



APPENDIX E

ADMISSIONS CRITERIA FOR THE TRANSITION LEARNING CENTRE
(TLC)

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RBG CHILDREN'S SERVICES

Contents

APPENDIX E: ADMISSIONS CRITERIA	2
1. Purpose of this Appendix	2
2. Eligibility Criteria	2
2.1 Age.....	2
2.2 Legal Status	2
2.3 Residency	2
3. Learner Needs Profile (Aligned to Specification)	3
3.1 Profile A - Learners with Complex, Multiple Learning and Health Needs	3
3.2 Profile B - Autistic Learners with Severe Learning Difficulties	3
4. Complexity Threshold for Admission	3
5. Non-Eligibility Criteria	4
6. Admissions Process	4
6.1 Evidence required for submission to panel.....	4
6.2 Statutory EHCP Consultation	4
6.3 Joint Admissions Panel	5
6.4 Decision-Making	5
7. Phased or Part-Time Placements	5
8. Continuation and Exit Criteria	5
8.1 Continuation.....	5
8.2 Exit.....	6
9. Appeals	6
10. Review of Admissions Criteria	6

APPENDIX E: ADMISSIONS CRITERIA

Transition Learning Centre (TLC)

Special Post-16 Institution (SPI)

For learners aged 19–25 with Education, Health and Care Plans (EHCPs)

1. Purpose of this Appendix

This appendix sets out the admissions criteria and decision-making process for the Transition Learning Centre (TLC). The criteria ensure that placements are aligned to the purpose of the TLC, the learner profiles identified within the specification, and the Council's statutory duties under the Children and Families Act 2014.

The TLC is intended for young adults with the most complex special educational needs who require a specialist, multidisciplinary post-19 pathway that cannot be met in mainstream Further Education or general SEND college provision.

2. Eligibility Criteria

2.1 Age

- Young people must be **aged 19–25** at the point of admission.

2.2 Legal Status

- The young person must have a **current Education, Health and Care Plan (EHCP)**.
- Placement at the TLC requires the TLC to be **named in Section I** of the EHCP following statutory consultation.

2.3 Residency

- Priority for places will be given to **Royal Greenwich residents**.
- Applications from neighbouring authorities may be considered only where:
 - Royal Greenwich has not filled all places by the annual allocation date; or
 - The TLC is named in a non-resident's EHCP following the statutory consultation process.

3. Learner Needs Profile (Aligned to Specification)

A young person will ordinarily be considered for a place where their needs align with one or both profiles below.

3.1 Profile A – Learners with Complex, Multiple Learning and Health Needs

Learners typically:

- Function at an **early cognitive level (approximately birth–18 months)**.
- Are **non-mobile** or require specialist equipment such as hoists, postural management systems, adapted seating or assistive technology.
- Are **non-verbal or highly supported communicators**, requiring adults to interpret sensory cues, body language or facial expressions.
- Require **routine daily medical care**, including seizure management, feeding plans (including enteral feeding), or intimate care.
- Benefit from learning delivered through **multi-sensory, highly structured, routine-based programmes**.
- Require a **highly trained multidisciplinary team** to sustain engagement, communication and wellbeing.

3.2 Profile B – Autistic Learners with Severe Learning Difficulties

Learners typically:

- Function at an **early cognitive level (approximately 11–36 months)**.
- Require **consistent structure, predictability, and movement-rich environments**.
- Have **limited awareness of danger** and may be at risk of absconding or mouthing/eating inedible objects.
- May present with **behaviours that challenge**, linked to dysregulation, sensory overload, or underlying mental health needs.
- Require high levels of adult support for communication, using approaches such as AAC, sensory cues, object symbols or structured repetition.
- Need support with **daily living skills** including toileting, mealtime regulation and transitions.
- Require a **resilient, well-coordinated, multidisciplinary team** to ensure safe access to learning and the community.

