



Department
for Education



west
sussex
county
council

West Sussex County Council

A PROPOSED NEW ALL-THROUGH SCHOOL FOR THE NORTHERN ARC, BURGESS HILL

**School Specification Document
August 2021**

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SECTION A – BACKGROUND INFORMATION

Introduction

Under section 6A of the Education and Inspections Act 2006 (the 'free school presumption') where a local authority identifies the need to establish a new school it must, in the first instance, seek proposals to establish an academy. West Sussex County Council has identified the need to establish a new all-through school with the primary phase aiming to open in Sept 2023 and the secondary phase in Sept 2024.

West Sussex County Council is now seeking applications to open the school from high quality DfE-approved sponsors who have a proven track record of improving educational attainment for children and young people, including those with special educational needs and disabilities (SEND), within a fully inclusive environment.

There is a need for additional school places arising from population growth in South Mid Sussex and Burgess Hill Northern Arc in particular. Current projections indicate that additional places are likely to be required across these combined areas by 2023-24 including the need for early years provision and specialist places for children with SEND. This demand cannot be fully addressed by expanding existing schools; therefore, it is proposed to establish a new all through school for children from the ages of 4 – 16.

This would be made up of a 2 form of entry (FE) primary phase (420 places in total, or 60 places per year of age) to open in September 2023 and initially opening with one FE and growing upwards. Then the new 4FE secondary phase expandable to 6FE and then 8FE (600 - 900 - 1,200 places in total, or 120 - 180 - 240 places per year of age) to open in September 2024. Both phases of school will include a Special Support Centre for approximately 16 pupils each (32 in total) for children with additional social and communication needs. The primary school will provide a pre-school setting for up to 52 pupils. These elements will also be phased in terms of funding until demand is sufficient to fill all the planned places.

The proposal does not include post-16 provision as demand would be limited due to the very recent opening of the sixth form college in Haywards Heath in 2020. The proposed location of the new school will address rising demand in South Mid Sussex in an area with a high population density as an urban extension to Burgess Hill.

Existing Capacity in the local area

The following table provides historic information on the total number of available primary places in the reception year across all primary schools in the school planning area of Burgess Hill compared with the actual number of pupils starting school that year. A school planning area is deemed full when capacity in use exceeds 95%. It can be seen that schools are at or close to capacity.

Year	PAN Year R	Pupils in Year R	in	Surplus places	% of Capacity in use*
2014	390	374		16	96%
2015	390	376		14	96%

2016	390	325	65	83%
2017	390	375	15	96%
2018	390	346	44	89%
2019	390	387	3	99%
2020	390	361	29	93%

*We aim to create a minimum 5% buffer as per the National Audit Office report on Capital Funding for new school places published in 2013 to cater for parental preference or changes in demography.

Below is a further table showing the growth in numbers at schools serving the North of Burgess Hill, and forecast going forward, both primary and secondary. The data is supplied by Edganalytics a firm of demographers set up at the University of Leeds which provide projections to West Sussex County Council. There are similar patterns in Haywards Heath and Hassocks which is adding to pressures for school places across South Mid Sussex particularly at Secondary.

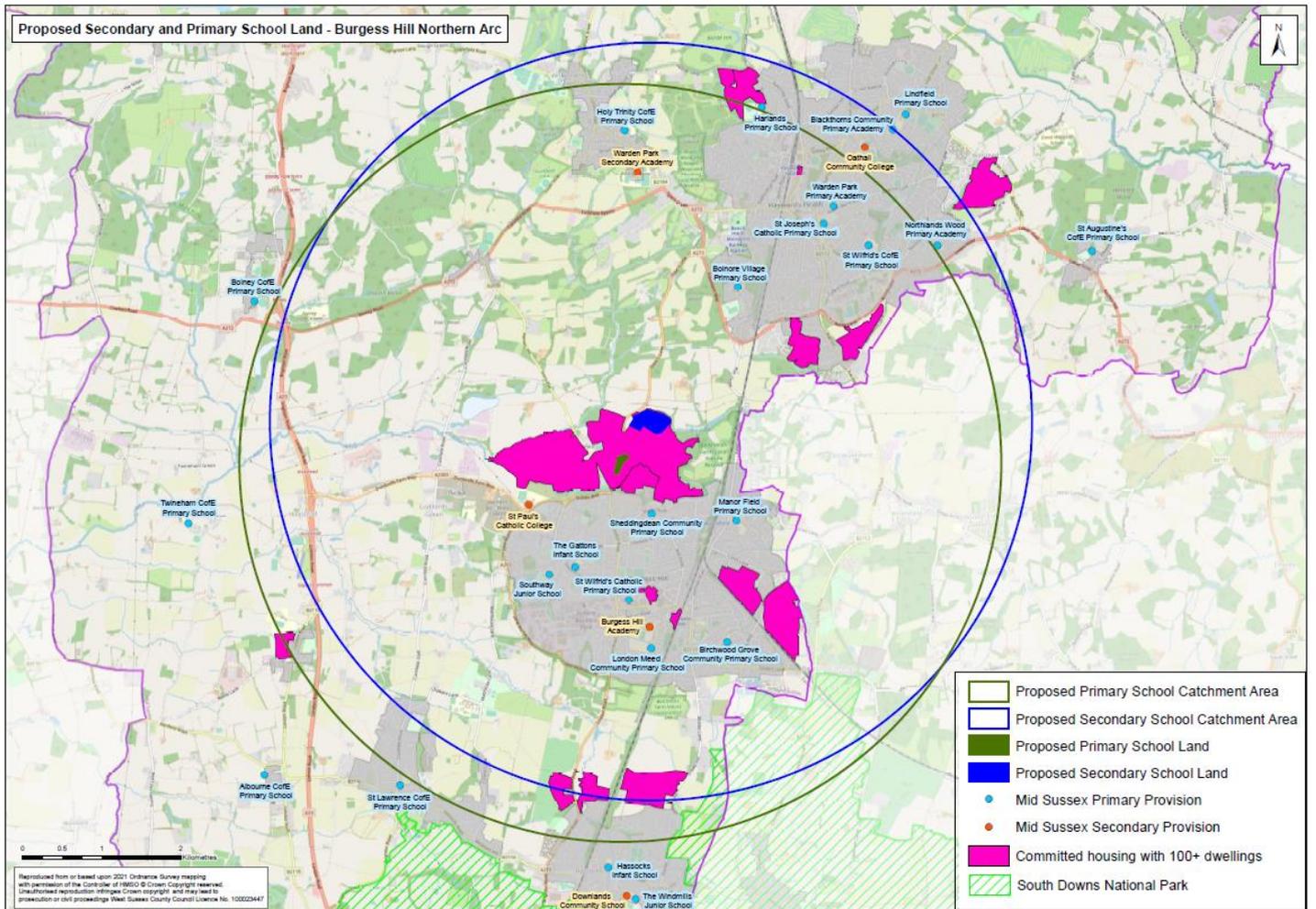
School	Actual number on roll			Forecast number on roll				Capacity*
	2018	2019	2020	2021	2022	2023	2024	
Sheddingdean Primary	183 (87%)	188 (89%)	208 (99%)	226 (108%)	255 (121%)	303 (144%)	338 (160%)	210
Manor Field Primary School	490 (78%)	504 (80%)	522 (82%)	528 (83%)	556 (88%)	585 (92%)	621 (98%)	630
The Gattons Infant School	264 (97%)	270 (100%)	276 (102%)	267 (99%)	264 (97%)	264 (97%)	276 (102%)	270
Southway Junior School	353 (93%)	352 (92%)	353 (93%)	355 (93%)	357 (94%)	365 (96%)	363 (95%)	378
St Paul's Catholic College	1116 (100%)	1130 (101%)	1149 (104%)	1225 (110%)	1302 (117%)	1338 (120%)	1385 (125%)	1110
The Burgess Hill Academy	800 (63%)	885 (69%)	946 (74%)	1054 (83%)	1153 (91%)	1221 (96%)	1273 (100%)	1274

**We aim to create a minimum 5% buffer as per the National Audit Office report on Capital Funding for new school places published in 2013 to cater for parental preference or changes in demography.

