity and innovation leading to less movement of children and young people in and out of schools, and more stability in their lives as they live and attend schools close to home.

Parents/carers will be more confident in local provision as schools, early education and childcare settings and post 16 providers model inclusive approaches and culture. Fewer children leave their local communities to go to school. Schools will develop new flexibilities and bespoke arrangements so that exclusions reduce, attendance increases and fewer parents/carers see elective home education as the solution for their child's education.

In January 2018, 2.9% of all children attending Worcestershire schools, or 2,491 children and young people, have EHC Plans. This is comparable with the national position. The figure is different for the number of EHC Plans in place for Worcestershire resident children and young people. At January 2018 this was 3,064, an increase of 372 or 14% on the previous year. The national percentage increase was lower at 11%.

This compares to the national position where 65% of first time EHC Plans named mainstream schools and settings, and 24%, special schools. 5% named post 16 providers of which less than one tenth were independent providers. This data shows that children are more likely to attend special schools if they live in Worcestershire, than nationally. There is a higher dependency on independent special schools and post 16 providers for Worcestershire children and young people with first time EHC Plans than the national position, with 5.3% being placed in independent special schools, compared to 2.9% nationally.

There is significant pressure for special school and Alternative Provision placements and this sets Worcestershire apart from other Local Authorities. In the context of Ofsted's findings, it is clear that we need to strengthen our mainstream provision and work with schools and other settings to build their skills, experience and inclusive capacity. Local Area Leaders know that this needs a coordinated approach across health, education and social care services in our work with schools and educational settings, so we can re-build parental confidence in their local schools.

This new Special School would be an innovative Hub and Spoke model that addresses the issues and objectives of our SEND action plan, by forging a collaborative model that fosters inclusion, improves the skills of mainstream school staff and leaders to better address SEN within their own setting, and allows a centre of excellence and support to the whole sector including an offer to parents and carers. Alternative provision is too often seen as a forgotten part of the education system, side-lined and stigmatised as somewhere only the very worst behaved pupils go. All pupils deserve high quality education, and while this is often the case, too many pupils are failed by the system and they are not receiving the education that they deserve.

Alternative provision is in fact diverse, set up to meet the needs of a wide-cross section of the pupil population, who will often arrive with complex needs and vulnerabilities. We have been led by significant evidence and concerns about the over-

exclusion of pupils, but recognise that there are pupils in AP who will not have been excluded. Not all of our recommendations will be necessary for them, but it is vital that their needs are met by this provision. Mainstream schools should be bastions of inclusion, and intentionally or not, this is not true of all mainstream schools. We have also seen an alarming increase in 'hidden' exclusions. The school environment means that schools are struggling to support pupils in their schools, which is then putting pressure on alternative providers. Pupils, parents and schools can end up in conflict, putting further pressure onto a system that should be supporting all pupils to achieve.

*Word count:*

896

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

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

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

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

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

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

The Wyre Forest benefits from a unique collaborative ethos across all phases of education. For eg The ContinU Trust (Educational Charity established 10 years ago by local schools) includes all the local secondary schools, the local Special School, the local FE College and, via its services, all the local Primary Schools. It is via this collaboration that the need for a Primary AP School was conveyed to WCC within the Council's own assessment processes. There are no Primary AP providers within the area and a concern exists that small primary schools were individually struggling to support those pupils demonstrating higher level behavioural challenges. This was both in terms of staffing and financial investment in early intervention programmes. This has led to the "achievement gap" not being closed sufficiently from an early stage alongside a growth in applications to the local Special School which is oversubscribed. This early intervention and reintegration provision gap at Primary level is not only impacting on the lives of children but is an inefficient use of public funds. The area needs the economies of scale of a local Centre aligned with targeted strategies to support parents as co-educators at an early stage, whilst also avoiding the the potential misplacement of pupils into Special Schools in the absence of a middle way back to mainstream. This was the conclusion of the all phase capacity review by local Headteachers with secondary heads eager to work with primary Heads colleagues around transition and secondary readiness. Moreover, local schools also, uniquely, via the ContinU Trust, deliver the Early Intervention Family Support Service for Primary Schools (commissioned by WCC). This gives a further source of capacity to a new AP school in designing the bespoke parenting support interventions from KS1.

Vision - To create specialist provision to ensure the most appropriate educational support at each stage in their education both within school and at home by targeted parenting support and co-educator programmes. Students will achieve better outcomes through participating in a specialised programme of alternative provision that will reintegrate them productively back into mainstream school. Through established Networks of Local Senior leaders and the Wyre Forest Primary Headteachers Association, the school will be the hub for developing and sustaining innovation in behaviour and family support for learning. It will see a narrowing of the achievement gap among the pupils it educates and have long term Social Mobility at its core. Moreover, it will champion the needs and expectations of its pupils in preparing them for mainstream Secondary School progression.

Steering groups are co-designing the specialist behavioural and learning intervention packages the new school will provide which is directly aligned to the government's vision for alternative provision 'Creating opportunity for all'. Primary Heads are unequivocally united in improving the way AP is delivered. This package of clear evidence of need alongside a sound and experienced infrastructure of collaboration makes a new Primary AP School highly sustainable, sound in capacity to deliver and a future beacon of success for the Free School Programme.

