



Department  
for Education

# **London Borough of Enfield**

# **Special Free**

# **School**

**Seeking proposals to establish a  
Special Free School**

**Addison House**

**April 2024**

## **School Specification Template for Local Authorities:**

All local authorities applying for a new special free school in this wave need to complete and submit a specification template. The specification is a document that outlines the key characteristics of the proposed school and is made available to proposer groups to develop their applications.

**Please note your school specification will only be published if your application is successful.** There are some sections in the specification which will only be completed if your application is successful.

We may ask you to make changes to your specification if we believe it requires improvement, for example, on the proposed number of places or the level of detail you provide in your specification. During the pre-opening stage, your specification will regularly be reviewed to ensure it remains fit for purpose.

## SECTION ONE: OVERVIEW

### 1. Summary

The Department for Education (DfE) is working collaboratively with selected Local Authorities to establish new schools that fit within the local authorities' strategies for children and young people with special educational needs and disabilities (SEND). This opportunity is intended to identify and meet untapped demand for special and free schools as a supplement to LAs' existing resources. If a strong proposal is received by a trust that both the Local Authority and the Secretary of State wish to take forward, DfE will provide capital funding and project development grants subject to value for money assessments.

This document sets out the key information regarding the school that the **London Borough of Enfield** will be establishing alongside DfE. Trusts should use the information within this document, alongside the engagement events, to determine whether they would like to apply to open the school, and to base their application on.

### 2. Key dates

*Please note, these dates are subject to change and will be updated ahead of the publication of specifications.*

Date	Action
May 2024	<b>Launch of competition for a Trust/Proposer Group to run the proposed school.</b> We will publish proposer guidance on <a href="https://www.gov.uk">GOV.UK</a> with a link to the school specification, which should be published on the local authority's website.
TBC	<b>Sponsor engagement event</b>
19 <sup>th</sup> July	<b>Proposer groups will submit their applications.</b> Local authorities will assess all proposer group applications, with input from the department.
TBC	<b>Interviews start</b> for groups with the strongest applications. Groups will be interviewed by a panel of local authority and DfE representatives.

<b>TBC</b>	Local authorities will make recommendations to DfE, who will make a final decision on which application to approve.
<b>TBC</b>	Successful applications will be announced, and the project will enter the pre-opening stage.

### 3. Contact details and further information

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

**Name:** Neil Best  
**Job title:** Head of Strategic Resourcing & Partnerships  
**Email:** neil.g.best@enfield.gov.uk  
**Tel:** 0203 1321435

If you would like any further information or would like to discuss the site, please contact:

**Name:** Neil Best  
**Job title:** Head of Strategic Resourcing & Partnerships  
**Email:** neil.g.best@enfield.gov.uk  
**Tel:** 0203 1321435

Please find below the contact details of the Regional Director (RD):

**RD:** Claire Burton  
**RD's office:** London  
**Email:** [RG.LONDON@EDUCATION.GOV.UK](mailto:RG.LONDON@EDUCATION.GOV.UK)

#### **4. Engagement event**

*Please include here details of the engagement event that you have organised for potential sponsors, including date, time, location, how to book a place and purpose.*

The Authority has undertaken initial engagement with local schools and Colleges through existing forums to inform them of the Council intention to introduce a new SEN school since October 2021.

A series of presentation and briefings have been provided to the Enfield Headteachers Briefing (Bi-Monthly), Pupil Places & Admission Panel, SENCO Forums and Schools Forum.

A formal engagement event will be scheduled when there is greater clarity on the timeline from the DFE for potential sponsors. The event(s) is to be publicised to all Enfield Schools and Colleges through a direct invitation and also publicised through EDBOG to all London authorities to share amongst schools/academies across London. It is proposed that two engagement events are held virtually (dependent on the level of interest) during and outside of school hours to ensure all potential sponsors have an opportunity to attend.

Places at these events will be advertised on the Council's website and potential sponsors will be able to book a place online.

