

Welcome to the EBDOG & DfE Digital Conference 2022



Department
for Education

EBDOG

Agenda		
Introduction and headline updates	Lindsay Harris (DfE) Graham Olway (EBDOG)	09:45 – 09:55
Capital funding update	Paul Baker & Jon Bath	09:55 – 10:35
	Break	10:35 – 10:45
Net Capacity Assessments	Sally Lissenden, Simon Lindsay & Laurence Jones	10:45 – 11:20
Land transactions	Oliver Williams, Isabelle Wragg & Paula Gregory	11:20 – 11:55
	Break	11:55 – 12:00
Welcome	Rory Kennedy	12:00 – 12:15
School Rebuilding Programme	Ruth Sharp & Stuart Gosney	12:15 – 12:45
	Lunch	12:45 – 13:15
Update on new free school waves	Jayne Deacon & Lucy Doyle	13:15 – 13:50
Moving towards carbon zero	Sharon McHale & Crawford Wright	13:50 – 14:25
Close	Lindsay Harris	14:25 – 14:35



[Download the agenda](#)

Introduction and headline updates

Lindsay Harris (DfE)

Graham Olway (EBDOG)



up next

Capital funding update

Paul Baker and Jon Bath

EBDOG & DfE
Digital Conference 2022



Department
for Education

EBDOG

Capital Funding Update including SEND and pupil places / Basic Need

June 2022



Schools Capital Funding Overview and Update

- Moving beyond the SR Settlement
- Forthcoming
- High Needs

High Needs Capital Funding

- DfE secured £2.6 billion at SR21 to deliver new places and improve existing provision for children and young people with SEND or who require AP.
- In March we announced £1.4bn of High Needs Provision Capital Allocations for LAs covering FY 2022-24. We are also providing some targeted capital support to LAs with the most significant DSG deficits as part of the 'Safety Valve' programme.
- In addition, on June 10th we launched 'How to Apply Guidance' for the next wave of up to 60 Special and AP free schools.
- No final decisions have yet been made regarding funding for FY 2024-25, though we expect to continue our current approach of a mix of LA allocations, targeted capital support and free school delivery.

Our High Needs Capital Funding Strategy

- We want to work alongside LAs to reform the current system and achieve our shared endeavour to tackle cost inflation and secure a financially sustainable high needs system.
- Whilst the SEND Review proposals will help to achieve these changes longer term, we expect LAs to make use of the increased capital investment being made available to improve the suitability and sufficiency of high needs provision in their areas over the next three years.
- Funding beyond 2025 is contingent on the outcomes of future Spending Reviews and additional capital funding beyond this period cannot be guaranteed; it is therefore critical that prudent decisions are taken now to ensure the sustainability of the system for the longer term.
- In some LAs this will mean prioritising inclusion and in-school units, for others it will be about increasing available special capacity. LAs should consider prioritising projects that will help them to manage pressures on their local high needs budgets.

The Problem Statement

- **High Needs places** refer to specialist places for children with an EHCP or who require alternative provision. It includes, but is not limited to, special schools and academies, SEND units and resourced provision, PRUs, AP academies etc.
- Unlike for mainstream places, **there is currently no central systematic collection of capacity and/or place planning data for specialist places and institutions.**
- Historically, we have not collected this data because of the complexity of the High Needs system. We know that legally the idea of ‘capacity’ in HN institutions is less meaningful than in mainstream. We also recognise that a given High Needs place may not be suitable for every HN pupil.
- Hitherto the DfE has relied on LAs to understand their local system and the individual needs of pupils. But this has also meant it is not always clear from the centre about what High Need places are currently available or how many more may be needed in future.

Why would centralised data on HN capacity be useful?

A central data collection could ...

- Help LAs to **articulate to DfE the place pressures they are facing**, current levels of overcrowding and their forecasts of future pressures.
- Help DfE **articulate and provide evidence to the strategic centre of government** as to the level of need for additional investment.
- Help the DfE **identify and support LAs at risk of sufficiency issues** before those issues actually materialise (which in the HN space we know often leads to higher RDEL costs).
- Help **support a wide range of policy and funding applications**, for example delivering future capital funding allocations.
- Help by providing **a strategic framework** for HN place planning.
- A key aspect of the SEND system reformed outlined in the SEND and AP Green Paper is improving LAs' capacity to strategically manage their local SEND offers. Asking LAs to provide this data could act as a behavioural nudge.

What are we proposing to collect?

Subject to approval from Star Chamber, we are proposing we collect the following data as part of the School Capacity Survey (SCAP), starting from 2023:

At School Level

- The physical capacity of:
 - Special Schools
 - SEND Units
 - Resourced Provision

At Local Authority Level

- Forecast demand for places captured above
- Forecast demand for post-16 provision
- Forecast demand for independent provision

Capacity Data

- ❑ We expect to pre-populate a list of schools against which LAs can record these capacity figures.
- ❑ We will not initially ask LAs to differentiate their capacity between different types of need (e.g. for a school serving both ASD and MLD you will not need to report 2 separate capacities).
- ❑ For SCAP23 we are focussing on school based SEND setting. In the longer term, we may look to expand the data collection to include other elements of the wider high needs system (i.e. post-16, AP, and early years,).
- ❑ We will provide a **SEND Net Capacity Assessment Tool** to assist LAs with measuring capacity, but LAs will not need to reassess schools if capacity is already known.

The SEND NCA Tool

- ❑ Will build on the NCA tool currently used for mainstream, but with adaptations to recognise the additional complexity of the SEND environment. A prototype version is currently being tested, but we anticipate publishing the tool for general use in autumn 2022.
- ❑ It will produce a capacity range within which a given institution's capacity might reasonably fall – it would then be up to the LA to report a single capacity figure within this range, based on their understanding of the school and the provision it offers.
- ❑ In recognition that use of the tool may require an in-person assessment, use of the tool to assess capacity will be encouraged, but not mandatory for the first year of collection.

Collecting Forecasts of Specialist Place Demand

- ❑ Our intelligence indicates that most LAs already have access to some level of internal modelling of future place demand.
- ❑ Initially we want to collect forecast demand at LA level. We will not require LAs to establish 'SEND Planning Areas' for the first year of collection.
- ❑ In anticipation that some LAs may require some additional support in this area, we expect to produce central guidance for LAs on appropriate forecasting methodologies and approaches.
- ❑ We expect best practice for HN forecasting will combine approaches used in:
 - Established mainstream forecasting techniques, (i.e., use of demographic data, ONS population figures, cohort progression, local housing development yields, migration etc.);
 - SEND specific information (potential EHCP rates, LA placement trends, planned reforms, etc).

Net Capacity Assessment (NCA) Programme

24 June 2022



Department
for Education

Pilot Programme: Nov 2021-Feb 2022



Testing the new methodology and tool



250 establishments - all types and sizes, focus on secondary academies.



Special schools and further education colleges

NCA Pilot – Findings so far

- Piloted between Nov 2021 and Feb 2022 – 240 schools including 24 special Schools: positive feedback, 90% satisfied with the process
- Methodology update – generally very little difference
- Quality - analysis not complete until quality issues resolved

Early indications for 203 mainstream schools:

- Significant levels of difference between reported SCAP capacity and NCA capacity identified.
- So far approximately 6,000 potential additional places found (net)
- If room status is updated to 'expected use' this increases to over 13,000

SEND – limited pilot to date, further work now under way

NCA Pilot Stakeholder Feedback - methodology

- Online questionnaires after site visits – 123 responses, including 10 local authorities
- Findings from the IT User research interviews with schools, RBs and Surveying Organisations, including 9 LAs
- Analysis of Non-Engagement rates in the pilot
- Additional ad hoc calls and meetings with Local Authorities, MATs and Diocese representatives
- Emails received through the dedicated NCA mailbox

NCA Pilot Stakeholder Feedback (1)

- The vast majority of site visits at secondary schools took more than 3 hours. Most primary school site visits took between 2 and 3 hours.
- 90% of schools and 80% of RBs were happy with communications about the pilot. 89% of schools were happy overall with their site visit.
- Schools and RBs agree that one month is the optimum period of notice required before an NCA site visit.
- 20% of schools specifically suggested that site visits take place out of term time or teaching time to avoid disruption. Special schools are particularly likely to suggest this. 31% of schools requested that exam periods should be avoided.
- About one third of RBs were not confident about the accuracy of their pupil capacity figures before the pilot, with MATs likely to be least confident.