Demand for places for starting primary school in Burgess Hill has been quite volatile in recent years. However continued growth is expected particularly with new housing developments commencing, including Burgess Hill Northern Arc (3,250+ homes), Keymer Tile Works (1000+ homes) and east of Kings Way (550+ homes). It is anticipated that there will be 5,000 new homes in and around Burgess Hill during the period of the Local Plan that runs until 2031. Broadly we anticipate an additional one form of entry per 1000 new homes built.

New housing within a 3-mile radius of the school site(s)

The map below illustrates new housing in the vicinity of the new school.



The proposed school will provide capacity in the area to help meet some of this additional demand from new housing in the longer term. The table below lists the committed housing developments of 100 units or more within a 3-mile radius of the proposed site(s).

Committed housing developments of 100 units or more

Total_Com	Site_Add	App_num
100	Station yard/car park Burgess Hill	
243	Rookery Farm Rocky Lane Haywards Heath	DM/17/4190
3513	North and north-west of Burgess Hill (Northern Arc)	DM/18/5114
371	Keymer Tile Works Nye Road Burgess Hill	09/03697/OUT
260	Land East Of Kings Way Burgess Hill	12/01532/OUT
142	The Martlets Shopping Centre Burgess Hill	DM/15/3858
100	The Brow Burgess Hill	
500	North of Clayton Mills Hassocks	DM/18/4979
165	Hassocks Golf Club London Road Hassocks	DM/18/2616
130	Land To The Rear Of Friars Oak London Road Hassocks	DM/19/1897
350	Hurst Farm	

114	Land At Penland Farm Balcombe Road Cuckfield Haywards Heath	DM/16/1803
145	Land At 37 - 55 Perrymount Road And 1-5 Clair Road Haywards Heath	DM/18/4837
200	Land To The South Of Scamps Hill Scaynes Hill Road Lindfield	DM/15/4457
325	Land At And Adjacent To The Former Sewage Treatment Fairbridge Way Burgess Hill	08/01644/OUT

Outcomes in West Sussex

The tables below show the overall Progress scores at the end of Key Stage 2 and Key Stage 4 in 2019 for all West Sussex schools and Mid Sussex schools. Both show that progress is comparable to the national average for all state funded schools in England.

Key Stage 2 West Sussex Results:

Area	Subject	Number of pupils at end of Key Stage 2	Progress Score and Description *
West Sussex	Reading	9,236	0.20
England – state-funded schools	Reading	639,823	0.00
West Sussex	Writing - Teacher Assessment	9,236	-1.00
England – state-funded schools	Writing - Teacher Assessment	639,823	0.00
West Sussex	Maths	9,236	-0.50
England – state-funded schools	Maths	639,823	0.00

Key Stage 2 Mid Sussex Results:

Area	Subject	Number of pupils at end of Key Stage 2	Progress Score and Description *
Mid Sussex	Reading	1,611	0.43
England – state-funded schools	Reading	639,823	0.00
Mid Sussex	Writing - Teacher Assessment	1,618	-0.70
England – state-funded schools	Writing - Teacher Assessment	639,823	0.00
Mid Sussex	Maths	1,613	-0.50
England – state-funded schools	Maths	639,823	0.00

Mid Sussex based upon pupil residency

The progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. They are a type of value-added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. For further information see: <https://www.gov.uk/government/publications/primary-school-accountability>

Table data extracted from Gov.Uk Website:

Key Stage 4 West Sussex and Mid Sussex Results:

Area	Number of pupils at end of Key Stage 4	Progress 8 Score and Description *
West Sussex	7,638	0.05
England – state-funded schools	512,912	-0.03
Mid Sussex	1,314	0.15

Mid Sussex based upon pupil residency

A Progress 8 score of 1.0 means pupils in the group make on average a grade more progress than the national average; a score of -0.5 means they make on average half a grade less progress than average. Progress 8 scores should be interpreted alongside the associated confidence intervals. If the lower bound of the confidence interval is greater than zero, it can be interpreted as meaning that the group achieves greater than average progress compared to pupils in mainstream schools nationally and that this is statistically significant. If the upper bound is negative, this means that the group achieves lower than average progress compared to pupils in mainstream schools nationally and that this is statistically significant.

Table data extracted from Gov.Uk Website:

<https://www.gov.uk/government/statistics/key-stage-4-performance-2019-revised>

SEND and the overall growth in the school population

West Sussex has seen a significant increase in the number of new Education Health and Care Plans (EHCP) mirrored by a large increase in the size of the school aged population in recent years.

Two tables illustrating the rise in the school population in West Sussex and the equivalent rise in the population of children with SEND

West Sussex Numbers on Roll in all West Sussex Schools	2015/16	2016/17	2017/18	2018/19	2019/20
Pupil referral unit	187	180	182	187	186
State-funded nursery	534	511	486	477	480
State-funded primary	62,620	64,004	64,831	65,138	65,060
State-funded secondary	45,298	45,492	45,727	46,619	47,667
State-funded special school	1,592	1,645	1,709	1,743	1,855
Sub-total	110,231	111,832	112,935	114,164	115,248
Independent school	11,509	11,442	11,401	11,335	11,450
Non-maintained special school	140	148	116	122	128
Total	121,880	123,422	124,452	125,621	126,826

SEND PROVISION - Summary Total for West Sussex Maintained Schools and Academies										
	Numbers					% of total				
SEND PROVISION	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Number of EHCP/Statement	3,162	3,327	3,482	3,607	3,921	2.9%	3.0%	3.1%	3.2%	3.4%
Number of SEN Support	14,703	14,600	14,890	15,626	15,974	13.3%	13.1%	13.2%	13.7%	13.9%
Number of SEN (all)	17,865	17,927	18,372	19,233	19,895	16.2%	16.0%	16.3%	16.8%	17.3%
Number with No SEND need	92,366	93,905	94,563	94,931	95,353	83.8%	84.0%	83.7%	83.2%	82.7%