## 5. London Borough of Enfield Context and Planning

Enfield has identified that there are high levels of poverty and deprivation. Enfield is one of the most deprived London Boroughs with higher incidences of Free School Meals (FSM). In 2022, around 10.6% or 5,896 pupils were receiving SEN support at Enfield mainstream schools. In 2021/22, almost 37% of pupils who received SEN support were entitled to Free School Meals. This has increased by 4% since 2020/21. In 2021/22, 43% of pupils with an EHCP were entitled to FSM. This has increased by 2.5% since 2020/21.

This has an impact on the requests for EHC Needs Assessments. The 3 years growth in EHCPs currently stands at 14% which is 4% higher than national average. As of 1st April 2024, the total caseload stands at 4,741. This is in line with the projected growth rate and by 2025 Enfield LA could have 5,827 cases. Our current figures inform us that 30% of our EHCP pupils attend a type of special school. If the status quo remains, by 2025, there will be 1,747 pupils requiring specialist provision. This will impact on the number of 16-19 year olds learners requiring a placement which currently stands at circa 770 young people in a post-16 settings which is 16% of the total SEN cohort.

Enfield currently has 1,060 places. By 2025 Enfield will be in a deficit of 688 special school places in borough of which 108 will be required for 16-19 year olds. Given the out of borough costs set out below this would increase the HNB to £41,116,434.88 (688 pupil's x average cost of independent specialist placement at £ 59,762.26). The average cost for a Autism specific secondary special school placement in an independent special placement in Enfield is circa £74,724 therefore to secure 108 places outside of an Enfield setting will be £8m excluding travel costs which on average costs £15,180 (twice as expensive as an in-borough pupil at £7,400). This does not include cost of living rises nor travel assistance costs or inflation. This would cost an additional £1,639,440.

Furthermore, Enfield has a cohort of pupils who have significant and complex SEN needs in addition to their diagnosis of Autism. Their needs cannot be met in any state or private special schools in or around Enfield and as a result they will need a residential placement. Currently, there are three such learners, with the potential to increase to five. Each placement is estimated to incur an average cost of £200,000 (excluding transport). Consequently, securing placements for them would require approximately £1m. Due to the increasing demand for this cohort a new independent Autism provider, Silverways has been introduced to the borough as a number of the pupil at their sister school, Leaways in Hackney were Enfield residents. However, the uplifts requests from these settings has significantly increased year on year whereby the minimum costs have increased from £55,656 now £72,000 and rising to £100,000 per placement (excluding travel costs).

A range of interventions have been introduced to meet needs earlier by offering whole school, parent and child led support for speech and language and Autism need. Enfield have expanded Secondary ARPs to make certain that learners needs can be met in a mainstream school and introduced a number of Designated Units for children with more complex needs. Alongside this the education department has developed an Inclusion charter, Trauma Informed Practice and reviewed its Ordinary Available Provision guidance.

Enfield has developed a new SEN strategy in consultation with our parents, schools, young people's group and SEND partnership. It has been reviewed through scrutiny and full council. It is a 4-year strategy with a clear action plan linked to our Self-evaluation framework. It is governed by our SEND Board and Independent Care Board and sets out our commitment to meeting pupil need locally.

The Council will ensure that a special school will meet the needs of Children and Young People in our borough so that they may benefit from inclusion and community cohesion. Enfield has a multi-agency panel that names the school in section I of the Education, Health and Care Plan, either through discussion with schools or by direction from the SEN Service where school representations do not stand up to legal rigour. This model supports our SEND Strategy and Inclusion ethos.

The costs of sending our Children and Young People to out of borough provision, Early Years, Maintained, Maintained Special, Independent and Residential and Post 16 is increasing annually. The average placement cost for out of borough Children and Young People in academic year 2021/2022 is £28,172 compared to in borough costs of £10,089.00; this excludes travel assistance. The placement costs of Independent and Specialist, due to lack of capacity in Maintained Special is £12,031,174 for 201 children aged 5-18 which is an average cost of £59,857

In Enfield, we have identified that the characteristics of our local community has higher incidences of deprivation and as well having greater economic disadvantage, many of whom have migrated to Enfield with no prior formal education and have high incidences of SEN. We have developed secondary ARPs as a means to address this growing need. The introduction of this proposed provision will further support the borough to meet the needs of the learners and reduce the costs of out of borough placements and associated costs. There is also the challenge of tribunal direction to take learners from outside of the borough reducing places available to Enfield residents.