NCA Pilot - Stakeholder Feedback (2)

- Only one example of concern about what how revised pupil capacity figures would be used.
- RBs want to be kept informed all the way through the process for their schools, even if just copied in
- Many RBs see the NCA programme as an opportunity to endorse the capacity data they have been using for their PAN
- Local authorities have key roles as RB for maintained schools AND statutory responsibilities for sufficiency and pupil place planning
- Dioceses should be viewed as strategic partners in the NCA process
- Overall, just 11.4% of schools approached did not engage with the NCA process.
- Building works and projects on-site were the most common reason given for non-engagement

Actions based on feedback to date

- Investigate further the pros and cons of carrying out NCA site visits outside of term / teaching time
- Keep RBs informed of NCA programme activity at their schools throughout the process
- Consult LA and Diocese representatives in the design of the processes for the NCA programme, and learn from how Dioceses sign off findings in the CDC and Land and Buildings Data collection
- Use intelligence on Condition Data Collection (CDC) high need and SRP current projects when planning NCAs, to minimise non-engagement where building work is taking place.
- Review the use of site plans and the role of Surveying Organisations where they are not available.

NCA Programme Development: proposed next steps

- Procurement of surveying organisations and IT systems
- Programme planning and resourcing
- Consultation with internal and external stakeholders
- Development of processes and tool
- Release of tool (planned Autumn 2022)
- Final Business case approval
- Communication to all parties
- NCA Programme delivery 2023 to 2024

NCA and maintained schools – business as usual ?

- Summer 2022 – Continue NCAs using current tool
- c. Autumn 2022 – Use updated NCA tool as soon as available
- 2023-24 – DfE inform LAs of NCA programme schedule
- From 2024 – Regular updates using new NCA tool, business as usual

Consultation: themes and issues for LAs ?

- Timing and scheduling
- Reporting
- Uses of data – LAs, including pupil place planning
- Uses of data – Schools, Academy Trusts and Dioceses
- Uses for data – DfE
- Impact on appeals and admissions
- SEN and Higher Needs Data Collection

Questions for LAs

- Are these the right issues for LAs ?
- Have we missed any ?
- Which are most important ?
- How should we consult further ?
- When ?
- With whom ?

Initial thoughts and next steps

- Volunteers for further consultation
- Comments, suggestions and ideas
- DFE.NCAProgramme@education.gov.uk



Department
for Education

Land Transactions: an introduction

Oliver Williams, Isabelle Wragg & Paula Gregory

June 2022

Disposals of school land

- Councils holding school land and wanting to dispose of it require the Secretary of State's prior consent. Part 1 of the Academies Act 2010 applies to all land which has been used wholly or mainly by a school or 16-19 academy in the last eight years, whether still open or now closed. Part 3 of the Act applies to academy trusts and is not time-limited.
- Additionally, where a council wants to dispose of playing field land, the SoS' prior consent is also required under Section 77(1) of the School Standards and Framework Act 1998. This applies if the land is, or has been in the last 10 years, used by a maintained school. This includes where the land is now being used by an academy. (s77 does not apply to freehold academies, but if they want to dispose of playing field land, Schedule 1 of the Academies Act applies).

Disposal includes:

- selling or transferring a freehold or leasehold interest;
- the grant of a new lease;
- surrendering the whole or part of a lease of land;
- see DfE's [guidance](#) for the meaning of "disposal" under the AA 2010 and SSFA 1998.

What is playing field land?

- **Playing field land** is defined very widely for the purposes of a disposal or change of use as **“land in the open air which is provided for the purpose of physical education or recreation”**.
- A very strong presumption against disposal of playing field (the benefits to the school or schools in the area should outweigh the presumption against loss). Any loss should be mitigated by other improvements to sports provision.
- It does not matter if the land is not currently being used. Neglect of maintenance does not bring it outside the definition.

Five types of playing field:

- Soft outdoor PE (traditional grass marked pitches);
- Hard outdoor PE (hard surface games courts);
- Artificial pitches and MUGAs
- Soft informal and social (unmarked fields/marginal areas);
- Hard informal and social (hardstanding playgrounds); and
- Habitat areas (meadowland, wildlife habitats used for curriculum purpose but not landscaped verges)

Other than GCO notifications, playing field disposals are referred to the independent playing field panel who advise on the extent to which each application meets current policy and legislation.



Hard outdoor PE areas, surrounded by soft informal



Soft outdoor PE areas



Hard outdoor informal with habitat area behind



Non playing field (e.g. school buildings, car parks (unless doubling up as play areas), access roads and caretaker's houses)

Also within the definition of playing field land



Appropriation of school land

- Councils have statutory powers to allocate land for specific purposes and transfer the use of land from one purpose to another.¹ This transfer of use, e.g. school to housing or for highways.
- Councils must seek the Secretary of State's prior consent to appropriate land they hold where it has been used wholly or mainly for the purposes of a school or 16-19 academy in the last eight years, whether still open or now closed. (Academies Act, 2010)
- Most appropriation will involve a subsequent disposal, e.g. a lease to a developer or disposal under the right to buy or for market housing. If we have sufficient information on which the minister may base a decision, we tend to (but do not always) assess applications as disposals so consent, if granted, will enable the council to proceed without needing further consent.
- Change of use consent may also be required under s.77(3) SSFA where the land is **playing field**.

¹ under section 122(1) of the Local Government Act 1972

Change of use of playing field land

External Guidance - [School land transactions: 2021 guidance](#)

- Any change of use of school playing field land requires SoS consent under **s77(3) of the SSFA 1998** where:
 - the land is, or has been in the last 10 years, used by a maintained school (including where the land is now being used by an academy); and
 - the local authority holds the land (either a freehold or leasehold interest) at the time of the proposed change of use
- This need for consent does not apply to freehold academies
- A common example of a change of use is the construction of new school buildings on playing field land
- Part 2(H) of the 2021 guidance (link above) - p.49 - Applications to change the use of playing field land – assessment criteria
 - **Mitigations** – case by case basis
 - **Schools below guideline area** - higher level of scrutiny and greater mitigation required.

[Application Form H - Change of use of playing field land](#)

Change of use of playing field land

- We implemented a fast-track process (November 2021) where the CoU for an expansion in pupil places where the school will either:
 - i) remain over guideline amount of playing field land; or
 - ii) be under the guideline amount and the playing field loss is less than 5%.
- External guidance / form to be updated at the next update to reflect the change.