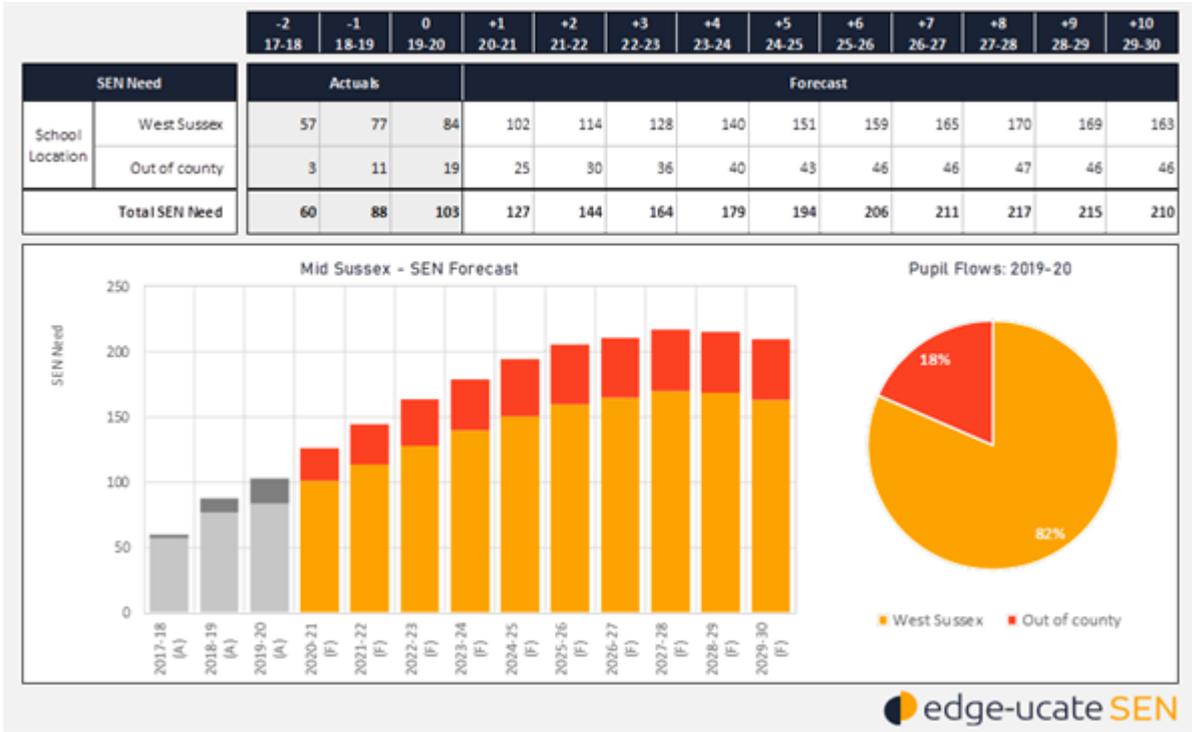
TOTAL	110,231	111,832	112,935	114,164	115,248					
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Tables data extracted from Gov.Uk Website:

<https://explore-education-statistics.service.gov.uk/data-tables/school-pupils-and-their-characteristics>
(Jan 2020)

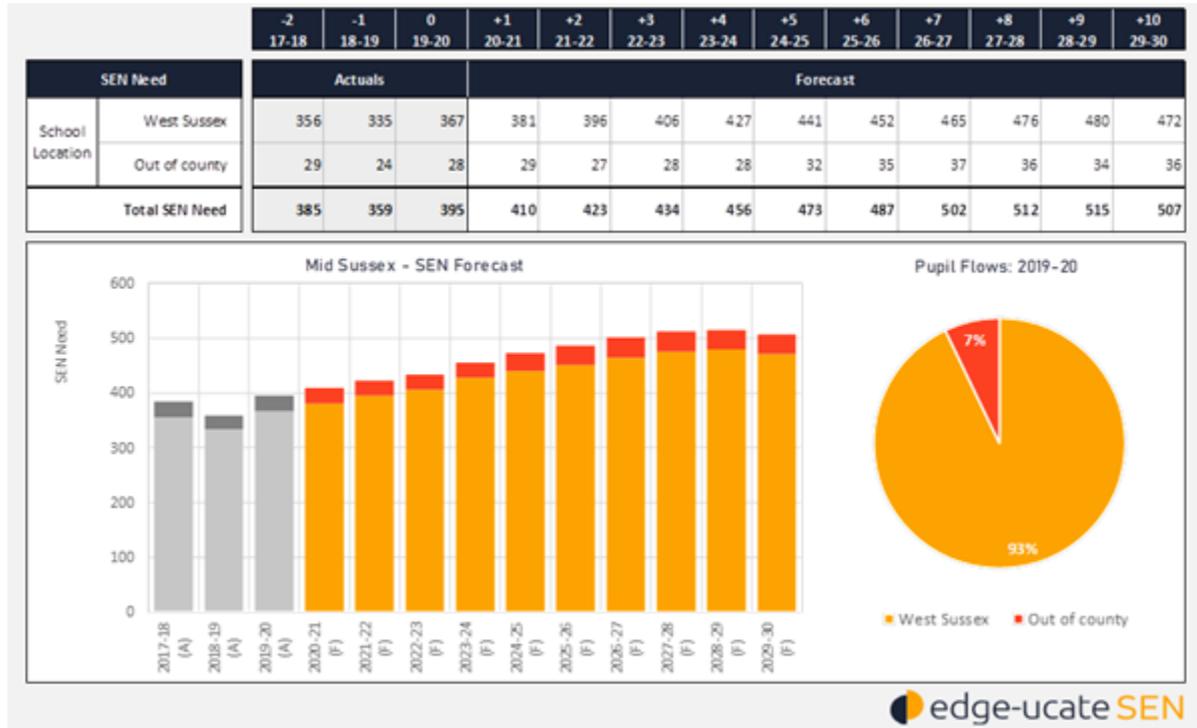
SEND forecasts

Below is a graph of anticipated growth in Mid Sussex in all Key Stages for children with *Autism/Social Communication Needs*.



SEND forecasts provided by Edgeanalytics, a firm of demographers attached to the University of Leeds who also supply West Sussex County Council with mainstream projected numbers.

Similarly below is the Mid-Sussex forecast for *SEMH (Social, Emotional & Mental Health)*



SEND forecasts provided by Edgeanalytics, a firm of demographers attached to the University of Leeds who also supply West Sussex County Council with mainstream projected numbers.

Free School Meals

Mid Sussex has a lower than average percentage of pupils who are eligible for or claiming free school meals (FSM) compared to national statistics.

Area	Number on roll	Number of pupils known to be eligible for and claiming free school meals	Percentage known to be eligible for and claiming free school meals
England	8,313,488	1,440,788	17.3%
West Sussex	115,376	11,510	10.0%
Mid Sussex	25,920	1,365	5.3%

Table data extracted from Gov.Uk Website:

<https://explore-education-statistics.service.gov.uk/data-tables/school-pupils-and-their-characteristics> (Jan 2020)

Pupils by Ethnic Group

The table below shows the ethnic mix of pupils in the area compared to the national average in all key stages.

Area	White British	Minority Ethnic Pupils*	All Known	Other/Not Known
England	65.4%	17.3%	17.3%	17.3%
West Sussex	79.0%	10.2%	10.8%	10.8%
Mid Sussex	82.6%	7.7%	9.7%	9.7%

*Any "Asian" and any "Black" ethnicities

Table data extracted from Gov.Uk Website:

<https://explore-education-statistics.service.gov.uk/data-tables/school-pupils-and-their-characteristics>
(Jan 2020)

High Level Project timeline for finding a sponsor:

The project to open the new free school is expected to be completed in line with the indicative timeline detailed in the table below. The competition period, during which potential sponsors are invited to submit bids to run the new school, will run for 6 weeks from 31 August to 12 October 2021.

