



Department  
for Education

# **Local authority commissioned Special free schools**

**Seeking proposals to establish a  
Special free school**

**London Borough of Havering**

**July 2017**

## **Overview**

Local authorities play a key role in placing pupils with statements or Education, Health and Care (EHC) plans, so it is important that they help shape the range of provision in their area. Previously, proposals to establish special free schools have only been taken forward in consultation with local authorities. The Department for Education (DfE) has recently provided a further opportunity for local authorities themselves to identify where a new special free school would benefit their area, inform their Regional Schools Commissioner (RSC), and seek proposals for the new school they want. This opportunity is intended to identify and meet untapped demand for special free schools as a supplement to LA's existing resources. If a strong proposal is received that both the local authority and the Secretary of State wish to take forward the (DfE) will provide capital funding and start-up grants subject to value for money assessments.

## **Information for proposer groups**

### **Proposed timeline**

The competition closes at mid-day on xx/xx/xx

### **Contact details and further information**

If you would like any further information or would like to discuss your application, please contact:

**[Trevor Cook]**

**[Acting Assistant Director Education Services]**

**trevor.cook@haverling.gov.uk**

**Tel: 01708431250**

*Please provide the name and contact details for the main local authority contact about the site.*

**[Trevor Cook]**

**trevor.cook@haverling.gov.uk**

**Tel: 01708431250**

**RSC's office: (East of England and North-East London)**

**Email: rscnelondon@education.gov.uk**

### **Events**

**Event: TBC**

**Date:**

**Time:**

**Location:**

## **Section 1 - THE SCHOOL**

This section lists key details of the school proposed. Your application must be for a school that has these key characteristics.

<b>Which local authorities are committed to commissioning places?</b>	London Borough of Havering
<b>How many places have been commissioned and by which local authority?</b>	All places will be commissioned by Havering local authority
<b>Type of SEN</b>	Communication and Interaction Needs (C&I) Social, Emotional and Mental Health (SEMH)
<b>Per-place funding you expected to be paid</b>	£10k per place plus high needs top up, depending on assessed need. Top up funding is likely to be at the higher level of need and at either £20,291 or £15,989, plus a second top up of £4,000 per pupil for running costs.
<b>Age range</b>	3-16
<b>Boys/Girls/Co-educational</b>	Co-educational
<b>Total number of places.</b>	60
<b>Early years provision?</b>	8
<b>16-19 provision?</b>	None
<b>Community use/shared facilities</b>	Potential use by short break providers within Havering as a base for evening and/or weekend activities, including school holidays for children and young people with disabilities.
<b>Number of residential places</b>	None

Havering has seen a 46% increase in the number of pupils with a statement or EHC plan over the last three years. The number of children aged 0-5 who have been referred to the 0-5 CAD (Children and Adults Disabilities) team has increased significantly over the last three years - 372 children in 2015, up from 164 in 2014 and 138 in 2013. More than 70% of all referrals to CAD 0-5 are for support with communication and interaction problems. The total number of pupils with statements or EHC plans attending mainstream primary and secondary schools is projected to increase from 639 in 2015/16 to 771 in 2020/21 (21% increase). The highest increase is in Communication and Interaction needs. Havering seeks to meet the needs of pupils with special needs in their local mainstream schools. For children whose needs cannot be met in their local school there are four primary and three secondary schools with Additional Resourced Provisions (ARPs) or targeted additional funding; each with a particular specialism - hearing impairment (x2), language difficulties (x1), and ASD (x4).

For children with more complex needs, Havering has three special schools. One designated for children with severe learning disability. However, these are not sufficient to meet the growing demand for pupils with Communication and Interaction, Social, Emotional and Mental Health needs.

Whilst not an expectation, it is hoped that a wider community use can be developed as part of this provision. The needs of the children we anticipate accessing this provision will have complex needs and behaviours that challenge. The use of the facility will be used either for regular short breaks to support families, or respite where family breakdown is at risk of occurring. Having this facility within Havering will mean that family contact can be maintained, and where appropriate the child can return home.

We have held a number of themed discussions with our parent forum and consistently they have shared concerns about the level of provision for children with complex needs especially in the area of social interaction and autism. It is our intention to involve parents, children and young people in the discussions with potential providers to help formulate the detail of future provision.

Special School Heads and Governors meeting agreed that an additional provision for this cohort of need was needed. Schools and other stakeholders were consulted in the development of the SEND strategy and this identified a significant gap in provision for children with ASD, behavioural challenges and mental health needs.

The table below details the number of places that the local authority proposes for each year group at the point of opening until the school is full.