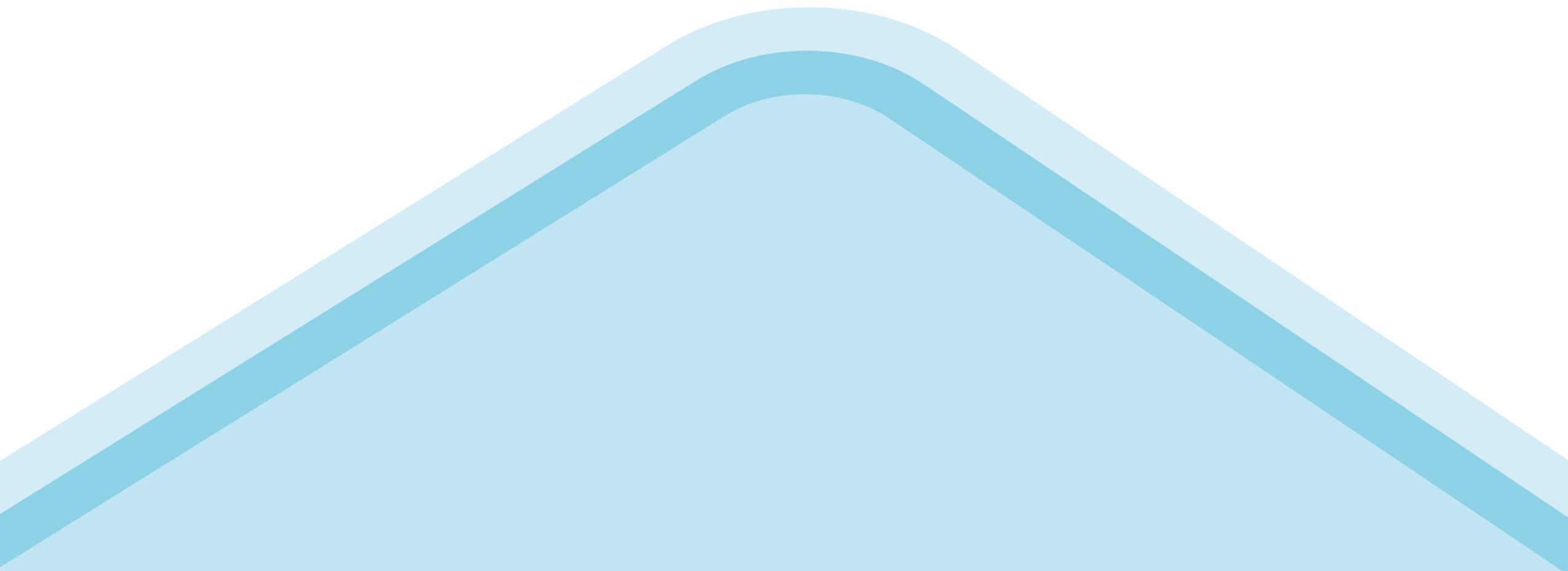


Where you need to make an application

- Check whether the proposal falls within a [General Consent Order](#). If so, complete the relevant notification form (found via link above) and send to the team mailbox: land.transactions@education.gov.uk.
- Whilst we have changed some internal processes (and have fast-track process for CoU expansions) we recommend submitting enquiries/application **as early as possible!**
- Our detailed land transactions guidance (updated September 2021) and application forms are on [GOV.UK](#).
- The guidance will help you give us the information we need to assess your application.
- Any questions please email us: land.transactions@education.gov.uk
- Rolling out an application portal on GOV.UK for all cases by end 2022 (portal in testing phase [for academies who need consent to acquire land](#)).

Working with EBDOG / regional EBDOG groups

- Attending each regional EBDOG meeting to deliver intro sessions.
- Going forward we would like to attend regional EBDOG meetings regularly to link in with LAs for feedback and support where we can.



Department for Education

© Crown copyright 2021

EBDOG & DfE Digital Conference 2022



Department
for Education

EBDOG



Break



Back at 12:00



up next

Welcome

12:00-12:15

Rory Kennedy

Welcome from Rory Kennedy

EBDOG & DfE
Digital Conference 2022



Department
for Education

EBDOG



up next

School Rebuilding Programme 12:15 – 12:45

Ruth Sharp & Stuart Gosney



Department
for Education

School Rebuilding Programme



Department
for Education

Agenda

Item	Description
1	Background to the School Rebuilding Programme
2	Programme Objectives
3	SRP Projects
4	Case Studies
5	Future Prioritisation & Selection

School Rebuilding Programme: Background

- In June 2020, the Prime Minister announced The School Rebuilding Programme (SRP) as a way to undertake major rebuilding and refurbishment projects at school and sixth-form college buildings across England, prioritised according to their condition.
- Over the next decade, the programme aims to transform education at 500 schools by replacing or refurbishing poor condition and ageing school buildings with modern designs, which will be net zero carbon in operation.
- Working closely with the construction sector, the programme will also invest in skills and help drive growth as we build back better from the Covid-19 pandemic.



School Rebuilding Programme: Objectives

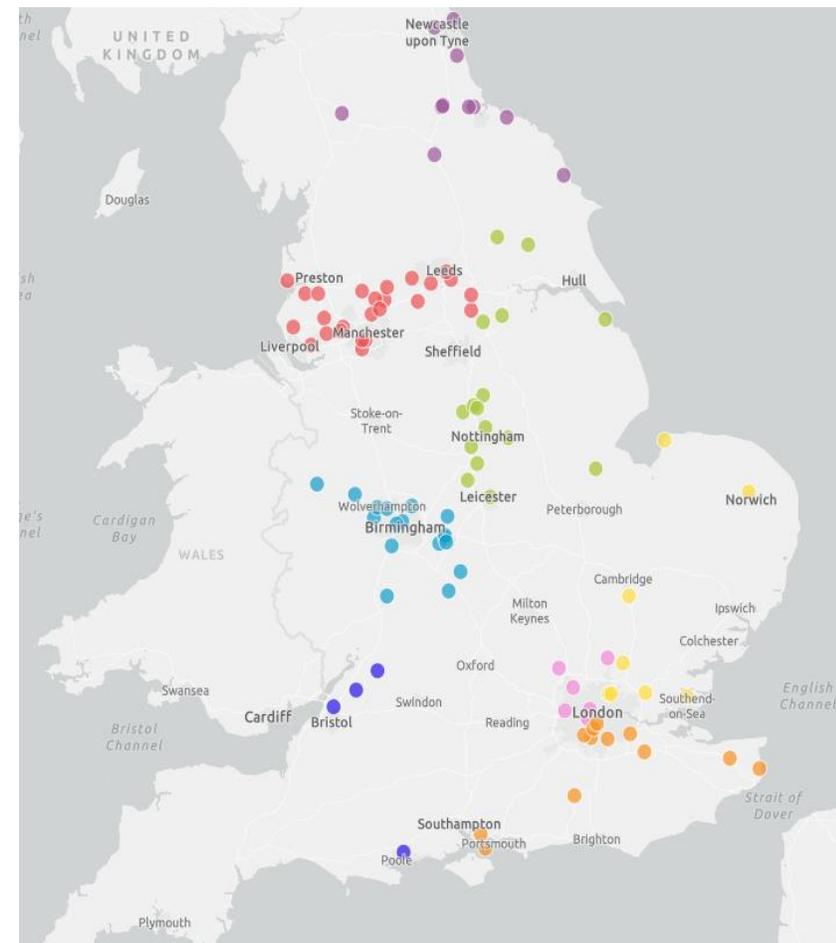
- **Improving school building condition:** SRP will rebuild or refurbish 500 schools over the next 10 years, targeting school buildings in the poorest condition. It is a government major programme within our wider condition funding system, to maintain and improve school buildings.
- **Efficiency:** The programme will use modern methods of construction where it is appropriate for the site, and create longer-term savings on school build costs through standardisation and off-site construction methods. We are also developing and piloting new approaches to procurement and collaboration with construction partners.
- **Sustainability:** SRP is the first DfE programme to build to zero-carbon in operation designs. New school buildings will be energy efficient designs, with high sustainability standards, delivering a generation of new school buildings that will be net zero carbon in operation and mitigate the risks of climate change.
- **Levelling up:** Contributes to the government's levelling up objective by targeting schools in the poorest condition across England (>70% of SRP projects so far are located in the midlands/north of the county, but is not explicitly targeted at specific areas/regions.)
- **Economic recovery:** The programme will continue to invest and supports jobs and skills in the construction sector. The programme will have a continued focus on modern methods of construction and provide opportunities across the industry.



School Rebuilding Programme: Projects

The School Rebuilding Programme is undertaking major rebuilding and refurbishment projects at school and sixth-form college buildings across England prioritised according to their condition.

- Since its launch in June 2020, 100 schools across the country have been prioritised for the School Rebuilding Programme. The map opposite shows where these schools are located by RSC region.
- The first 100 schools were selected for the rebuilding programme by using data held by the department from the Condition Data Collection (CDC), allowing us to make rapid progress on projects at schools in very poor condition.
- We are making good progress on the first 100 schools, with all progressing through either the feasibility stage or the procurement, design and planning stage.



School Rebuilding Programme: Case Studies

Littleborough Primary School

- Littleborough Primary School is a 2 Form Entry (FE) Community school and one FE Nursery in Rochdale, Greater Manchester. Entering the programme in Round 1 (Feb 2021) due to the Laingspan construction, the school buildings were life expired.
- The project has been procured via the MMC Framework and is being delivered by Wates Construction.
- Early works commenced in August 2021, the contract was signed on 17th September 2021 and the main contract works commenced on 20th September 2021. The school due to open in early 2023.