No.	Stage	Month of Completion
1.	Executive Leadership Team Approval	Mar 2021 ✓
2.	Forward Plan Entry for Cabinet Member Decision <i>(published on WSCC website with Coms)</i>	May 2021 ✓
3.	Cabinet Member Decision/Approval to consult <i>(7 working days to clear call in)</i>	14 June 2021 ✓
4.	Specification Consultation <i>(with relevant stakeholders 4 weeks)</i>	28 June 2021 – 26 Jul 2021 ✓
5.	Preparation of analysis to put on website and amend the specification as needed	Aug 2021 ✓
6.	Seek Proposals: <i>Publish detailed specification Ensure DfE, NSN and RSC are notified</i>	31 Aug 2021 to 12 Oct 2021
7.	Assess proposals <i>(using DfE model criteria)</i>	13 Oct 2021 to 21 Oct 2021
8.	Short listed MATs informed of interview date/time and procedure	22 Oct 2021
9.	Half Term	25 – 29 Oct 2021
10.	Assessment Panel/Interview Process	Week 8 - 12 Nov 2021 Day tbc
11.	Cabinet Member Decision to send recommendation of preferred sponsor to SofS/Regional Schools Commissioner	Dec 2021
12.	SofS/Regional Schools Commissioner decision shared with successful proposer, LA and MP <i>(Headteacher Board meeting to be held on 27 Jan 2021)</i>	Feb 2022
13.	LA negotiates pre and post opening costs with successful proposer and informs DfE lead contact	-
14.	LA, successful proposer and DfE must agree a minimum viable number before the DfE will enter a funding agreement	-
15.	Pre-opening process continues until opening of primary phase in Sept 2023 and secondary phase in Sept 2024	Sep 2023

Submission of bids

Bids must be submitted using the Free School Presumption application form, [Annex B: model application form for proposers \(Word\)](#), available on the .gov.uk website link [Guidance on establishing new schools and the qualities new school proposers must demonstrate](#).

West Sussex County Council will use a points-based scoring system to assess all applications received against the criteria set out in this document. Following on from this, applicants who have met the minimum required score across each criteria will be invited to attend a panel interview to discuss their application in further detail. Scores for each applicant will then be re-evaluated. This is likely to be held at County Hall Chichester in the week 8 – 12 November 2021.

The Regional School Commissioner (RSC), on behalf of the Secretary of State, will consider the local authority assessments and recommendations before deciding which proposer is in the best position to take forward the new school. The RSC will inform the local authority and the successful proposer of its decision, and the local authority will inform any unsuccessful proposers.

In the first instance if you would like further information, please contact Vanessa Cummins, Schools Planning Officer, West Sussex County Council, on 0330 222 3046 or by email vanessa.cummins@westsussex.gov.uk, or Graham Olway MBE, Assistant Director School Organisation and Resources, on 0330 222 3029, or by email graham.olway@westsussex.gov.uk

Please return your completed form by email to: soad@westsussex.gov.uk by **12 October 2021**

SECTION B - THE SCHOOL

Type of School

Mainstream, co-educational, all through (primary/secondary) school for pupils aged 4-16, including a Special Support Centre for pupils with social and communication needs in all key stages, and early years on the primary phase site.

Proposed Opening Date

September 2023 for the primary phase and September 2024 for the secondary phase

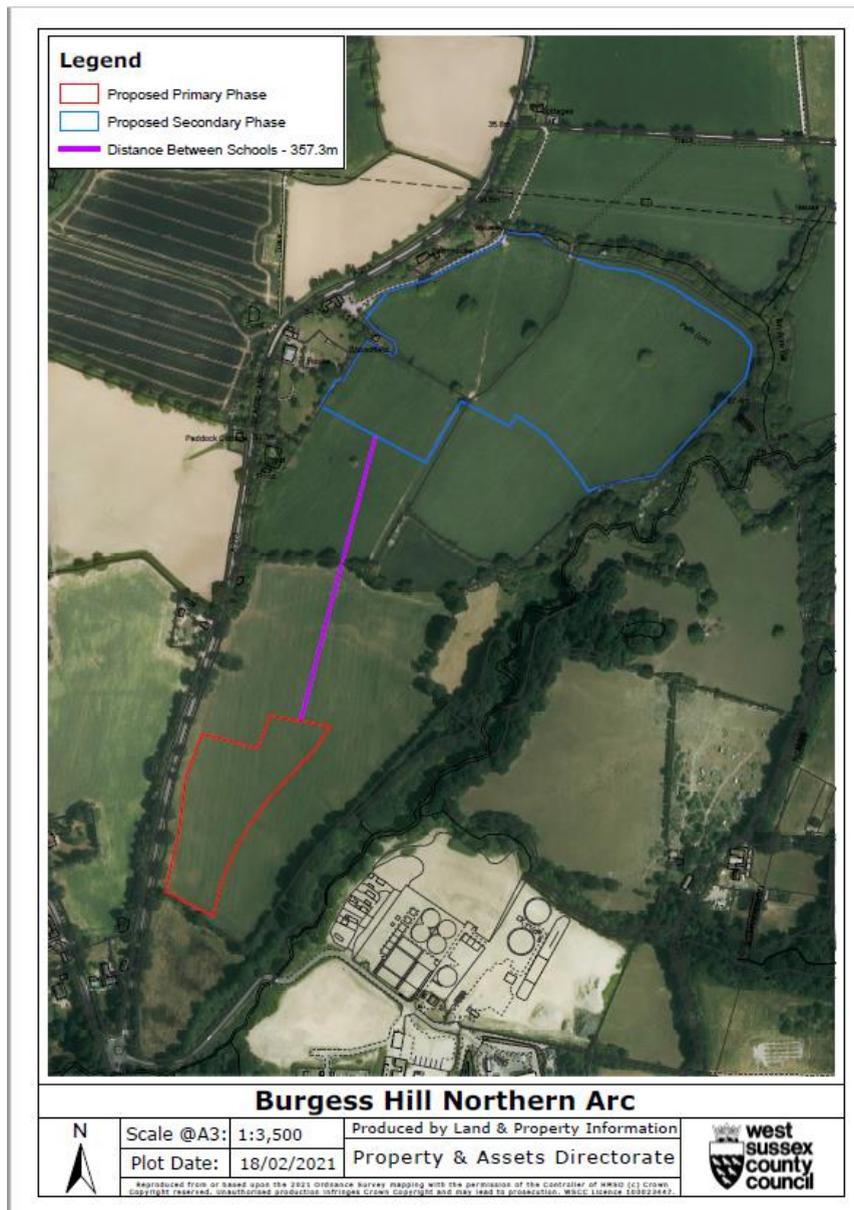
Site Location/Area Information

Burgess Hill Northern Arc



Northern Arc Master Plan

The site of the primary phase of the all-through is marked 1 to the east of Issacs Lane/A273. The secondary phase site is located approximately 0.5km to the north marked 2 also to the east of Isaacs Lane, as the following photograph demonstrates.



Pupil Capacity

This is made up of a 2 FE primary phase (420 places in total, or 60 places per year of age) to open in September 2023, with one form of entry initially, and a 4FE secondary phase expandable to 6FE and then 8FE (600 - 900 - 1,200 places in total, or 120 - 180 - 240 places per year of age) to open in September 2024. The Secondary building will have capacity for 6FE straightaway and then can be physically expanded to 8FE at a future date.

Planned Initial PANs, number of forms of entry on opening and expected rate of growth

The school will be split into two admission years. Starting school and admission into reception (children aged 4) will be initially 30 pupils and then grow to 60 pupils two years after opening in September 2023 ie September 2025. Admission into the secondary phase at year 7 (children aged 11) will commence in September 2024 with

four forms of entry (4FE) or 120 places per year of age. The secondary element of the school will be built to take 6FE or 900 pupils aged 11-16 but with the ability to expand to 8FE in the future. No date is set for this expansion at present. Both phases of the school will grow from the bottom up.

