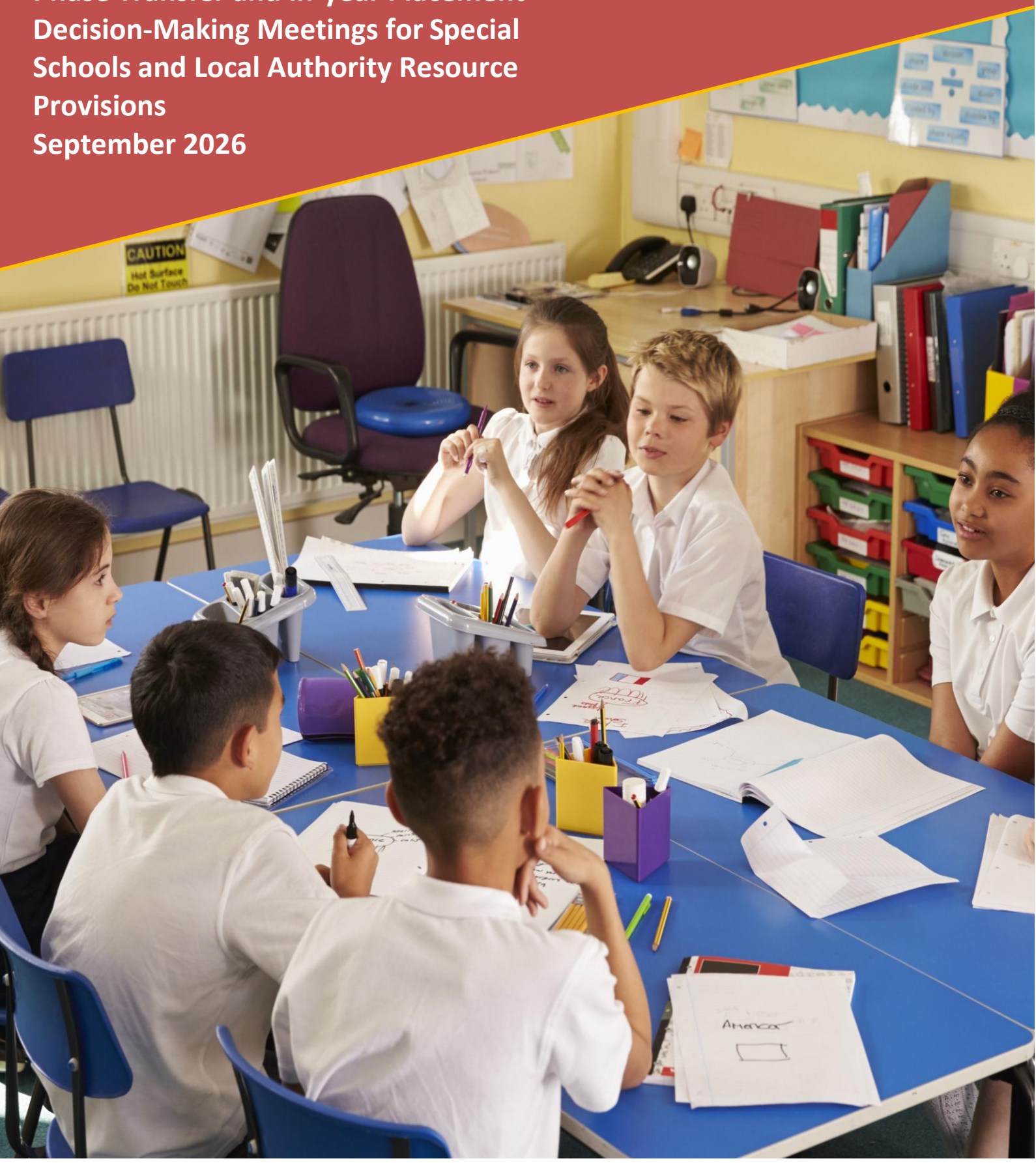
Royal Borough of Greenwich SEND Phase Transfer and In-year Placement Decision-Making Meetings for Special Schools and Local Authority Resource Provisions September 2026



ROYAL borough of GREENWICH

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Introduction

At the Royal Borough of Greenwich, we aim to ensure that all children and young people with an Education, Health and Care Plan (EHC Plan) are in an education provision that can meet their needs. For the majority of children and young people with EHC Plans, their needs will be met in mainstream schools. There are however a small number of children and young people that will require specialist provision.