EBDOG – June 2022



Whitworth Community High School

- Whitworth Community High School is a secondary school in the village of Whitworth, Rossendale, Lancashire catering for 750 pupils.
- Early works commenced in August 2021, the contract was signed on 17th September 2021 and the main contract works commenced on 20th September 2021. Handover is planned for early 2023.
- The school has also been designed to be Net Zero Carbon in Operation, and will incorporate a green roof, along with photo voltaic (PV) panels on the roof.

School Rebuilding Programme: Case Studies

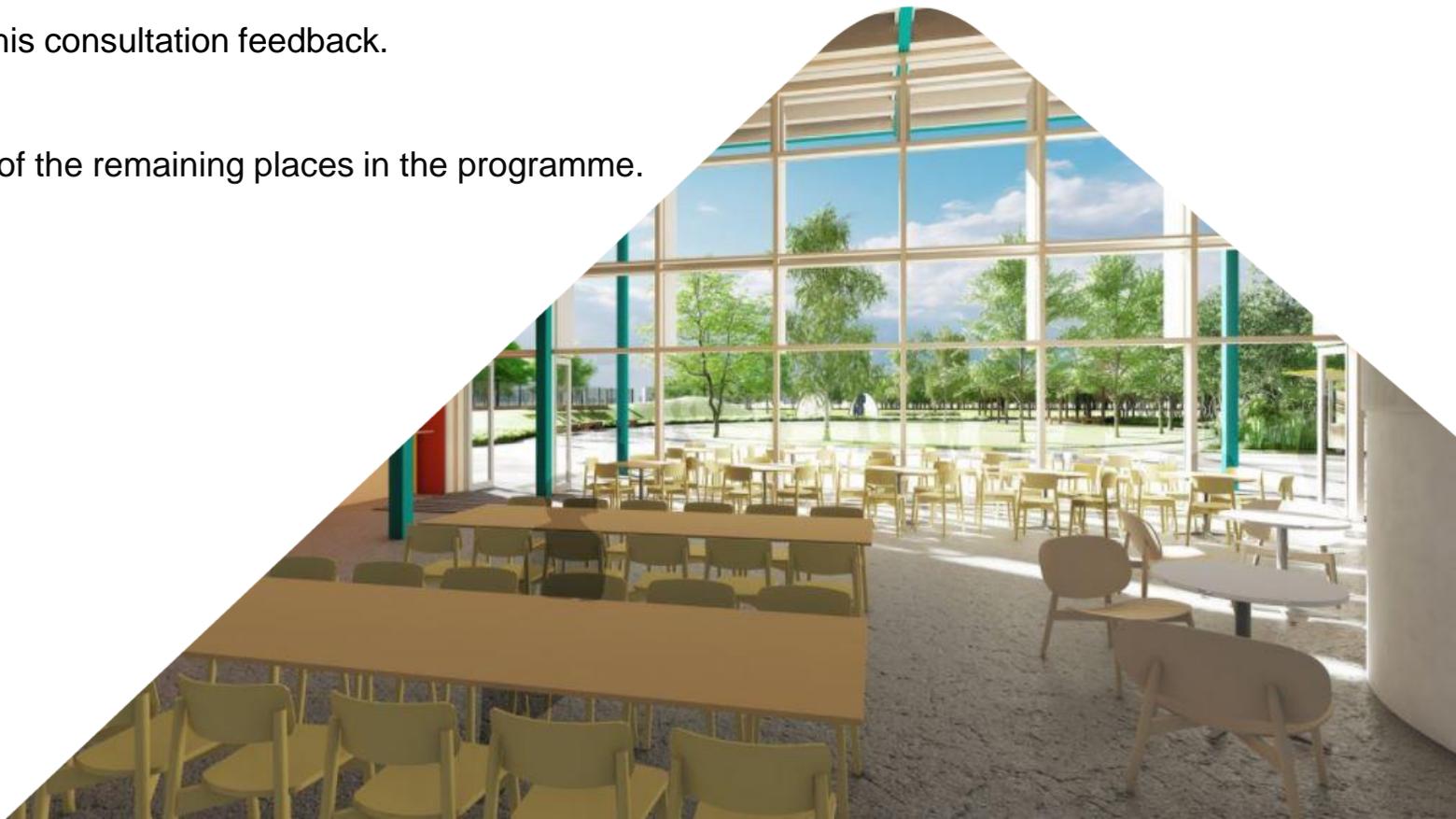
West Coventry Academy

- West Coventry Academy is an 8FE Single Academy Trust school in the Tile Hill area of Coventry. The project was selected for SRP because it has Intergrid buildings on site.
- All 17 existing blocks will be demolished and replaced by a new teaching block to the south of the site with a sports hall/swimming pool
- The Secretary of State visited West Coventry Academy in September 2021 to celebrate the school being one of the first projects to start on site.



School Rebuilding Programme: Future Prioritisation & Selection

- From 19th July to 8th October 2021 the department conducted a public consultation with the sector to inform the prioritisation approach for the long-term programme.
- The consultation sought views on how we could fairly and effectively prioritise schools for rebuilding, ensuring the approach was robust, consistent and of minimal burden to the school sector.
- The latest nomination round has been informed by this consultation feedback.
- In 2022, we intend to select schools for the majority of the remaining places in the programme.





Department
for Education

Questions

EBDOG & DfE Digital Conference 2022



Department
for Education

EBDOG



Lunch



Back at 13:15



up next

Update on new free school waves 13:15-13:50

Jayne Deacon and Lucy Doyle



Department
for Education

Update on 2022 free school application waves

EBDOG/DfE Digital Conference

Jayne Deacon and Lucy Doyle

Introduction – what we have announced

On Fri 10 June, we launched the next application waves for new special and alternative provision (AP) free schools, and an Expression of Interest (Eoi) for new mainstream schools.

- Thousands of new school places will be created for children in England, including for those who are living in disadvantaged areas, have special educational needs and disabilities (SEND), or require alternative provision.
- The first of the new wave of up to 60 special and alternative provision free schools will begin opening from September 2025, creating approximately 4,500 new places, and boosting choice for parents.
- The new alternative provision (AP) schools will help keep those who have been excluded, or are at risk of exclusion, engaged with their education, as well as offering more behaviour and mental health support.
- The government's 55 Education Investment Areas, the local authorities where outcomes for pupils are currently weakest, will be prioritised for up to 15 new mainstream free schools. This will include a targeted number of high-quality, standalone sixth forms, designed to help children from disadvantaged backgrounds fulfil their potential.



Our aims - Delivering on the Schools and Levelling Up White Papers, and the SEND and AP Green Paper

- Delivering new free school places is a key element in delivering on commitments set out in the government's recent education reforms - including the Schools and Levelling Up White Papers and the special educational needs and disabilities (SEND) and alternative provision (AP) Green Paper.
- We want all children, whatever their background or location, to benefit from attending a school that provides a high quality and inclusive education within the resilient structure of a strong trust.
- Our aim is to radically raise the national average attainment in English and maths, with investment and energy focused in areas of the country previously left behind, and to end the postcode lottery in the SEND system.
- New special and AP free school waves come as the Government consults on ambitious proposals for a more inclusive, consistent, transparent and accountable system for children and young people with SEND and for those who require AP.
- The new special and AP free schools will form part of the Government's £2.6 billion investment in high needs provision over the next 3 years to build new capacity and improve existing provision.



Special free schools – what we are looking for...

- The 2022 special free school wave will run as a two-stage process. LAs are invited to apply for a new special free school in their area, followed by applications from Academy Trusts to run the new schools.
- A good LA application will:
 - demonstrate that a new school fits with its wider strategy for high needs provision – including where a new school will help reduce dedicated schools grant (DSG) deficits.
 - include details of a viable site which is likely to secure value for money, in a timely manner, and with an acceptable level of risk.
- We have sought to build on the things that worked best in the previous application wave, including involving local authorities more fully in the assessment of trust applications.
- As such, once DfE has completed its assessment of LA bids, we will be asking successful LAs to take the lead on the assessment of applications to run the schools approved in their area. Details of this new process are set out in the 'How to Apply' guidance at <https://www.gov.uk/government/publications/special-free-school-applications>
- This approach will not only give more decision-making power to LAs, as the experts on their local education landscape, but also aligns with the wider ambitions for LAs set out in the recent Schools White Paper and SEND & AP Green Paper.