	No. of students in first year of opening	2018	2019	2020	2021	2022	2023	2024
Nursery provision		8	8	8				
Reception		4	4	4				
Year 1		2	5	5				
Year 2		2	3	5				
Year 3		2	3	3				
Year 4		2	3	3				
Year 5		2	3	3				
Year 6		2	3	4				
Year 7		5	5	5				
Year 8		2	5	5				
Year 9		3	3	6				
Year 10			5	4				
Year 11				5				
Year 12								
Year 13								
<b>Totals</b>		34	50	60				

## Section 2 - THE PROPOSED LOCATION AND SITE

This section describes the provisional site.

- Address and postcode: **Century Youth House, Albert Road, Romford RM1 2PS.**
- Size of site: **0.6 acres.**
- Current use including planning designation (if known): **Youth & Community functions.**
- Estimated date the site would be available for works to commence: **September 2018.** (The school will start in temporary accommodation in September 2018).
- Tenure upon which the site will be made available (if agreed): **125-year peppercorn lease.**
- If the site is co-located with another school, how will shared access work? **N/A**
- Building specifications and high-level design plans (you will need to clearly note that these are not yet confirmed): **The proposed site is Century Youth House, Albert Rd, Romford, RM1 2PS. A site plan is attached to this specification. The GIFA for this site is as follows; Block 1 (Main Block) 685 m<sup>2</sup>; Block 2 (Art & Drama) 150 m<sup>2</sup>; Block 3 (Gym) 25 m<sup>2</sup>; Demountable 53 m<sup>2</sup> - (913 m<sup>2</sup> in total)**

## Section 3 – RATIONALE AND CONTEXT FOR THE SCHOOL

This section describes the rationale and the context in which the new school will operate.

London Borough of Havering has seen a considerable increase in its population over the past ten years or so, particularly, the population of young people - an increasing proportion of whom have special educational needs and disabilities. Havering is aspirational for all of its children and young people with SEND which is set out in its pre- and post-16 SEND Strategies. The vision for all children and young people is that they will successfully transition into adulthood having maximised their potential through having clear outcomes defined in their education and a plan including work, training and realistic achievable aspirations for their futures.

As set out in Section 1 above, there is a strong case for increasing local school capacity in order to deal with the growth in the number of children and young people with SEN and complex needs, particularly the disproportionate growth in the number of pupils identified with Autism Spectrum Disorder (ASD) and challenging behaviours. This increasing demand is compounded by the absence of any specialist provision for its children and young people with social, emotional and mental health difficulties (SEMH).

Historically, this has been dealt with by using out-borough placements, however, the current and predicted rates of permanent exclusions from schools suggest that additional places for this group of children and young people in both the primary and secondary sector, is a matter of priority, requiring urgent action.

We continue to develop Additionally Resourced Provisions in our mainstream schools, but are struggling to meet current demand. Our three existing special schools are at capacity and are already coping with increasingly complex levels need in their intakes, particularly in lower age groups (3+ years). Currently, many of these children and young people end up being educated out of borough at expensive independent and non-maintained provision. This is adding additional pressure on an already overstretched SEND budget.

Numerous consultations with parents, and children and young people, have told us that families would rather that there is local provision available as part of Havering's Local Offer. This echoes Havering's vision that children can grow up in, and remain, part of their local community. For this reason, we have just opened a new post-16 provision which meets a gap in current local delivery for those with moderate to severe learning difficulties and disabilities. In addition, by creating local provision we would also maintain the link to local health services, often when a young person is placed out of borough the access to health support can vary, and can often be expensive further compounding the pressures on the budget.

A special school focussed on the needs of children and young people aged 3-16 years, would enable us to meet the needs of young people with a range of challenging behaviours in a safe and aspirational environment, where they can grow and develop into contributing members of their community. The new specialist school could also help mainstream schools with ARPs to develop their practice and upskill their staff in order to meet the needs of this growing population.

The Local Authority admissions criteria and process for the new school would be developed in consultation with our special schools, schools with ARPs and with parents and carers. The aim would be to support those children with more complex levels of social, emotional and mental health needs, whilst those with less complex needs would be provided for in mainstream schools with ARPs. All pupils accessing provision at the school must have an Education, Health and Care (EHC) plan naming the school, or be referred for the purposes of being assessed for an EHC plan in accordance with the Children and Families Act 2014 (Section 34).