Anticipated incremental growth in pupil numbers at new school (2023 – 2028)

Year	2023	2024	2025	2026	2027	2028
YR	30	30	60	60	60	60
Y7		120	120	120	120	120
Total Places Provided	30	180	360	540	720	900

The maximum capacity of the school will be 420 (primary phase) and 900 (secondary phase) totalling 1320 with the ability to expand to 1620 in the future if required.

It is also envisaged that the opening of the SSC will be phased with initially four planned places at each site and then this increasing to eight, twelve and sixteen as the school grows. Similarly, the nursery/early years provision would grow incrementally with initially 26 places offered then expanding as demand dictated to the maximum of 52 places (26 in the morning and 26 in the afternoon)

Proposed admission arrangements, including catchment area if applicable

West Sussex County Council has recently produced a Climate Change Strategy 2020-30 with the aim of the authority becoming carbon neutral by 2030. To ensure this project contributes towards the achievement of this aim, we are seeking to facilitate the opening of high-quality local provision that will place focus on attracting local families in the new communities, reducing travel distances, and allowing more children and young people to walk to school.

Academies and Free Schools are required by their funding agreement to comply with the School Admissions Code 2014 and the statutory regulations relating to admissions when determining their admission arrangements.

The trust running the school will be responsible for the school’s admission arrangements, however applicants should demonstrate how their admission arrangements would offer a priority to young people living within the local area.

Proposers should also demonstrate how they would use their admission arrangements to help ensure that the school reflects the diversity of the local population and those from disadvantaged backgrounds.

The successful sponsor will be responsible for managing applications for the first year (either by managing the process directly or agreeing with the local authority how they can support). In subsequent years, the local authority will co-ordinate all applications for normal entry to the school, in line with the co-ordination scheme. Applications for places outside the normal admissions round are not co-ordinated by the Local Authority and the admissions authority for the school would have full responsibility for this process.

Free schools are required to co-operate with the West Sussex County Council Fair Access Protocol arrangements to ensure that, outside the normal admissions round, the most vulnerable children are offered a suitable school place as soon as possible.

SEND provision:

A 32 place Special Support Centre (SSC) for children with social and communication needs particularly Autism Spectrum Condition (ASC) and Language Needs is included in this proposal for all key stages. Dedicated resource bases for one-to-one support/development and access to specialist teaching methods are proposed, however, pupils can access mainstream education as appropriate to their individual needs. This proposal is in line with the local authority's wider strategic plan for SEND provision (SEND Strategy 2019-24) and the aim to increase opportunities for inclusion within mainstream education. It is anticipated that this would involve a considerable level of multi-agency working. Sixteen places would be provided for the primary phase site and sixteen places at the secondary phase site (initially four at each site and then growing incrementally) offering a continuum of education throughout a child's school career.

Community use / shared facilities:

There is likely to be opportunities for community use of the new school's facilities. The exact nature of the requirements will be, to some extent, dictated by future planning conditions. However, the local authority is very interested to know broadly how potential sponsors envision the use of facilities to the benefit of the wider community.

Transport arrangements:

The proposed school's close proximity to new residential developments means that walking to school would be a viable option for many who may choose to attend the school. Therefore, emphasis will be put on promoting and encouraging sustainable travel to and from the site such as walking, cycling, scooting, use of public transport, and reducing the need for travelling to and from the site by private car. The sponsor appointed to run the proposed new free school would need to produce a 'Travel Plan' which would contain a package of measures to mitigate the potential impact on the highways.

Character/Ethos of school:

Applicants should evidence how they intend to work closely with families and the wider local community to provide the best learning experience and outcomes possible for all. Applicants should also clearly demonstrate the basis on which they would create an inclusive ethos that would encourage all pupils to participate as fully as possible in the school's curriculum and delivering on the vision set out within this document.

Equalities impact analysis:

The proposed new school should support the aims of improving educational attainment and closing achievement gaps for children and young people vulnerable to poor learning outcomes. Therefore, all potential sponsors are required to demonstrate their commitment to inclusion, to promoting equality; choice; and diversity for local families regardless of gender, religion, ethnicity, disability, or sexual orientation in an inclusive school setting. An equalities impact assessment has been carried out based on a public consultation exercise held in June/July and is attached as appendices 1 and 2 (pages 25 – 34).

Details of the site/ building, including details of ownership:

The design and build costs will be met by West Sussex County Council.

The school will be built, adhering to Department for Education Building Bulletins and the West Sussex County Council Design Guides, as a 2-form entry primary phase (420 places) with early years provision (50 places) and a 6-form entry (900 places) secondary phase, both phases including a Special Support Centre (32 places in total) to allow one to one support/development and access to specialist teaching methods. External provision (i.e. playgrounds, sports fields, car parking facilities etc.) will be provided to give sufficient space/capacity for the total number of pupils and staff that will attend and work at the school. Consideration will be given to any specialisms that a Multi-Academy Trust may wish to provide but there will be a relatively limited scope for the sponsor to redesign the school building due to the pressure both on timescales and budget and the degree to which this work has already been undertaken. The current cost estimates are around c £35 - £40m.

The proposed scheme would be subject to the successful transfer of the land currently owned by Homes England to West Sussex County Council and the site building will be leased to the Free School / Academy Trust on a standard 125-year peppercorn basis upon practical completion of the school building.

Below are the Indicative Key Milestones for the building works provided by the West Sussex County Council Multidisciplinary Consultancy Faithful and Gould and Homes England.

BHNA Secondary Building

Task	Date
Feasibility complete	June 2021
Planning application submission	March 2022
Contractor appointment	May 2022
Planning determination	June 2022
Start on site	January 2023
Handover	July 2024

BHNA Primary Building

Task	Date
Feasibility complete	September 2021
Contractor Pre-Construction Services Agreement (PCSA) commencement	November 2021
Planning application submission	April 2022
Contractor appointment	April 2022
Planning determination	July 2022
Start on site	October 2022
Handover	August 2023

SECTION C – VISION

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance, the [‘Model criteria for local authorities and proposers’](#).

As a minimum, please ensure you include the following:

- A clear ethos that inspires confident learners who have the skills and qualities to thrive.
- A strong educational vision and a curriculum delivery model based on high standards of attainment for each key stage.
- Plans for appropriate engagement with the local community and parents both through the pre-opening period and on-going engagement.
- Excellent support facilities to meet the needs of all children, including children looked after, those with Special Educational Needs, those with pupil premium funding and any other disadvantaged group. Specific reference to strategies for multi-agency working would need to be included here.
- A commitment to exceptional leadership and a high quality of teaching and learning.
- A drive for excellent outcomes in attendance, attainment, and achievement for all children.
- A clear commitment to closing the gaps between pupil groups, both within the school and against their national counterparts.

SECTION D – EDUCATIONAL PLAN

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance. [‘Model criteria for local authorities and proposers’](#).