Special free schools – key dates

10 June 2022	Mandatory pre-application registration opens. All applicants must complete a pre-registration form at https://www.gov.uk/government/publications/special-free-school-applications
27 June 2022	Application window opens. Complete the application and specification forms which will be sent via email once you complete the pre-registration form.
11 July 2022	Mandatory pre-application registration closes.
21 October 2022	Application window closes. Submit your local authority's completed application and specification forms via email at fs.applications@education.gov.uk _ by midday on Friday 21 October.
Autumn 2022	Applications will be assessed by the department against the published criteria. We may ask for additional information during this period.
Late 2022 – early 2023	Successful local authorities will be announced. Competitions will then launch in the successful areas through the publication of local authority specifications and proposer guidance.
February 2023	Proposer groups will submit their applications. Local authorities will assess all proposer group applications, with input from the department.
May 2023	Interviews start for groups with the strongest applications. Groups will be interviewed by a panel of local authority and DfE representatives.
May - June 2023	Local authorities will make recommendations to the department, who will make a final decision on which application to approve.
Summer 2023	Successful applications will be announced, and the project will enter the pre-opening stage.

AP free schools – what we are looking for...

- The 2022 AP free school wave will run as a one-stage process.
- Commitment from local authorities and collaboration between local partners are key to the success of AP free schools. This has been at the heart of a new approach to applications for AP free schools.
- This is why we are inviting applications from partnerships comprised of a lead applicant (provider), local authorities, and other relevant local stakeholders.
- Priority will be given to applications which:
 - are in areas where a new AP free school fits with the local authority's wider strategy for high needs provision, including areas where there is no provision rated 'Good' or 'Outstanding' by Ofsted, or where there are no AP schools or Pupil Referral Units (PRUs).
 - demonstrate that a new school fits with its wider strategy for high needs provision – including where a new school will help reduce dedicated schools grant (DSG) deficits.
 - include details of a viable site which is likely to secure value for money, in a timely manner, and with an acceptable level of risk.
- Applications will be assessed by the Department and details of how to apply can be found here: <https://www.gov.uk/government/publications/apply-to-open-an-alternative-provision-free-school>

AP free schools – key dates

10 June 2022	How to Apply Guide is launched on GOV.UK. It is recommended that applicant's read this guidance carefully and begin seeking out other members to form their partnerships, and consulting with sources of support outlined below.
12 September 2022	Mandatory pre-application registration opens. This should be completed by the lead applicant on https://www.gov.uk/government/publications/apply-to-open-an-alternative-provision-free-school Application forms will be sent to you by email once you have completed the pre-registration form.
17 October 2022	Mandatory pre-application registration closes.
Autumn 2022	Continuing work on applications, gathering all the material that is required. The criteria sections of this document set out the information that you will need to provide.
28 November 2022	Application window opens. The application should be submitted by the lead applicant (provider).
17 February 2023	Application window closes. Applications will be assessed by the department against the published criteria.
May 2023	Interviews start. Partnerships with the strongest applications will be invited to interview.
Summer 2023	Successful applications will be announced and will enter the pre-opening phase. In this phase, the lead applicant (provider) will need to develop detailed plans and turn them into a school ready for opening.

Mainstream free schools – what we are looking for...

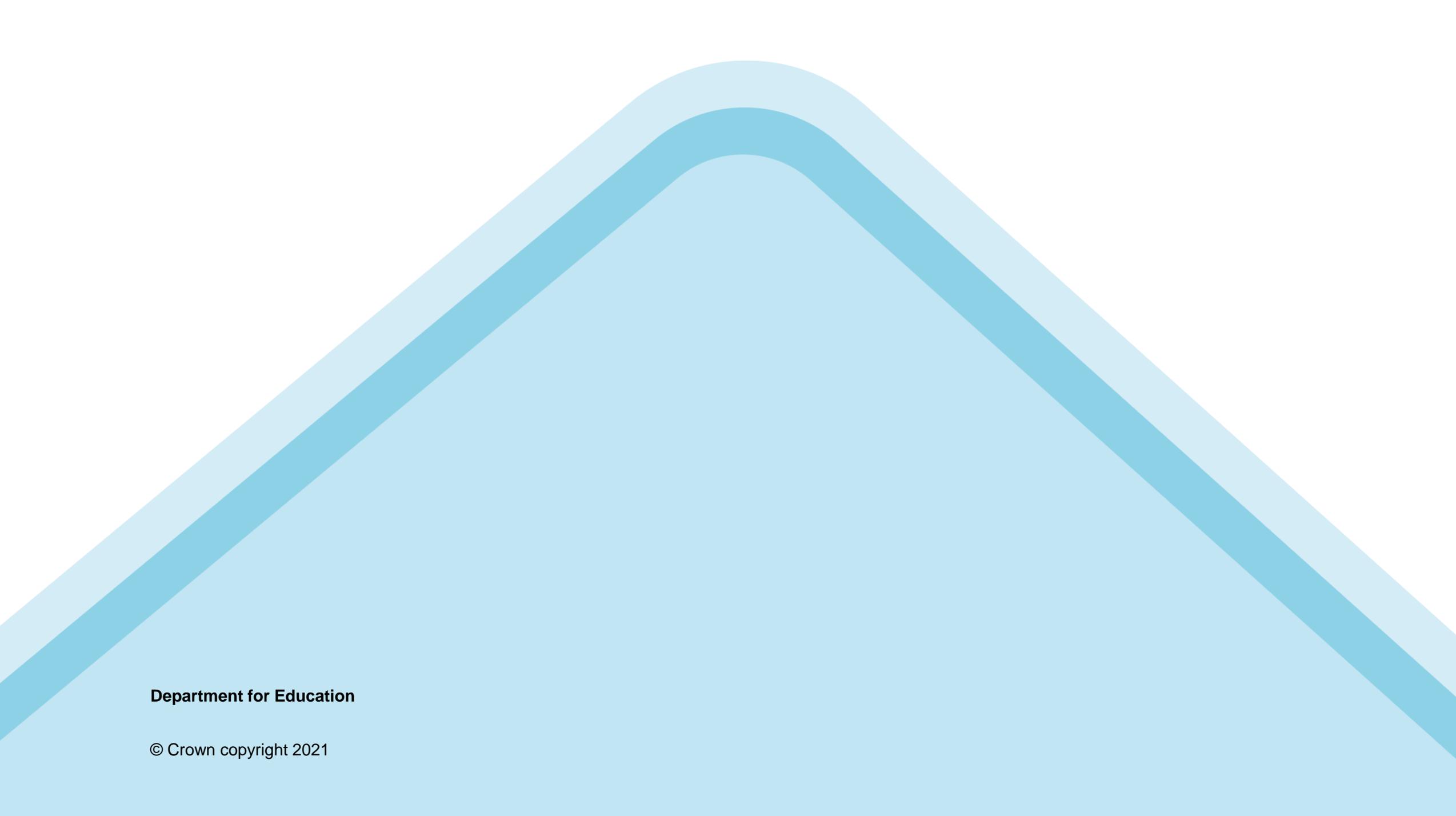
- Up to 15 new mainstream free schools, covering primary, secondary and 16 to 19 phases – including a targeted number of academic 16 to 19 schools aimed at closing the gap in progression to leading universities for disadvantaged students.
- We are looking to open free schools in the areas where they are likely to have the biggest impact on improving outcomes and deliver the best value for money.
- **Clear evidence of need for the places created and that the proposed school will be viable** – taking into account local authority forecasts and the impact on local providers. Applicants will be expected to discuss their proposals with the local authority and existing providers.
- **Need for rapid improvement in educational outcomes** – applications meeting the assessment criteria will be prioritised where they are located in one of the 55 Education Investment Areas, in particular Priority Education Investment Areas.
- No changes to the responsibilities on local authorities to run a free school presumption competition where they identify the need for a new school.

