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Education Plan Guide

SEND Applicants (Wave 3)

Private & Confidential

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1. Introduction

This guide is designed to support applicants to complete their financial template in line with the Department for Education's guidance for SEND applicants.

An education plan is an assessed section of the SEND wave 3 application form. In this section, you need to set out the plan to deliver your educational vision outlined in section C. The DfE are looking for an ambitious and deliverable education plan, which is consistent with your vision and the proposed pupil intake.

Your education plan must be affordable, sustainable, and consistent with your financial plans. Any areas of your education plan that would be supported by third-party funding must be clearly identified in your application and mitigations set out for any reductions in this funding. The DfE will assess the basis of any third-party funding provided in section F to ensure that it is sustainable

You must provide the information relevant to each criteria:

- D1 – the curriculum plan
- D2 – measuring pupil performance and setting challenging expectations
- D3 – staffing
- D4 – integration and community cohesion

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2. Your education plan

2.1 D1 - Curriculum plan

With 2500 words to outline your curriculum plan, there is opportunity here to provide as much detail as possible. Within section D1, you will be required to outline each subject that will be on offer at the new provision, whilst referring back to how this curriculum will support the delivery of the vision outlined previously.

Further content which you will be required to cover in this section can be found in the DfE guidance. This will provide further details regarding how you will deliver the proposed curriculum, how you will ensure the appropriate breadth, your proposed qualification offer, as well as your approach to safeguarding, behaviour, and attendance.

When writing this section, it is vital that you refer back to the relevant local authority specification, in order to ensure your proposed curriculum is designed with the identified cohort and their expected needs in mind. You should also refer to the demands of the local authority here, to demonstrate an understanding of what is currently lacking in SEND curriculum in existing local provision.

The content you will be required to cover will differ, depending on whether you already run a state-funded or independent special school of the same type and phase. If this is the case, you should include a discussion of the difference between your existing pupil intake to the expected intake of the new cohort. Any changes you will be making to your existing curriculum should also be outlined here, including how they will be achievable. It is important to note that if you will be using the same curriculum, you will need to justify this here.

Given the vast amount of content you will be required to cover in this section, it is vital that you remain focused on the curriculum specifically in this section in order to cover all DfE criteria.

2.2 D2 - Measuring pupil performance effectively and setting challenging expectations

In section D2, you will be limited to 2300 words; with a wide array of content to cover it is imperative to remain concise in your descriptions. As with other sections of the application, you may wish to make use of annexes, in order to provide additional detail, whilst avoiding using up the limited word count.

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This section requires a discussion of performance, behaviour, and attendance. It is important that throughout this section, you not only outline policies relating to this, but specific, measurable expectations.

Content you will be expected to cover will include:

- the types of need for the expected cohort and how you will establish a baseline of students' current level of attainment (including external validation of this)
- the strategies you will put in place to support pupils to be successful when they enter and leave the school
- how you will review success measures and expectations regularly to improve the school's performance and the role of the MAT in doing so, where relevant

In addition to this, you should also cover the reporting and recording of information, and the processes through which this will be shared with the local authority and parents to guarantee students are accessing the appropriate provision. If you run a special school of the same type and phase, you should also include a discussion of how your approach and policies to the criteria of this section will differ to your existing provision. For further information on specific criteria please see the How To Apply Guidance.

2.3 D3 - Staffing

Throughout this section, you should describe your proposed staffing structure, in the context of the curriculum you outlined in section D1. You should also outline your trust approach to recruitment for the proposed school, with reference to your existing schools if you propose on using staff who already work within the trust.

Additionally, you should discuss your approach to retaining your proposed staff. Central to a successful education plan is an excellent strategy for staff retention. Continuous Professional Development is often overlooked in applications, but a well-written proposal should discuss its plans for managing teacher workload and wellbeing, particularly so that it is sustainable as the school expands.

With just 1000 words for this section, it is vital that you are concise with your description to ensure that each of the criteria are met sufficiently here. Further content you will be required to include will be:

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- evidencing how you will meet the requirements to achieve an Ofsted judgement good or outstanding upon inspection
- how the proposed staffing structure will be delivered within your expected income

With a limited word count here, the use of annexes to outline your proposed staffing structure will be extremely beneficial. However, any information that is essential to meeting the outlined criteria should be included within the main body of the application.

2.4 D4 - Integration and community cohesion

Through section D4, you should remain focused on integration, working with the community and preparing students with the skills they will require for the next stage of their education or adulthood. You will be required to outline how the new provision will promote British values:

- democracy,
- the rule of law,
- individual liberty,
- and mutual respect and tolerance of those with different faiths and beliefs.

When discussing integration and community cohesion, you should ensure you are consistently referring to your proposed curriculum, outlining your PSHE curriculum here will be essential. Reference to adherence to Prevent duties is also vital here, as well as a discussion of safeguarding and welfare policies.

With 1000 words to cover all the criteria in this section, remaining focused on the key themes of integration and community cohesion is essential. Throughout D4, you will need to discuss how the proposed school will enhance positive relationships for students with different backgrounds – within the school and throughout the wider local community. Within this, it would be beneficial to discuss the potential impact the new school will have on promoting a sense of community amongst local schools.

There are a number of ways you may wish to demonstrate your commitment to integration and community cohesion. The strongest applications are likely to include programmes or activities aimed at helping pupils to value differences and challenge prejudice, discrimination, stereotyping and intolerance of others, and to understand the diversity of their communities and wider society.

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3. Key points

3.1 Sustainability and consistency

When writing your education plan, it is vital to be able to prove long-term sustainability. You must show that it is consistent with your vision for the school and with your financial plans. It is absolutely vital that your education plan is affordable and matches your financial data.

3.2 Evidence and rationale

Providing a narrative and explanation for your proposal is imperative. Your curriculum, policies and overall vision for education should be backed up with an explanation and evidence, this can be done by supporting your narrative with references to published works and data. When writing Section D, ensure you are not only responding to the 'What', but also to the 'Why' and the 'How'. Doing so will show that your education plan is deliverable and feasible.

3.3 Meeting pupil need

Throughout Section D you should consider how your proposed school will meet the needs of its target cohort. Whilst it is important to discuss your plans regarding pupil performance, attendance, and behaviour, it is vital that you include your strategies to support pupils from different backgrounds. You should consider the predicted pupil intake and how you plan to support those with a differing degree of SEN, Looked After Children, pupils on FSM, pupils with EAL and pupils requiring literacy and numeracy intervention.

3.4 Local impact

Your education plan should demonstrate how the school plans to promote community cohesion, both with the internal running of the school and the external impact on its local community. It is imperative to include your plans to ensure all pupils and their families feel included and integrated in the school environment, this should be related to religious education, mealtimes, school uniform policies and collective worship areas. Any proposal where the school would not be inclusive of all pupils – with or without religious beliefs – or constitutes extremist views will not be approved.

3.5 Repetition

Whilst some criteria is highlighted in multiple sections, it is essential that you cover this content in full where it is identified in the guidance. Although there is a risk of sounding repetitive, you should still

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cover each point of the criteria, in the context of the section. For example,

you will need to discuss behaviour in sections D1, D2, and D3. Discussing behaviour in terms of curriculum, assessment, and community cohesion will vary, therefore repetition can be avoided so long as you remain focused on the section at hand.

3.6 Create: Schools support

Our advisory team are available to support proposers through application draft reviews free of charge. If you would like further support regarding your free school application, please get in touch with one of our advisors at Create: Schools by contacting hello@createschools.co.uk

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