As a minimum please ensure you include the following:

- An ambitious, broad, and balanced, deliverable curriculum plan which is consistent with the vision of West Sussex.
- The school’s approach to providing an inclusive, strong curriculum to deliver high levels of attendance, attainment, and achievement in and out of the classroom.
- The school’s approach to providing an inclusive, broad and enriching curriculum that engages all learners and enables all children to achieve. This should outline how the school intends to develop the cultural capital of all learners.
- Strategies for measuring pupil performance effectively and setting challenging and engaging targets working with parents and carers.
- A staffing structure that will deliver the planned curriculum within the expected income levels; with a focus on outstanding teaching (including strategies for effective performance management and continuous professional development of teachers and other staff), understanding the needs of the learners and able to differentiate within the classroom setting.
- Details of how the school will ensure that there is an ethos where all staff, pupils and parents/ carers are aware that the needs of all children will be fully provided for and that the school will be fully inclusive. This should include evidence of a commitment to multi-agency working, including access to specialist practice to support the curriculum model.
- Details of enrichment and extended services, for example, breakfast clubs, sports clubs, homework clubs and music/art clubs beyond the school day.
- The school’s approach to: PHSE; the Prevent Duty; safeguarding and welfare; and promoting fundamental British values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs).
- To engage and sign up to the established area school partnership arrangements which include the focus to reduce permanent exclusions to zero and use fixed term exclusions as the last resort alongside providing strategies for inclusion of all children and young people
- To engage and participate in cluster partnership arrangements which offer family support mechanisms and access to early help support for children and families.

SECTION E – CAPACITY AND CAPABILITY

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance. [‘Model criteria for local authorities and proposers’](#).

As a minimum please ensure you include the following:

- The resources you would draw on and/or deploy to support the development of the new free school by the opening date.
- Clear evidence that you have the range of skills and abilities necessary to set up and then run a school effectively, including:
 - Managing school finances;
 - leadership;
 - project management;
 - marketing;
 - human resources;
 - safeguarding;
 - and health and safety.
- How the school would be organised and what the governance arrangements would look like, including a diagram of the proposed structures.
- The key strategic partners that you would wish to work with to deliver an outstanding school.

SECTION F – FUNDING AND COSTS

Capital Costs

All Capital Costs are to be met by West Sussex County Council in partnership with Homes England. The construction cost estimate for the proposed scheme, which excludes the cost of site acquisition (the land has been secured at no cost as a planning obligation) is anticipated to be c £35 - £40m for the secondary phase of the school. The secondary phase will be funded primarily through Basic Need Grant from central government in addition to a financial contribution of c. £18m from Homes England. This has been secured through a s106 agreement to mitigate the impact of the housing and will be reimbursed to Homes England by housing developers when they come to build out.

The primary element is being procured and delivered at nil cost to the County Council by Homes England. However, the precise funding packages will be confirmed at the design stage and when tenders are approved. There will be a capital funding allocation for a standard specification of ICT and Furniture, Fittings and Equipment in accordance with West Sussex County Council guidance. No capital funding is expected from the sponsor.

Revenue Funding

Note that all funding arrangements are subject to any changes made by the DfE to the national funding arrangements for schools.

Currently there is a National Funding Formula for schools funding which allocates an amount of funding for West Sussex which includes all academies and free schools. Within this overall allocation there is a small amount of local discretion on the final allocation to individual schools which Schools Forum is consulted on.

Mainstream schools are funded on the basis of the number of pupils in the school on the school census in the previous October. However, in the case of new and growing schools, an agreement will be made between the free school and West Sussex County Council to agree the number of pupils that will be funded for the upcoming academic year and reviewed annually in the Autumn term.

Special Support Centre (SSC) funding

Any pre-opening costs for the SSC will be agreed with the Local Authority in advance. It is envisaged that the SSC will start with a minimum of eight places (four places at the primary phase and four places at the secondary phase). Ongoing funding will be based on the number of pupils in the unit and is made up of place funding and top up funding, both of which are set in line with funding regulations and all funding arrangements are subject to any changes made by the DfE to the national funding arrangements for schools and the high needs block.

Place funding is currently at approximately £10,000 per planned place. For vacant places £10,000 is allocated. Occupied places are funded at £6,000 from the high needs block and the remainder of place funding is made up from the

school's block funding. This amount will be paid to the school by the ESFA. Top up funding will be based on the needs of the actual pupils in the unit and will be calculated in line with the West Sussex County Council scheme for funding top up at Special Support Centres at that time.

Early Years

The nursery funding for 'free entitlement' will be calculated as per all PVI (Private, Voluntary and Independent) sector early years settings and funded by the EY DSG based on head count.

Growth Funding

As part of overall school funding in West Sussex, there is a growth fund, the terms of which are agreed with Schools Forum annually. The purpose of the growth allocation is to provide additional funding and payments for growing, and new schools, and for schools where pupil numbers are increasing.

Legal Expenses

The DfE currently provides £25,000 for legal expenses to the successful sponsor.

The ownership of the land, transfer of lease:

The proposed scheme would be subject to the successful transfer of the land currently owned by Homes England to West Sussex County Council and the site building will be leased to the Free School / Academy Trust on a standard 125-year peppercorn basis upon practical completion of the school building.

SECTION G – IMPACT AND EQUALITIES ASSESSMENTS

As prescribed by section 9 of the Academies Act 2010 and section 149 of the Equality Act 2010, the local authority must assess the potential impact of any new school on existing educational provision in the area. The local authority must also consider whether the new school would impact on any groups with protected characteristics.

Population data and projections show that significant additional capacity is required within the Northern Arc over the next five years which has resulted in a decision to propose new school provision. The types of schools in the area have been considered to ensure we adhere to our legal duty of ensuring parents are offered choice and diversity.

The proposal would have a positive impact on promoting choice and diversity for local families who are applying for a school place. We are looking for sponsors that will provide excellent support facilities to meet the needs of all children, including Looked After Children, those with Special Educational Needs and Disabilities, those with pupil premium funding and any other disadvantaged group. We also want a sponsor that has a drive for excellent outcomes in attendance, attainment and achievement for all children and a clear commitment to closing the gaps between pupil groups, both within the school and against their national counterparts.

The completed Equalities, Diversity, Cohesion, and Integration screening assessment is attached as Appendix 1.

APPENDICES

Appendix 1: Equality Impact Assessment Form

1. Contact Details

Service/department/section: Education and Skills/School Organisation and Development Team

Full name: James Croft/Vanessa Cummins

Job Title: Project Support Officer/Schools Planning Officer

Email/phone: vanessa.cummins@westsussex.gov.uk Tel: 0330 222 3046

Submission date: 6-4-21 and 18-8-21

2. About the Policy, Procedure or Change

The Education Act 1996 places a duty on local authorities to ensure there are sufficient school places for all children living in its area. The local authority (LA) is also required to promote choice and diversity, and therefore must also ensure that there are a range of options available to parents.

The Local Authority is proposing establishing a new all through school for children from the ages of 4 – 16. This would be made up of a 2 form of entry (FE) primary phase (420 places in total, or 60 places per year of age) to open in September 2023 and a new 4FE secondary phase expandable to 6FE to 8FE (600 - 900 - 1,200 places in total, or 120 - 180 - 240 places per year of age) to open in September 2024. Both phases of school will include a Special Support Centre for approximately 16 pupils (32 in total) initially being set up for 8 pupils in total with additional social and communication needs. The primary school will provide a pre-school setting for up to 50 pupils.

This Equality Impact Assessment form looks at the equality considerations that have taken place during the initial consultation and engagement process with stakeholders, including potential sponsors. It also seeks to identify any future action required to ensure that equality, diversity, cohesion and integration continues to be well considered throughout the entire free school presumption process, should the proposal continue through to the next stages.