Mainstream free schools – key dates

Friday 10 June 2022	Mandatory pre-application registration opens and EOI published. All applicants must complete a pre-registration form at: Pre register as a free school (education.gov.uk) The EOI guidance is at: https://www.gov.uk/government/publications/free-school-application-guide
Mid July 2022	Application window opens and HtAG published. Complete the application form which only will be sent via email to applicants who have pre-registered.
16 September	Mandatory pre-application registration closes.
End of October 2022	Application window closes.
November 2022 – March 2023	Applications will be assessed by the department against the published criteria. We may ask for additional information during this period. The interview stage will also take place.
April 2023	Announce approved applications

Questions...





Department for Education

© Crown copyright 2021



Department
for Education

Sustainability & Climate Change

Opportunities for the Education System

In the UK, there are more than **16 million children, young people and adults in education**. We will ensure they realise their potential as we transition to net zero.

The UK Government's Net Zero Strategy will support the transition to net zero and 190,000 jobs by the middle of the 2020s and up to **440,000 jobs in 2030**. The increased investment and legislation for nature's recovery driven by the Environment Act will also create many green **jobs in the nature sector**.

School grounds in England cover a vast area, schools alone cover **an area over twice the size of Birmingham**, improving awareness of biodiversity could have a significant impact on the environment and nature.

Access to the outdoors and connection to nature can **improve mental and physical health, engagement and attainment**. Being taught in natural spaces reduces stress levels and leads to better concentration.

As one of the largest construction buyers in the UK we can **act as a catalyst for innovation** and green jobs.

Sustainability and Climate Change are global problems which require collective efforts and solutions. Through learning from others and sharing our own expertise **internationally**, we will be more effective and innovative domestically.

There are many credible and **excellent organisations** in the space and **private sectors willing to invest to** accelerate our transition.

DfE's journey

April 2021: DfE Sustainability & Climate Change Unit established

- Unit established to coordinate and drive action

November 2021: Draft strategy launched – 5 November at COP26

- DfE launched draft Sustainability & Climate Change Strategy for the education and children's services sectors, developed in collaboration with other government departments sector representatives.

Nov 2021 – March 2022: Sector & stakeholder engagement

- We continued to engage with stakeholders, youth panel and partner organisations in the UK and overseas to develop the delivery of the strategy.

Ongoing: Cross government alignment and collaboration

- The strategy aligns with the HMG Net Zero Strategy
- The strategy responds to recommendations from Committees on Climate Change and Adaptation; recommendations from the Green Jobs Taskforce, the Dasgupta Review of the Economics of Biodiversity and the 25 Year Environment Plan.
- We are working with colleagues from across UK government to identify opportunities for collaboration (e.g. DEFRA, BEIS, DfT, FCDO) and with international government at bilateral and multilateral (i.e. United Nations) level.

April 2022: Final Strategy Launched

- Secretary of State launched the finalised strategy for DfE at the Natural History Museum with stakeholders

May 2022 to 2030: Delivery

- Ongoing engagement to secure delivery partners and ensure implementation is informed by sector and young people and gather further data and evidence
- Nature Park and Climate Leaders Award roll out from Autumn 2022
- Evaluation Framework
- Corporate Strategy
- Progress reporting
- Sustainability leaders, climate action plans and carbon literacy training
- International engagement and activity, including COP27 to scale international ambition and action around climate education.

Sustainability & Climate Change Strategy

Vision: The UK's education sector will be a world leader in sustainability and climate change by 2030

Four strategic aims:



Achieved through five action areas:

1. Climate education
2. Green skills and careers.
3. The education estate and digital infrastructure
4. Supply chains and operations
5. International

And three key initiatives:

1. National Education Nature Park
2. Climate Leaders Award
3. Sustainability Leadership

Key initiatives

The National Education Nature Park will help develop the **sustainability and climate resilience skills** of children and young people. By thinking of the grounds of the education estate as one and managing its **biodiversity** well, we have the potential to create a new national 'park'. The school estate alone is over twice the size of Birmingham, providing huge potential.

Through the park, children and young people can have a positive impact on helping to **halt the decline of biodiversity** in this country and also spend **more time connecting with nature**. We know that children and young people's **mental health and wellbeing** improves with more time connecting with nature. The application of **biodiversity mapping** will help children and young people develop their skills in mapping, numeracy, spatial awareness, **data visualisation** and **analytical thinking**.

National
Education
Nature Park



Key initiatives

The Climate Leaders Award will act as an **'umbrella' for all the many excellent existing awards and activities that stakeholders currently provide**. In doing so, it will help increase participation in nature-based activities and celebrate and recognise the enormous effort that so many education providers and children and young people put into improving their local environment.

In addition to improving biodiversity across the country and engaging young people in nature, the application of biodiversity mapping will help children and young people **develop their skills in mapping, numeracy and spatial awareness**.

The Park will also act as a **digital hub where early years practitioners, teachers, children, and young people can find learning resources and ideas** for nature-based activities for children and young people to do, bringing together useful resources available from the Woodland Trust, Eco Schools, The Natural History Museum, and many others.

*The Climate
Leaders Award*



Key Actions – Climate Education

- Ensuring teachers are empowered and equipped to deliver knowledge-rich climate education learning through **training and support**:
 - From 2022: include sustainability in science teachers' **CPD**, and when tendering for all new CPD where relevant to subject
 - From 2023: provide free access to **high-quality curriculum resources** through hub
- From 2025: **Natural History GCSE**
- Provide practical **co-curricular opportunities** for young people to connect with nature and the environment, developing skills and putting learning into context, through the **National Education Nature Park** and **Climate Leaders Award**.
- By 2023: roll-out of **carbon literacy training** for at least one person in every state-funded educational setting



Key Actions – Green Skills and Careers

- Strengthen opportunities in ‘green’ sectors by supporting **green careers** - through apprenticeships, Institutes of Technology and enhanced provision of higher technical qualifications – delivering on the recommendations of the Green Jobs Taskforce
- Expand Skills Bootcamps and other **adult learning** options linked to green industries and sectors
- Enhanced access to climate-specific **training for newly-qualified FE teachers**
- Investment of up to £75 in a **National Scholarship Scheme** to support high-achieving disadvantaged students in HE, including courses leading to green careers
- By 2023 – host an **International Green Skills Conference** with HE and FE sector



Key Actions – Education Estates

- All DfE delivered schools (not already contracted) to be **net zero in operation**
- Work across Government to **enhance funding sources/opportunities for decarbonising**
- Continue work on **sustainable energy** (i.e., smart metering pilots), water efficiency and flood risk mitigation, and low-carbon heating solutions across the estate
- By 2025 at least 4 schools and one college will have been built via the **Gen Zero Platform** that we demonstrated at COP26.



Key Actions – Operations & Supply Chains

- Work across Government to enhance **sustainable food choices**; reduce **food waste**; and ensure **circular economy** principles are mainstreamed across our sectors
- Enhance our sustainable procurement practices and ambitions, challenging our suppliers to work with us to **become greener and more sustainable**