The school will be funded at £10,000 per place x 60 places = £600,000 from the Education Funding Agency and top up funding from the commissioner of the places. Havering's top up funding is on the basis of a matrix of special need that currently ranges from £0 to £20,291 depending on the assessed level of need plus a second top up per pupil for running costs of approximately £4,000. These funding arrangements are currently under review. Pupils placed at the new school are likely to be at the higher level of need and will therefore attract top up funding of £ 20,291 or £15,989, plus the second top up of £4,000 per pupil for running costs.

Pupil Premium Grant is paid at £1,320 for eligible primary age pupils and £935 for secondary.

The EFA also provides a post-opening grant for leadership as a fixed-rate payment of £170,000 (50% in the first year; 30% in the second; and 20% in the third).

#### **Section 4 – VIABILITY OF THE NEW SPECIAL SCHOOL**



Havering has a vision to develop the aspirations of all its children and young people and the SEND Strategy embraces this ambitious aim. The growth in numbers of young people with SEND is already being tackled in part by the development of both additionally resourced provisions (ARPs) in mainstream schools and of a brand new provision, focussed on the four pathways to adulthood, for 16-25 year olds.

Havering is projecting an increase in the number of pupils with statements or EHC plans with Communication and Interaction needs and Social, Emotional and Mental Health needs. Havering has three special schools, one designated for children with severe learning disability and two for moderate learning disability. Havering has no special school supporting pupils with Communication and Interaction and Social, Emotional and Mental Health issues.

The council currently have 78 children attending special schools out of the borough which adds pressure to the Council's High Needs Budget. The intention would be to bring some of these children back into Havering where it is appropriate to do so. Some of these children are in foster placements or residential setting due to social care issues, and therefore having appropriate schooling is only part of the provision necessary to support these children. Havering wants to offer the right provision so that children can remain in, and grow up to be part of, their local community.

A new school, meeting the needs of these children, would help take the pressure off other schools and provide a specialist facility for those with higher levels of need. This would enable the new school to tailor its curriculum to meet those needs and prepare young people for moving into Havering's post-16 provision and onto a positive and inclusive adult life.

Alongside our strategy of developing more local provision we are also working to increase the number of local social care options to support these children with complex needs.

It is our view that having local provision will avoid children having to leave the borough in the future and will reduce spend on both our social care and transport budgets.

Havering, in common with the many other London Boroughs and urban areas is currently experiencing a rising population, particularly in the younger age groups. This increase in population is due to rising birth rates in Havering and families moving into the borough from other parts of London, the UK and abroad. Between 2002 and 2015 the number of births increased in Havering by 45%. Havering also has a number of major housing regeneration schemes approved. Rainham Housing Zone is due to deliver over 3500 new homes and the Romford Framework Delivery is due to deliver over 3300 new homes. There has also been recently announced a Housing Estate regeneration scheme that will deliver circa 2000 new homes. This major housing growth coupled with Havering's continuing rising birth rate means that we expect the demand for school places –including SEN school places- to continue to increase.

## Section 5 – PUPIL DATA - TRENDS IN SPECIALIST PROVISION FOR ALL CHILDREN WITH EHC PLANS

	No. of Settings	Please indicate the no. of pupils with an EHC plan living in your local authority who are placed within these settings		
		2012	2016 (as at Sep 2016)	2020
Resourced provision and units inside LA	3	25	12	20
Resourced provision and units outside LA	6	6	6	0
Special schools (either maintained or academies) inside LA	3	229	253	337
Special schools (either maintained or academies) outside LA	15	18	25	20
Independent / non-maintained special schools inside LA	0	2	0	0
Independent / non-maintained special schools outside LA	9	42	25	10
Mainstream schools inside LA	77	280	637	750
Mainstream schools outside LA	22	44	28	20
General FE colleges (if relevant) inside LA				
General FE colleges (if relevant) outside LA				
Specialist FE providers (if relevant) inside LA				
Specialist FE providers (if relevant) outside LA				

Havinging, like other boroughs, is seeing an increase in the number of children with complex needs and behaviours. This presents issues for education provision but also for families; and an extended support network is required to provide a consistent approach to support the child and their family.

The intention for the future special school would be to provide extended hours, outreach work into home settings where necessary, and advice and guidance to support families to enable the best outcomes for children and young people. The school would offer short term assessment places and act as a centre of excellence in the management of children with complex needs, offering advice to our other provisions, including our additionally resourced provisions in mainstream schools.

In developing the council's approach to SEND provision, significant consultation with children, young people and parents has taken place. Parents have made a clear preference for specialist provision, particularly for those children with more complex needs. They have said they want SEN-specialist staff, a personalised curriculum but with opportunities for group teaching so that children can develop friendship groups and social skills, and that specialist provision can help to keep more vulnerable children safe.