*Please include here details of why the local authority is running this competition and requires this school. Should this be a joint bid, please explain how the local authorities will work together and how other local authorities are involved in commissioning places.*

## **SECTION TWO: THE SCHOOL**

The tables below list key details of the school proposed. Proposer group applications must be for a school that has these key characteristics.

*Please ensure the details in these tables align with your application form.*

<b>Type of school</b>	Special
<b>Area of SEN provided for (please detail designation alongside additional information known about the cohort's needs and abilities)</b>	Autism
<b>Which local authorities are committed to commissioning places?</b>	London Borough of Enfield
<b>How many places have been commissioned and by which local authority?</b>	32 (11-16yr olds) 16 (17yr olds – Transition year)
<b>Per-pupil revenue funding the local authority would expect to pay (if a range of rates, please explain and detail the rates per pupil, including estimates for how many of the cohort will be in each band)</b>	<ul style="list-style-type: none"> <li>• Complex Autism Pathway 1- £25,985 (circa 30 pupils)</li> <li>• Complex Autism Pathway 2 (<i>inc. Global Development Delay and SEMH</i>) - £50,000 - £70,000 (Circa 6 pupils)</li> </ul>
<b>Age range</b>	11-17 (with the last year solely for the purpose of transition to college and/or social care).
<b>Gender (Boys/Girls/Co-educational)</b>	Mixed
<b>Total number of proposed full time equivalent places (once school is at full capacity – this should include 16-19 places but not nursery)</b>	48
<b>Type of placements offered (e.g., full time, short term, part time)</b>	Full Time
<b>Number of nursery places, if applicable</b>	0
<b>Number of 16-19 places, if applicable</b>	48
<b>Any planned outreach, training and/or reintegration support (including details of funding that will be made available to support the school with this)</b>	Enfield are part of a consortium of local authorities (Camden, Islington, Barnet and Haringay) that work strategically with local colleges to develop SEN best practice, employment pathways and shared agreements on operational process to make certain that learners have a productive experience at college.



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.

	<b>Year of opening</b>	<b>+1</b>	<b>+2</b>	<b>+3</b>	<b>+4</b>	<b>+5</b>	<b>+6</b>
Key stage 3 (Y7-9)	8	16	16	16	16	16	16
Key stage 4 (Y10-11)	8	16	16	16	16	16	16
Key Stage 5 (Y12)	8	12	16	16	16	16	16
<b>Totals</b>	<b>24</b>	<b>44</b>	<b>48</b>	<b>48</b>	<b>48</b>	<b>48</b>	<b>48</b>

## SECTION THREE: RATIONALE AND CONTEXT FOR THE SCHOOL

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

*3A. Please include a brief description of the existing provision in your area, future ease also include details as to how these proposed new arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for children with special educational needs, and the outcomes for pupils, across the local authority and how you expect trusts to support this.*

In Enfield, there are 7 dedicated special schools. This includes a Waverley School - PMLD (162 pupils – 3-19 yrs), Durants School – ASD (198 pupils – 11-19yrs), Russet House – ASD (135 pupils – 3-11yrs), Oaktree School – MLD & SLD (132 pupils – 7-9yrs), Fern House -SEMH (70 pupils – 4-16yrs), Salmons Brook -SEMH (70 pupils -11-19yrs).

There are also 180 places in Special Resourced Provision (ARPs) and 70 places in Designated Units. [\(see our Admissions Guidance for Special School Places\)](#)

In addition, there are two independent schools Silverways -ASD (50 pupils – 7-17yrs) and Fresh Steps – SEMH (80 pupils 5-19yrs).

Details of each school are included with the attached Admissions Guidance.

Since 2017 the Council has extended its SEN provision by over 400 places at SEN Schools and through extending ARPs and introducing Designated Units. However, almost all SEN school are now at capacity whilst demand continues to rise. Many pupils who are currently placed in mainstream schools and Units should be in a SEN School.