<b>Table C3 - engagement with others</b>		
<b>Who</b>	<b>How you have engaged</b> (e.g. surveys, meetings)	<b>Summary of engagement</b> (e.g. summary of survey findings and/or conversations)
Your neighbouring local authorities – please specify	Herfordshire and Gloucestershire - telephone meetings. Dudley, Sandwell, Birmingham, Warwickshire - Regional school organisation meeting	Difficulty of locating school in area that is suitable for more than one authority. Need for increased places to meet their own needs. Focus on ASD provision.
Commissioning bodies in your area – please specify		
Local mainstream schools – please specify		
School representative bodies e.g. schools forum – please specify	Special school heads consulted on earlier bid and HNCR which recognised need for new special school in Malvern.	Heads supportive of need and agreed that Malvern was the most suitable site.
Representatives of parents and carers and young people e.g. parent/carer forum – please specify		
Any other partners e.g. community groups, FE colleges – please specify		

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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 Vision outlined in C3 leads directly to the expected outcomes from a new AP Primary School in the Wyre Forest. The prime foci will be - (i) to address early identified non school readiness post reception both in terms of pupils and parent/carer contribution to learning and school life. (ii) To deliver evidence based intervention programmes geared to improving the foundations for future learning and progress (iii) To target and rectify the key drivers behind pupil behaviour that adversely affects their own and peer learning opportunities (iv) to deliver sustained reintegration of pupils back into mainstream and onto secondary. (v) To impact on the growth of Mental Health issues and pupils with behavioural challenges. (vi) to establish a sustainable outreach and training hub to build capacity within mainstream schools around behaviour for learning This will be measurable via (i) improved attendance rates of referred pupils both within the AP school and post reintegration (ii) improved KS2 outcomes of referred pupils (iii) improved engagement of parent/carers in school life (eg parents evenings, clubs etc). (iv) improved emotional wellbeing survey (SDQ) outcomes both of pupils and parents/carers as co-educators. (v) A longer term closing of the gap in Wyre Forest Schools through all phases. More specifically, a key feature of the school will be the creative and flexible approach to delivering different behavioural, social and emotional needs of all children. The holistic development of each child is paramount and through a coherent, coordinated curriculum plan, which emphasises social and emotional aspects of learning, all children will accelerate their progress in literacy and numeracy.

Curriculum: The curriculum will be built around the development of personal, social and emotional skills and understanding alongside using a range of programmes to support the development of literacy and numeracy and intervention programmes for those who are below age related expectations. A key feature of a creative curriculum will be outdoor education, including developing interests in sports animal care and horticulture. Teaching and learning will aim to create a culture that systematically cultivates habits and attitudes that enable children to face difficulty and uncertainty calmly, confidently and creatively. A variety of approaches will be used to develop confidence in pupils' own learning which will enable them to learn faster and better by improving concentration and instilling a love of learning. Empowering children to become more resourceful, resilient, reflective independent, self-disciplined and collaborative will be measurable outcomes. Parenting programmes will be tailored to supporting pupils in and out of school alongside access to other adults who can inspire and raise aspirations from a range of sectors. In summary, the Primary AP School will have wide ranging, challenging outcome and output targets that will be monitored through a range of additional accountability routes including local headteachers, the Local Childrens Trust of Councillors and other partner representatives, all of whom in return are committed to making their contribution to the success of the school.

Word count:

482



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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 D – the proposed location and site

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

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

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

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

Robert Williams [REDACTED] .....

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	
<b>Please describe the location in which you propose to set up your school being as specific as possible.</b> This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to APspecial.freeschool@education.gov.uk, if possible. If applicable, please also describe the potential impact of any specialism that you plan for your school to have on the site requirement.	
<b>Please tell us the postcode of a central location in your preferred area.</b> You need to provide this even if you have already identified a preferred site. It must be a full postcode e.g. SW1P 3BT, not SW1.	
<b>Your calculated building space</b> using the ESFA formula (see section D in the guidance) and any comments on this.	
<b>If you have identified a preferred site, please complete the rest of the table:</b>	
<b>Full address and postcode of preferred site.</b> It must be a full postcode e.g. SW1P 3BT, not SW1.	We commissioned a search of suitable locations from Place Partnership
<b>In which local authority is your preferred site?</b>	Worcestershire
<b>Please tell us how you found the site.</b>	
<b>Please confirm the tenure.</b>	
	The local authority submitting the bid
<b>Please include information on purchase or lease price if known.</b>	
<b>Who owns the site?</b>	No
<b>Is the site available/on the market?</b> (Please attach agents' particulars as an additional file and send it to APspecial.freeschool@education.gov.uk if available)	Worcestershire
<b>Name and contact details of owner and/or the agent or local authority representative</b>	
<b>If the site is local authority owned, which local authority owns it?</b>	Cleared site requiring new build
<b>If the site is local authority owned, please state if the local authority have confirmed that, if successful, the site may be used by the free school.</b> Please include terms (e.g. 125 year peppercorn lease). Please also provide details of any other local authority contribution towards the capital costs of the project (e.g. developer contributions).	Other - please describe

<p><b>What kind of site is it?</b></p>	
<p><b>What is the current use?</b></p>	
	<p>1.8ha</p>
<p><b>Why have you chosen this site? What makes it suitable?</b></p>	<p>No buildings on site.</p>
<p><b>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</b></p>	
<p><b>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</b></p>	<p>No buildings on site.</p>
<p><b>If the named site is part of a housing development or the school is attracting Section 106 contributions, please give as much detail as possible, 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.</b></p>	

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