In order to ensure equity of access and transparency, the Royal Borough of Greenwich has developed this guidance. This document explains how requests for admission to a specialist provision will be considered and managed.

This document will give you:

- An overview of the Special School Provision and Local Authority Resource Provision in the Royal Borough of Greenwich.
- A description/designation for each provision/type of provision.
- The admissions criteria and the admissions process.

It will also advise you of all the documentation that is required and how to make an application. Dates for Phase Transfers and In-Year Place Planning meetings will be widely circulated and available on the Local Offer every July for the proceeding academic year.

Please contact the SEND Assessment and Review Service if you have any queries:

SEND Assessment and Review

Service 1st Floor

The Woolwich Centre

35 Wellington Street

SE18 6HQ

Tel: 020 8921 8029

Email: Special-Needs@royalgreenwich.gov.uk

Section A - Special Schools

1. Charlton Park

Contact Details

Telephone: 020 8249 6844

Email: senco@charltonparkacademy.co.uk

Description / Designation

This school is a specialist school for young people in the following groups:

- Children and young people with Autism and severe learning and language delays, working significantly below age-related expectations
- Children and young people with complex and severe learning difficulties
- Children and young people with physical difficulties and or complex medical needs with severe learning difficulties
- Children and young people with a Profound and Multiple Leaning Difficulty (PMLD)
- Children and young people with a Global Development Delay (GDD)

Admissions criteria

Children and young people will or may:

- Almost always have an EHCP, although occasionally children and young people will be admitted on assessment places / within the Needs Assessment process where there is sufficient information to make an informed placement decision
- Require significant long term curriculum support to prepare for adult life
- Have significant, severe and complex needs
- Have highly complex needs which present as a major barrier to them accessing a mainstream or inclusive education
- Be unable to access a mainstream school curriculum even when adapted
- Benefit from highly specialist intervention
- Require a higher / staff pupil ratio than mainstream classes
- Need an on-site multi professional team and integrated plan to support learning
- Need a child-centred provision considering every aspect of young person's day
- Need specialist learning environments
- Be working consistently at pre-National curriculum levels of achievement on entry

Typically, children and young people will or may:

- Require a level of specialist intervention, support and teaching, therapy or medical care that a mainstream school or SEN provision cannot usually provide
- Require highly specialist equipment, environment or care
- Have significant, severe and complex needs such that several different agencies are involved in supporting them and their families
- Require a significant lead professional role to manage, co-ordinate and integrate all the different sources of support
- Be pre-verbal or have significant communication difficulties
- Be severely challenged by their needs in a range of possible areas including sensory processing and life skills
- Not be able to meet age related expectations due to their severe / language / learning needs or delay
- Experience sensory challenges or difficulties with sensory regulation and need low stimulation environments
- Have difficulties in social motivation which may be a barrier to engagement with social activities
- May have complex communication needs that require specialist interventions and approaches

Children and young people will not:

- Have a primary need of Social, Emotional and Mental Health (SEMH)
- Have a diagnosis of Pathological Demand Avoidance (PDA)

Evidence required for submission

- 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

Admissions Process

You can express a preference for your child to attend Charlton Park Academy during the EHC needs assessment or annual review processes. An application form will need to be completed.

- In year applications will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Autumn Term.
- Places for secondary transfer pupils will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Autumn Term.

2. King's Oak School

Contact Details

Telephone: 020 8850 8081

Email: info@imperium.greenwich.sch.uk

Description/Designation

This school is a special school providing 49 places for pupils 11 - 16-year-olds with social, emotional and mental health difficulties and associated learning needs (SEMH).

Admissions Criteria

To apply for a place at King's Oak an applicant must have an Education, Health and Care Plan. All pupils will have prior experience of difficulties in school. We therefore take into consideration the academic, physical, emotional and social needs of all our pupils and aim to redress pupil's prior difficulties through a positive, structured and consistent approach in a safe, caring and learning focused environment, which helps pupils overcome their difficulties, so they may achieve their best and obtain positive outcomes throughout school and into adulthood.

Other documentation required

- Education, Health and Care Plan or evidence that this process is underway
- Most recent Annual Review
- Other recent professional advice where appropriate (less than 12 months) - e.g.: Educational Psychologist (EP), Speech and Language Therapist (SaLT), Children and Adolescent Mental Health Service (CAMHS)

Admissions Process

You can express a preference for your child to attend King's Oak school during the EHC needs assessment or annual review processes. An application form will need to be completed.