Enfield LA currently has 16.5% (626) of its pupils attending out of borough provision. 30% are in mainstream special schools and there are a further 94 (2%) pupils who are awaiting a special school placement, whose needs are currently being met on a temporary basis in a mainstream setting (at the potential detriment the school ability to deliver teaching and learning to the majority of pupils), or in ARPS/Units where these pupils are impacting on the progress of other children with SEN who can manage some of their time in a mainstream setting. (34 of the 94 have ASD as their primary area of need) These children are non-verbal and require a sensory diet, low stimulus activities to help regulate the child in their surroundings, so that they can engage with learning. Staff must be trained to be attuned to the needs of Children and Young People.

Enfield does not believe that opening this provision will negatively impact on neighbouring boroughs as all local special and mainstream SEN provision in the 6 main boroughs; Haringey, Hertfordshire, Camden, Islington, Barnet and Waltham Forest who Enfield consult with have no available places. Between 16 and 19 years old learners tend to remain in a special school environment and find the transition to further education challenging due to the change in curriculum, size colleges and the highly stimulated environment that can negatively impact on young people with an autism diagnosis. Provision for children prior to 16 years old has been expanded within the borough and with continued growth in EHCPs this has created increased need for this cohort of young people.

Part of our DSG management plan has been to increase local SEN provision by providing education in an appropriate setting to promote inclusion as well as reduce spend on out of borough placements. The Borough's Education Department are developing an inclusion strategy to support through earlier intervention, additional funding, and a nurture plus approach to deliver specialist provision in classrooms. [See our Inclusion Strategy and Ordinarily Available Provision and SEN Strategy.](#)

The new provision should support learners with an appropriate classification of autism i.e., those who are unable to follow a mainstream curriculum but will require a high level of support in small classes and with pathway 2 requiring at least 2:1 support. The children and young people will have autism combined with global development delay and Social and Emotional Mental Health. The pathways identified will be to support young people to either transition into college or transition into adult social care. Tutors will be qualified in PECS and Makaton etc and will have experience of using the Autism Education trust approaches.

For the year 12's they will be developing skills in an integrated classroom to prepare for the move to either adult social care or to college. This will include, going out into the community to do shopping and participating in community events, preparing their own lunches, and learning to manage their own lunch budgets.

Planning and manage their own day by organising their living room, making a bed, doing laundry, constructing, and planning a day's activity. This fits in with the criteria for Preparing for Adulthood. Those on the pathway to college will prepare for attending a college course and will start the integration through planning with the college and attending sessions in preparation for the new year at college. This will be through attending sessions to building up to a full week at college and will include, course tasters, travel preparation and orientation around the college.

Care Act assessments will be undertaken at the start of the 17<sup>th</sup> birthday to ensure that needs are identified early and supported through the right provision at the right time and place.

We would expect that some of our young people should excel in specific areas of the curriculum and those with more profound and complex needs, as mentioned in our SEND strategy will be able to improve their life chances and have opportunities to have employability outcomes.

Currently Enfield has a provision and placement panel which is a multi-agency group including special school representation that identifies appropriate school placements that can be named in Section I of the EHCP. Our inclusion charter and Secondary ARPs ensure our young people access mainstream further education as a priority so that inclusion and difference is accepted, and community cohesion strengthened.

## SECTION FOUR: THE PROPOSED LOCATION AND SITE

This section describes the provisional site.

<b>Full address and full postcode</b>	Addison House, Addison Avenue, Enfield N14 4AE.
<b>Size of site</b>	The overall site area is approx. 3,053 m2
<b>Further details on site (for example, current use/your reasons for choosing it/further developments (e.g., housing) planned for area</b>	<p>The Addison House site is situated on the corner of Green Road and Addison Avenue in the northern part of Southgate. The site currently accommodates an existing 1.5 storey single storey mock Tudor building, probably built in the 1930s, as a community hall.</p> <p>This site was previously used for education purposes by the Council's Primary Behavioural Support Service. The Council have undertaken viability studies to expand the building footprint to allow it to accommodate larger scale teaching and learning uses which would be required to accommodate this provision, including an integrated classroom where PFA skills can be taught in a practical way.</p>