This Equality Impact Assessment focusses on the initial consultation that would help to shape the proposal and the selection process for sponsors. The successful sponsor would be responsible for the management of the new school, however, West Sussex County Council would advise on what equality aspects they should be considering.

Title of Policy, Procedure or Change:

Burgess Hill Northern Arc Free School Presumption Competition

Briefly describe the purpose of the changes being made:

Under section 6A of the Education and Inspections Act 2006 (the 'free school presumption') where a local authority identifies the need to establish a new school it must, in the first instance, seek proposals to establish an academy. West Sussex County

Council has identified the need to establish a new all-through school with the primary phase to open in Sept 2023 and the secondary phase in Sept 2024 in the Burgess Hill area. West Sussex County Council is now seeking applications to open the school from high quality sponsors who have a proven track record of improving educational attainment for children and young people, including those special educational needs and disabilities (SEND), within a fully inclusive environment and wishes to ensure that the process complies with all equalities legislation in order to support the needs of South Mid Sussex communities.

There is a need for additional school places because of population growth in South Mid Sussex and Burgess Hill Northern Arc in particular. Current projections indicate that additional places are likely to be required across these combined areas by 2023-24 including the need for early years provision and specialist places for children with SEND. This demand cannot be fully addressed by expanding existing schools; therefore, it is proposed to establish a new all through school for children from the ages of 4 – 16. This would be made up of a 2 form of entry (FE) primary phase (420 places in total, or 60 places per year of age) to open in September 2023 and a new 4FE expandable to 6FE to 8FE secondary phase (600 - 900 - 1,200 places in total, or 120 - 180 - 240 places per year of age) to open in September 2024. Both phases of school will include a Special Support Centre for approximately 16 pupils (32 in total) for children with additional social and communication needs starting initially with 8 pupils in total (four in the primary phase and four in the secondary phase). The primary school will provide a pre-school setting for up to 50 pupils.

Who do the changes apply to? (delete any that **are not applicable)**

- Community/residents/families/children and young people
- Educational stakeholders in the area including neighbouring schools

3. Data collection; consultation; and evidence

- a) In order to ensure that the free school specification meets the needs of the community of South Mid Sussex a research public consultation exercise was run between 28 June 2021 and the 26 July 2021.

Key stakeholders were identified following guidance from the Department for Education 'The free school presumption Departmental advice for local authorities and new school proposers November 2019' as:-

Local School Heads

Parents, Staff and Governors at Local Schools

Local Councillors (County Council, District Council and Town/Parish Council)

West Sussex Multi-Academy Trust Organisation

The Church of England Diocese of Chichester

The Catholic Diocese of Arundel and Brighton

Mid Sussex District Council

Department for Education/Regional School Commission Lead for Free School Presumptions

The results of the consultation were analysed and a summary of the process and the feedback is attached in Appendix 2.

- b) Using examples from the evidence you have collected, please describe the impact the policy, procedure or change may have on employees/community members in each of the equality groups below. If you assess that there is no impact on an equality group, please give your reasoning.

- **Age:**

No impact. The school will serve children and young people predominantly.

- **Disability:**

Describe the Positive/Negative/No impact (delete those that do not apply)

Positive. The school will include a Special Support Centre for children with Autism. The school will also be DDA (Disability Discrimination Act) compliant in its design allowing full accessibility including a lift and ramps etc.

- **Gender (sex):**

Describe the Positive/Negative/No impact (delete those that do not apply)

Positive. The school specification states that the school will be co-educational giving equal opportunities to all genders to access the curriculum etc. The consultation exercise asked this question and there was only a tiny minority that supported single sex education. See Appendix 2.

- **Gender reassignment:**

Describe the Positive/Negative/No impact (delete those that do not apply)

Likely to be positive. If the school is a co-educational school which is likely to be the case then gender reassigned children and young people can access the curriculum and facilities for their chosen sex. Equal Opportunities and Employment legislation will ensure that staff can be employed with this protected characteristic and have their rights respected.

- **Marriage or civil partnership:**

Describe the Positive/Negative/No impact (delete those that do not apply)

Positive impact. Equal Opportunities and Employment legislation will ensure that staff can be employed with this protected characteristic and have their rights respected.

- **Pregnancy and maternity:**

Describe the Positive/Negative/No impact (delete those that do not apply)

Positive impact. Employment legislation will ensure that staff who become pregnant have access to maternity pay and maternity/paternity leave.

- **Race:**

Describe the Positive/Negative/No impact (delete those that do not apply)

Positive impact. The Equality Act will ensure the specification for the school and the sponsors will adhere to the equality duty and cater for all sections of the local community.

- **Religion or belief (including no belief):**

Describe the Positive/Negative/No impact (delete those that do not apply)

Likely to be positive. It is possible that the school will cater for a specific faith. This consultation aims to identify if there is a need/desire for a faith school in the area. The results are contained in Appendix 2 and the assessment panel will consider all applications from faith and non-faith multi-academy trusts bearing these results in mind.

- **Sexual Orientation:**

Describe the Positive/Negative/No impact (delete those that do not apply)

Positive impact. The Equality Act will ensure the specification for the school and the sponsors will adhere to the equality duty and cater for all sections of the community regardless of sexual orientation.

- **Part time workers:**

Describe the Positive/Negative/No impact (delete those that do not apply)

Likely to be positive. Employment legislation will ensure that part-time workers rights are protected. Schools usually employ a number of part-time workers.

- **Caring responsibilities:**

Describe the Positive/Negative/No impact (delete those that do not apply)

Likely to be positive. Employment legislation will ensure that workers with caring responsibilities are protected. Schools usually employ a number of part-time workers and those with caring responsibilities.

- **Socio economic groups (e.g. unemployed; students;):**

Describe the Positive/Negative/No impact (delete those that do not apply)

Likely to be positive. Access to education is likely to increase the employability of children and young people in later life and provide opportunities to enter higher education/university. The school will be non-fee paying so can be accessed by a wide cross section of the community not just a limited socio-economic group.

- **Other socially excluded communities or groups (e.g. homeless):**

Describe the Positive/Negative/No impact (delete those that do not apply)

Likely to be positive. Access to education is likely to give children and young people life skills that reduce the likelihood of unemployment and homelessness.

4. Summary and Progressing the Equality Duty

- a) Is there an opportunity to use this policy, procedure or change to show we are working to progress any of part of the Public Sector Equality Duty?

Public Sector Equality Duty:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Improve quality of opportunity between different protected groups.
- Foster good relations between different protected groups.

Yes. Finding a high performing sponsor for the school with an inclusive approach and commitment to Equalities/children with Special Educational Needs will be key criterion for the specification/expressions of interest competition.

- b) Please provide a summary of the overall findings and rate your analysis.

This project qualifies as green in the criteria below.

- **Red** – As a result of performing the analysis, it is evident a risk of discrimination exists (direct, indirect, unintentional or otherwise) to one or more of the nine groups who share Protected Characteristics (and/or local non-legislative factors). In this instance, **it is recommended that the use of the activity or policy be suspended** until further work or analysis is performed.
If it is considered this risk of discrimination is objectively justified, and/or the use of this proposal (policy, activity, function) is a proportionate means of achieving a legitimate aim, this should be indicated, and further professional advice taken.
- **Amber** – As a result of performing this analysis, it is evident a risk of discrimination (as described above) exists and this risk may be removed or reduced by implementing actions or control measures detailed in the action planning section of this document.
- **Green** – As a result of performing this analysis, **no adverse effects** on people who share Protected Characteristics and/or local non-legislative factors are identified – no further actions are recommended at this stage.