Key Actions – Data and Standards

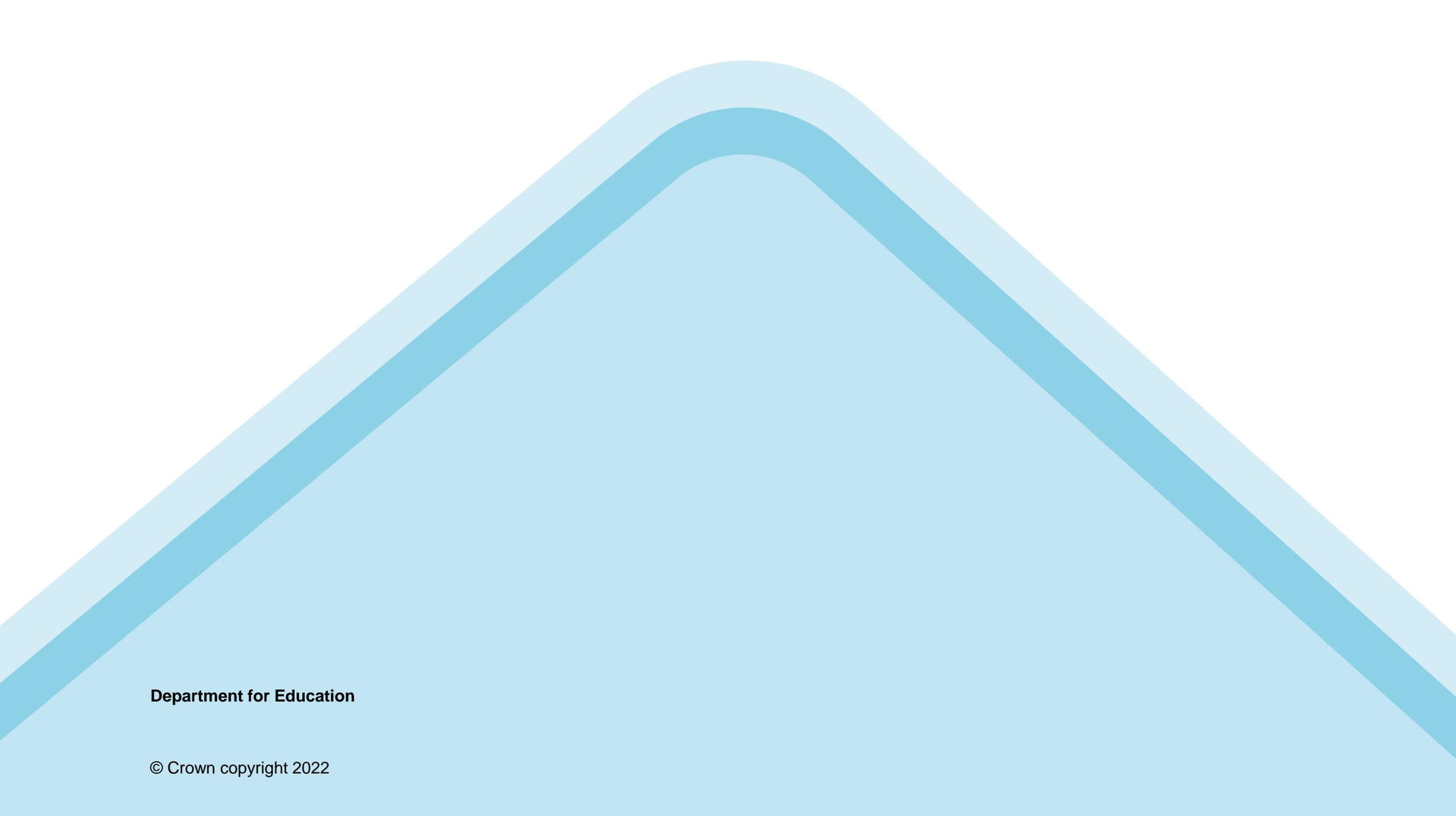
- **Review sustainability standards, targets and reporting mechanisms** across all sectors – identify where there are none and work with the sectors to improve those that already exist
- Build a **robust evidence** base as we head towards future spending reviews
- **Develop and publish an evaluation framework** in 2023 that explains whether each policy will be evaluated, and the plan for doing so where a policy will be evaluated



Key Actions – International

- Work with international partners to strengthen the role of education in tackling climate change, **driving ambition and action through key events and summits, including COPs.**
- To host the first International Green Skills Conference by 2023 in partnership with Further and Higher education providers, businesses and young people. The event will aim to enhance and **showcase UK expertise and innovation on green skills** and to **shine a light on green career pathways within an international context.**
- Increase international pledge commitments on climate education **from 28 at COP26, to 50 at COP27.**





Department for Education

© Crown copyright 2022



The Design Team

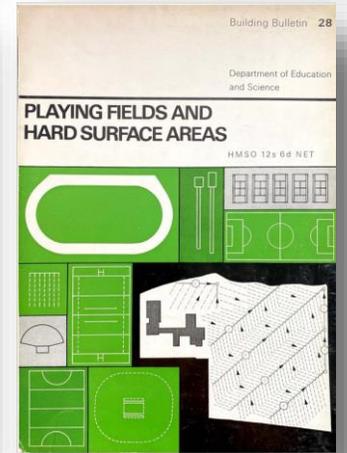
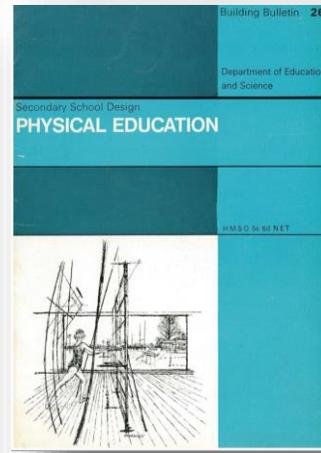
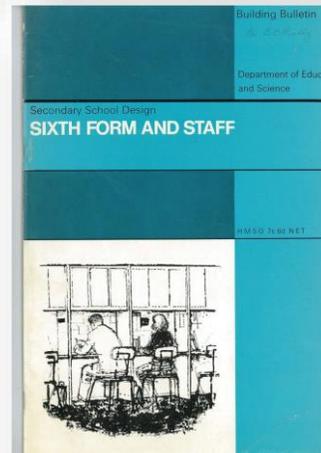
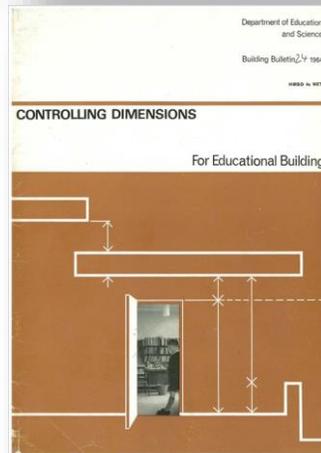
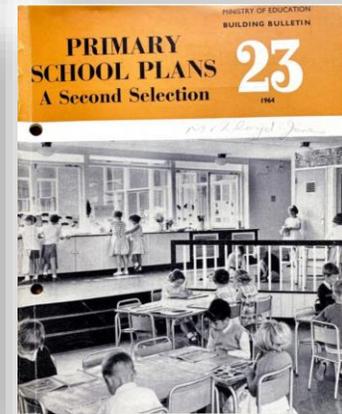
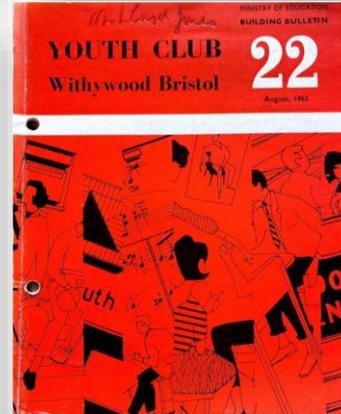
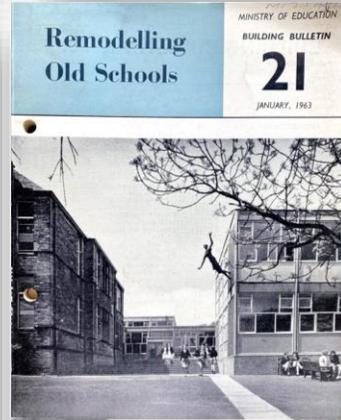
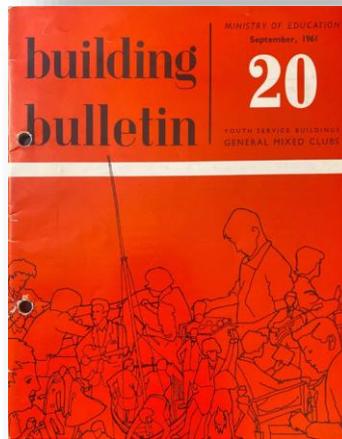
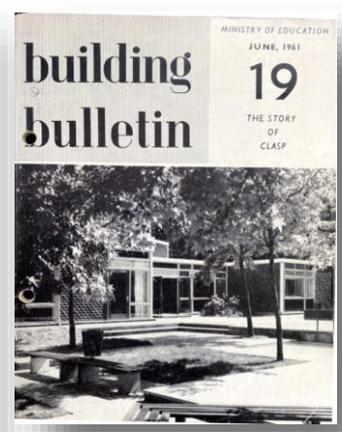
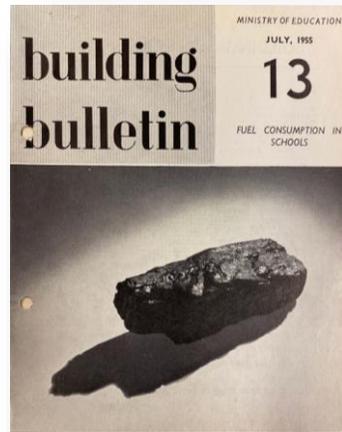
Better Spaces
Greener Places

