

Special Guidance

Completing Section D1

Spring 2019

Introduction

This is intended to be used as a resource to help you when addressing **some** aspects of the DfE's criteria for section D1. It focuses on the curriculum information you will need to include, and the ways of presenting this information that we find can work well for special school applicants. This document does not provide guidance on all elements of section D1 and this is not necessarily the way that you should organise this section. Please see the [DfE criteria](#) for special school applicants for full information on completing this section.

Curriculum principles

Part of the DfE's criteria for this section requires that you fill in a curriculum table, outlining the subjects you will provide in each key stage, how long will be spent on each subject each week, the length of the school day and any additional voluntary activities (there is a template in the application form). In addition, you must justify your curriculum by outlining the principles that underpin your educational offer and how these relate to the key features of your school and the outcomes that you hope to achieve. One approach to demonstrating this is presented in the table below.

Example: Linking Curriculum Principles to Key Features and Outcomes

Curriculum Principles	Curriculum Key Features			
<ul style="list-style-type: none"> • A broad and balanced curriculum which meets the local authority’s (LA’s) specification and is consistent with the vision. • The offer meets the needs of all pupils, including looked after children, those requiring literacy interventions (including EAL) and those who attract the pupil premium. • Offers appropriate qualifications and focuses on ensuring all pupils make significant progress according to starting points. • An integrated therapeutic offer that complements the academic provision – enhanced by strong relationships with external agencies. • A focus on life skills throughout the both the academic offer and pastoral support on offer. 	<p>Academic offer</p> <ul style="list-style-type: none"> • A focus on literacy, science and numeracy skills for all learners • If different from the national curriculum, this will be backed up with published research and data where possible. • Appropriate suite of academic and vocational qualifications, including GCSEs where relevant. • Rigorous and continuous assessment of pupil progress based upon baseline at entry. 	<p>Therapeutic offer</p> <ul style="list-style-type: none"> • Provision of relevant therapies – E.g. speech and language, occupational, physiotherapists – integrated into timetable • The ability to offer specific and targeted therapy sessions for those learners with the highest level of need. • School employed speech and language therapist and strong links with external providers. • An enrichment programme which complements the academic and therapeutic offer. 	<p>Life skills focus</p> <ul style="list-style-type: none"> • Discrete provision of life skills. X hours per week of life skills teaching for all pupils with a communication and careers focus. Classes differentiated according to pupil need. • Integration of life skills teaching, including independent living and participating in society, into broader offer. • Provision of X and Y life skills qualifications for pupils. 	<p>Destination focused</p> <ul style="list-style-type: none"> • Close links with local businesses that will allow pupils to access work experience placements where appropriate. • Continual assessment of readiness for adulthood and termly meetings with parents to discuss progression for all KS4 pupils • Links with local colleges to allow pupils to transition on to appropriate courses post 16 and post 18.
	<p>Outcomes</p>			

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| <ul style="list-style-type: none"> • A continual focus on pupil destinations, both post-16 and post-18. | <ul style="list-style-type: none"> • X% of pupils will make at least X sublevels of progress, based upon starting points as baselined at entry • X% of pupils and parents consider therapeutic offer to be sufficient for learner needs • X% of learners obtain X or Y life skills qualification • X% of learners successfully transition into FE or employment with Y% having completed work experience. |
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Expected pupil cohort

The DfE’s criteria for this section state that you must demonstrate an understanding of the expected pupil intake and their special educational needs. You will already have provided an overview of this in section C, but section D1 should describe your expected pupil cohort in greater detail.

It is important that you make the three following characteristics clear:

- The percentage of pupils with an EHCP (in many, but not all, cases this will be 100%)
- The percentage of pupils likely to be eligible for free school meals (FSM) or to have claimed FSM in the last six years
- The percentage of pupils who will speak English as an additional language (EAL)

There may also be other pupil characteristics, relevant to your specific cohort, which you may wish to illustrate here. For example:

- The percentage of pupils who will be boys and the percentage that will be girls
- The percentage of pupils who will have low prior attainment
- The percentage of pupils who have low attendance

Some of these later characteristics might be more difficult to quantify than data on FSM and EAL, depending on the availability of data. Characteristics that can’t be determined from the data of either local special schools or local mainstream schools should be discussed in narrative form.

The table below is only one way of presenting this information and can be expanded as necessary if you choose to use it. You should also present a brief narrative explaining the contents of the table if you choose to use it.

Example: Predicted pupil cohort

Relevant Local Schools	% of relevant pupils eligible for Free School Meals	% of relevant pupils who speak English as an Additional Language	% of girls	% of boys
A Local Special School				
B Local Special School				
C Local Special School				
Average figures that may be applied to X Free School				
Local average				
National average				

You can find out the key characteristics of pupils at your local schools in the [DfE's Performance Tables](#).