4. Complexity Threshold for Admission

A young person is likely to meet the threshold for the TLC where they:

1. Require a **highly specialist, multidisciplinary blended curriculum** (education + health + social care), and

2. Require **staffing ratios, specialist therapies, clinical oversight or adapted environments** beyond what can reasonably be delivered in general FE/SEND settings, and
3. Have needs that **cannot be adequately met** in other local post-16/19 pathways due to complexity, intensity or risk profile, and
4. Require specific support related to:
 - Communication and interaction
 - Sensory processing
 - Emotional regulation
 - Community participation and safe access to environments
 - Independence and life skills
 - Preparation for adulthood and transition to adult services

5. Non-Eligibility Criteria

A young person would **not normally** be considered suitable where:

- Their primary need is Social, Emotional and Mental Health (SEMH)
- Their needs can be met appropriately in **mainstream FE**, sixth-form, or general SEND college provision.
- Their EHCP outcomes do not require the **highly specialist blended-care environment** of the TLC.
- Their primary needs are **health-only** or **social-care-only**, and not educational.
- Their needs present risks that **cannot be safely managed** within the TLC environment (determined through multi-agency risk assessment).
- They require a provision with **medical or behavioural capacity** significantly beyond the scope of the building design, staffing model or clinical governance arrangements of the TLC.
- They have a diagnosis of Pathological Demand Avoidance (PDA)

6. Admissions Process

6.1 Evidence required for submission to panel

- Education, Health and Care Plan or evidence that this process is underway
- Most recent annual review reports and records
- Recent professional advice for example: Educational Psychologist (EP), Speech and Language Therapist (SaLT), Medical reports
- An application form which includes parental permission

6.2 Statutory EHCP Consultation

- The Council will consult the Provider in line with **Section 41** duties for Special Post-16 Institutions.

- The Provider must confirm whether the TLC **can meet need, cannot meet need, or can meet need with reasonable adjustments**, supported by evidence.

6.3 Joint Admissions Panel

A Joint Admissions Panel will consider all prospective placements.

Membership includes:

- Royal Greenwich SEND
- Royal Greenwich Health and Adult Services
- Relevant clinicians/therapies (ICB partners)
- TLC Provider leadership

The Panel will consider:

- EHCP and professional reports
- Updated risk assessments
- Compatibility with the existing cohort
- Appropriateness of curriculum offer
- Staffing and specialist resource availability
- Safeguarding and safety considerations for the individual and the wider cohort

6.4 Decision-Making

- The Panel will determine whether to offer a place, request further evidence, or decline the placement on suitability/safety grounds.
- Final placement decisions rest with the Local Authority as the statutory decision-maker.

7. Phased or Part-Time Placements

- Phased admissions may be used to support transition.
- Part-time placements may be agreed where appropriate to EHCP outcomes.
- Any phased or partial placement must ensure continuity of provision and safe cohort management.

8. Continuation and Exit Criteria

8.1 Continuation

A learner will continue to access the TLC where:

- The provision continues to meet the needs identified in the EHCP;

- The learner is making progress towards EHCP outcomes;
- The placement remains safe, appropriate, and beneficial to the learner and the wider cohort.

8.2 Exit

A placement may cease where:

- EHCP outcomes indicate readiness for transition to another setting (e.g., supported living, social care day opportunities, supported employment);
- The learner's needs escalate or change and can no longer be safely or appropriately supported (determined through multi-agency review);
- A Tribunal or statutory direction requires movement to a different provision.

9. Appeals

Parents/carers and young adults have the right to pursue dispute resolution through:

- Mediation
- Tribunal (First-tier Tribunal (SEND))
- The Local Authority's complaints procedures

In accordance with the Children and Families Act 2014.

10. Review of Admissions Criteria

These Admissions Criteria will be reviewed:

- Prior to opening;
- Annually thereafter;
- Whenever statutory guidance or local SEND policy requires revision.