Crawford Wright RIBA

*Head of Architecture and Design
Technical Standards, Capital*



Department
for Education



STANDARDS



Resilient Schools

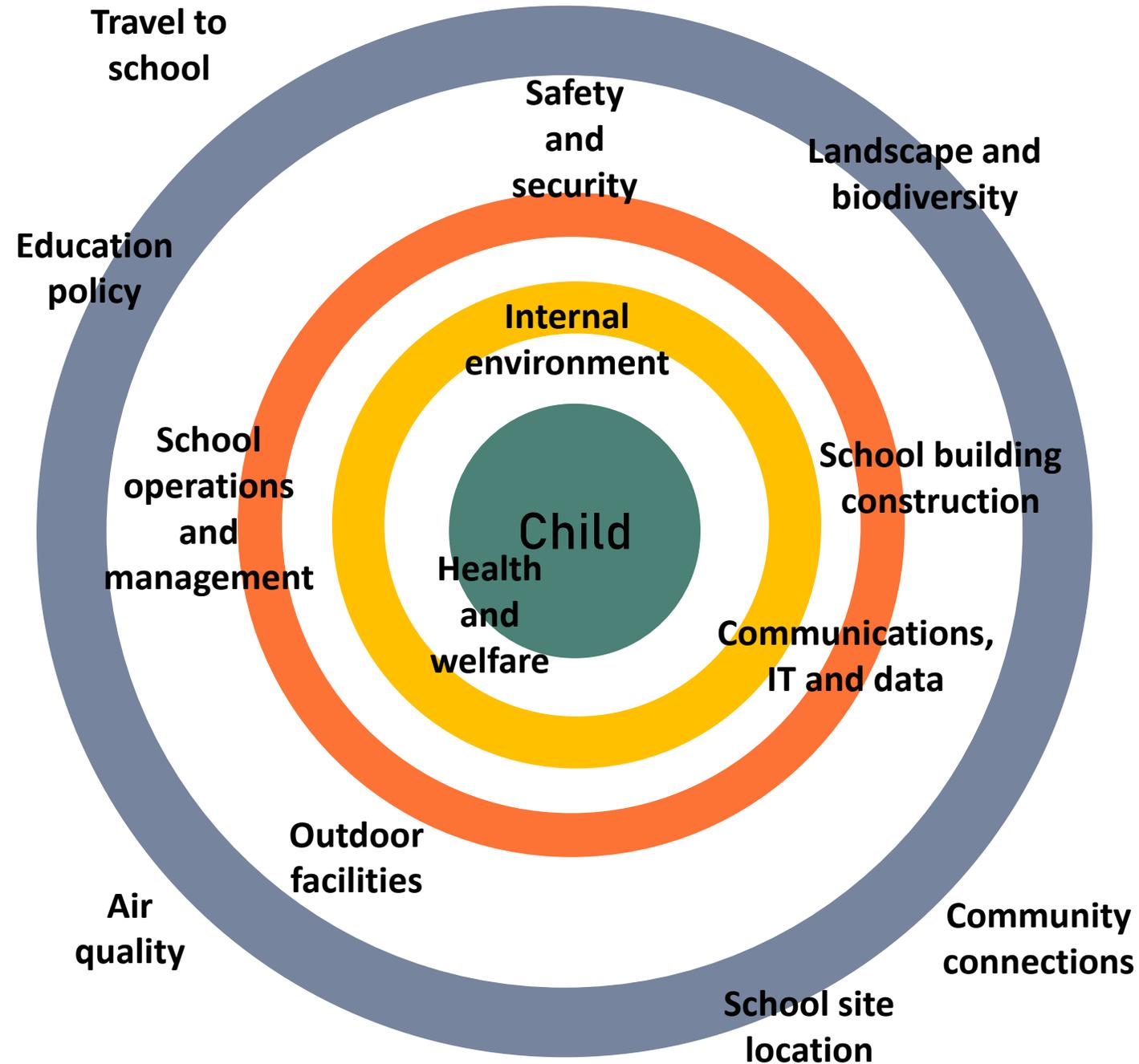
The ecology of school settings are a complex interrelation of environment, location, community, pedagogy, management, operations, and user behaviour. In addition, there is the history and culture of pupils and staff, their aspirations, their hopes and fears, and their physical and mental wellbeing.

SCHOOL



At its best, an educational environment will provide a framework for a wide range of pedagogical and recreational outcomes through wellbeing; inspiring and well-designed facilities supporting healthy activities, deploying a range of technical knowledge and practice.

ECOLOGY



Between 2019-21 the DfE Design Team lead a pioneering research project to develop a new standard for secondary schools that would deliver an ultra-low carbon outcome and design a digitally based construction system to support the best off-site manufacturing.

This is GenZero.

GenZERO

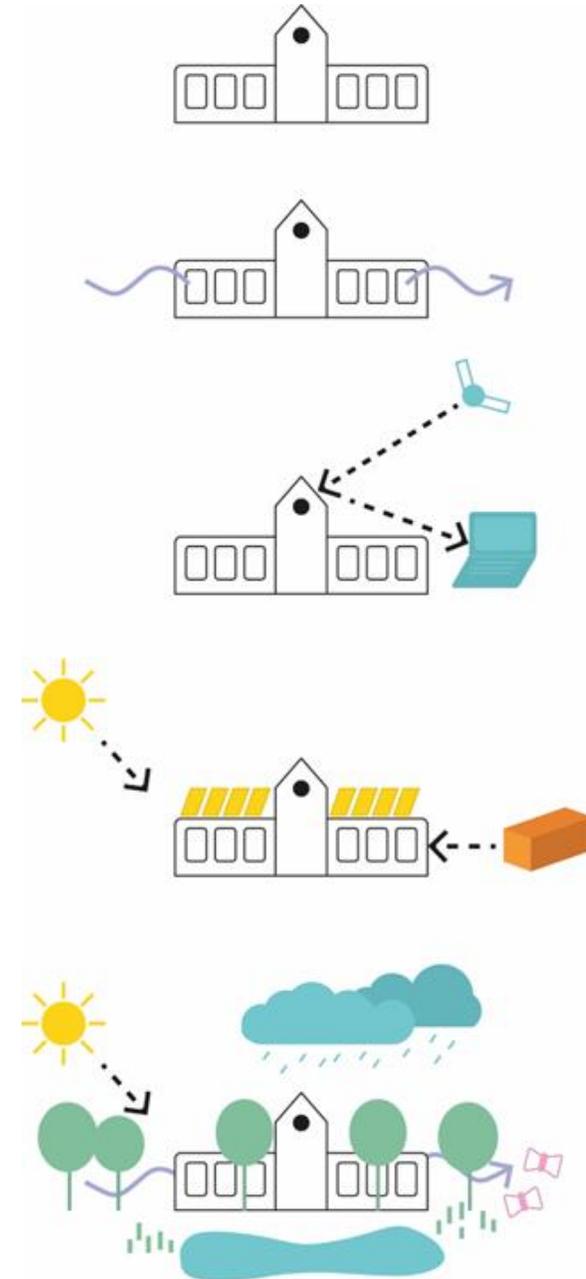


Genzero

Building resilience will protect the safety, learning potential, wellbeing of children and the communities around them, and reduce lost learning days.

Buildings need to adapt to the three highest priority risk areas identified in the UK Government Climate Change Risk Assessments : increased heat risk, flood risk, air quality and water scarcity.

RESILIENCE



The Energy Pod project will engage with industry leaders to develop a standard solution to decarbonised heat across existing site settings. The project will deliver multiple standard designs solutions and the construction of two prototype 'Energy Pods' which can be used for cross-government purposes.

ENERGY



We will also drive a wide range of additional benefits that will contribute to a vibrant and resilient education community, including:

health

biodiversity

the environment

learning and play opportunities

**BETTER SPACES
GREENER PLACES**



Thank you

EBDOG & DfE Digital Conference 2022



Department
for Education

EBDOG