5. Action Planning

As a result of performing this analysis, what actions are proposed to remove or reduce any negative impact of adverse outcomes identified on people (employees, applicants, customers, members of the public, etc) who share characteristics protected by The Equality Act 2010 or are non-legislative characteristics?

Careful drafting of the specification, after consulting local education stakeholders and the wider community, has helped to ensure that Equalities is at the heart of the

criteria on which selection of a sponsor is based. A panel will be convened to make this process transparent and interviews held to test the accuracy of statements made in the application forms of bidders. Oversight by colleagues at the Regional Schools Commissioner's Office and use of the model templates produced by the Department for Education ensures that a consistent approach is taken complying with all Equality Act and other national legislation.

Identified Impact(s) on Protected Characteristic or local non-legislative factor(s):

See Appendix 2.

Recommended Actions:

Careful analysis of responses to the consultation to ensure local factors are taken into account and addressed in the specification.

Ensuring oversight by the Regional Schools Commissioners Office and inclusion of an officer in the membership of the Assessment Panel.

Legal Advice sought on the make up of the Assessment Panel

Use of the DfE model application forms and criterion.

Responsible Lead Officer: Graham Olway, Assistant Director, School Organisation

Completion date: 6-4-21

Review date: 18-8-21

Appendix 2

Analysis of Responses to Public Consultation Summary Report Re: Education in Burgess Hill Northern Arc

A public consultation exercise was undertaken by West Sussex County Council between 28th June 2021 and 26th July 2021 to seek feedback from the community on the intention to build a new all-through free school (for children aged 4 – 16) with additional Early Years and Special Educational Needs and Disabilities facilities over two sites in the Burgess Hill area.

There were 220 responses to the survey entered into the County Council's Your Voice website by parents, local residents, school staff and governors. No responses were discounted as all were correctly input. There were 380 visits to the webpages overall. There were five additional emails sent to the school consultations email box. There were no postal responses.

Respondents were generally resident locally to the proposed development or an organisation expressing a local interest. The majority of respondents (173) gave a RH15 or RH16 postcode, in and around Burgess Hill and Haywards Heath, with a sizeable number from BN6 which covers the Hassocks, Hurstpierpoint and Albourne areas (46). There was one online survey response from BN3 slightly further afield in Hove. There were five emails received; two from parents in the area, one of whom is a teacher at a local school, one was from a manager of a local pre-school, one from a consultancy firm representing the promoters of the Burgess Hill Science and Technology Park, and a response from Burgess Hill Town Councillors.

In terms of age profile, one respondent was under 13 years of age and one was in the 16-19 age range, seven were between the age of 20 – 29, forty-six were between the ages of 30 – 39, ninety-nine were 40 – 49, thirty-eight were 50 – 59, 26 were over 60, and three respondents preferred not to say.

In general, the proposal was supported with a recognition of greater need for places in the area. Only one of the responses suggested that extending existing schools would be preferable. With regard Early Years and SEN facilities, these were widely supported with one hundred and eighty (180) of the responses supporting the provision of an early years facility, thirteen (13) objecting, and twenty seven (27) neither objecting or supporting. With regard the provision of an SEN facility, one hundred and eighty-three (183) of the responses supported the proposals, seven (7) objected and thirty (30) were unsure whether to support or object.

There was a wide range of views as to what type of provider would be the most suitable as summarised in the table below. Many suggested a local provider would be best and the highest response was for a Church of England/Church School as there currently isn't one in the Burgess Hill area. However a number of respondents opposed any faith option and would prefer a secular ethos:-

Type of provision	Number of respondents in favour of a total of 224 (one email response not included as it is an inquiry about running the pre-school and did not respond to the survey)
Church of England or other Christian denomination	59
Existing local school/academy or group of schools	50
Large academy chain or Independent school	30
A non-faith/secular school	16
A Local Authority School	15
A faith school	12
Parent Group	11
Montessori	6
Internationally connected school	4
Steiner	4
Not sure or 'don't mind'	3
Accessible for disabled/specialism for SEND	3
University run	3
Science Technology Engineering and Maths (STEM)	3
Forest School	2
Sports College	1
Environmental Ethos	1
Extend existing schools/no new school needed	1

A question was asked as to whether the new school should open with one year group and grow or open with all year groups. The following results were received:-

Preferred class/year group organisation for opening	Number of respondents in favour of a total of 220 (the email responses were silent on this issue)
All classes to open straightaway	88
Open one class and grow up over the years	53
Open classes as local needs and demand for places dictates	32

No Preference	27
Open more than one class but not the entire school eg. open three year groups YR, YR3 and Y7 in alignment with the Key stages or open all of Key Stage 1	19

Many of these responses suggested that for families moving to the area and the new development it would be unfair if their children had to attend different schools because not all year groups were open. On the other hand 53 respondents preferred only opening a small number of classes and growing the school as this would be easier logistically. Thirty-two (32) respondents felt this was an issue for the sponsor and Local Authority depending on numbers in the area at the time the school opens.

One hundred and thirty-eight (138) of the 220 respondents gave extra comments around the establishment of a Special Support Centre. The great majority recognised the growing need for places for children on the Autistic Spectrum. A few respondents wanted to ensure that resources at current special schools would not be diminished by establishing new provision and the majority of the seven objections raised concerns about the possible negative impact of having children with additional needs in the same classrooms with large classes. An example response below

'I feel these children can cause issues for the learning development of the other students - as long as this isn't the case I would support'

One hundred and sixteen (116) of the 220 respondents gave comments around the establishment of an early years facility at the primary phase building of the school. Generally, these recognised that the growth of Burgess Hill required additional early years facilities and these were welcomed. Some called for the facilities to be separate to the school but close by and some expressed concerns that such a large school with a large age range might lose its focus on the 4-16 age range. An example response below

'I would prefer the focus is on high quality primary and secondary education.'

The final question asked for any other additional comments or concerns and there were a large number of points made from the adequacy of public transport to how to best design a Special Support Centre. The table below lists the themes most frequently raised:-

Suggested theme	Number of respondents
Safe, lit walking and cycling/scootering routes should be made a priority	42
A low cost/no cost bus service should be introduced to bring children from further afield to cut down on congestion	29
The school should be opened as soon as possible	25
The age range should include a sixth form	24
Sufficient parking, and drop off and pick up, should be designed to avoid congestion	16
Wrap around care before and after school and holiday clubs should be provided	14
Excellent sports facilities should be incorporated as well as ensuring the playing fields are the appropriate size.	10
An all-through school from 4-16 is an appropriate age range	6
The catchment should not include Hassocks or Haywards Heath. The school should serve the development and Burgess Hill.	5
Cycle racks and lockable areas should be included	5
The catchment should be as wide as possible to serve Mid Sussex generally	4
Appropriate access for disabled parking/dropped curbs/lifts to the first floor	4
The community should have access to any sports facilities	4
The school should not negatively impact on smaller schools in the area	4
A community centre on site would be welcome particularly for elderly people	3
Green space/wood area/forest school should be incorporated in grounds for health and wellbeing	3
The school should have strong links with the wider local educational community	3

Vanessa Cummins
Schools Planning Officer (North & Mid)
Vanessa.cummins@westsussex.gov.uk
Tel: 0330 222 3046
28.7.21