- In year applications will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Autumn Term.
- Places for secondary transfer pupils will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Autumn Term.

3. Waterside School

Contact Details

Telephone: 020 8317 7659

Email: info@imperium.greenwich.sch.uk

Description/Designation

This school is a special school providing 32 places for pupils 5 - 11-year-olds with social, emotional and mental health difficulties and associated learning needs (SEMH).

Admissions Criteria

To apply for a place at Waterside School an applicant must have an Education, Health and Care Plan. All pupils will have prior experience of difficulties in school. We therefore take into consideration the academic, physical, emotional and social needs of all our pupils and aim to redress pupils prior difficulties through a positive, structured and consistent approach in a safe, caring and learning focused environment, which helps pupils to overcome their difficulties, so they may achieve their best and obtain positive outcomes throughout school.

Other documentation required

- Education, Health and Care Plan or evidence that this process is underway
- Most recent Annual Review
- Other recent professional advice where appropriate (less than 12 months) - e.g.: Educational Psychologist (EP), Speech and Language Therapist (SaLT), Children and Adolescent Mental Health Service (CAMHS)

Admissions Process

You can express a preference for your child to attend Waterside School during the EHC needs assessment or annual review processes. An application form will need to be completed.

- In year applications will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Summer Term.

4. Willow Dene School

Contact Details

Telephone: 020 8854 9841

Email: wdcontact@willowdene.compassps.uk

Description / Designation

This school is a special school for children and young people in the following groups:

- Children and young people with Autism and severe learning and language delays, working significantly below age-related expectations
- Children and young people with complex and severe learning difficulties
- Children and young people with physical difficulties and or complex medical needs with severe learning difficulties
- Children and young people with Profound and Multiple Leaning Difficulty (PMLD)
- Children and young people with a Global Development Delay (GDD)

The school has 304 places in key stages 1 to 4 and 33 sixth form places.

Admissions to Toucan two-year-old provision are managed through a separate process.

Admissions criteria

Children and young people will:

- Almost always have an EHCP, although occasionally children and young people will be admitted on assessment places/within the Needs Assessment process where there is sufficient information to make an informed placement decision
- Have significant, severe and complex needs but do not need a diagnosis
- Have highly complex needs which present as a major barrier to them accessing a mainstream education
- Be unable to access a mainstream school curriculum even when adapted
- Benefit from highly specialist interventions
- Require a high/staff pupil ratio
- Need an on-site multi professional team and integrated plan to support learning
- Need a child-centered provision considering every aspect of child or young person's day
- Need specialist learning environments
- Be working consistently within the engagement model and pre-Key Stage standards

Typically, children and young people will:

- Require a level of specialist teaching, therapy or medical care that a mainstream school or SEN provision cannot provide
- Require highly specialist equipment, environment or care
- Have significant, severe and complex needs such that several different agencies are involved in supporting them and their families

- Require a significant lead-professional role to manage and integrate all the different sources of support
- Be pre-verbal or have significant communication difficulties
- Be severely challenged by their needs in a range of possible areas including sensory processing and life skills
- Not be meeting age related expectations due to their severe / language / learning delays
- Experience sensory challenges or difficulties with sensory regulation
- Have difficulties in social motivation which may be a barrier to engagement with social activities
- Often display challenging behaviour which other schools find difficult to effectively accommodate

Children and young people will not:

- Have a primary need of Social, Emotional and Mental Health (SEMH)
- Have a diagnosis of Pathological Demand Avoidance (PDA)

Evidence required for submission

- 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

Admissions Process

You can express a preference for your child to attend Willow Dene Secondary School during the EHC needs assessment or annual review processes. An application form will need to be completed.

- Places for secondary transfer Pupils will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Autumn Term.
- Places for primary transfer Pupils and Complex Needs (PMLD) will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Spring Term.
- In year applications will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Spring Term.

5. Rowan Wood School

Contact Details

Telephone: 020 8854 9841 Email: rowanwood@compassps.uk

Description/Designation

This school is a special school for children and young people with Autism and severe language and learning delays who are working significantly below age-related expectations. The school will ultimately have 240 places and is opening in phases for children and young people aged 4–19 years. It is currently accepting admissions for Year 7 in the secondary phase and Year 1 in the primary phase.

Admissions Criteria

Children and young people will:

- Almost always have an EHCP, although occasionally children and young people will be admitted on assessment places/ within the Needs Assessment process where there is sufficient information to make an informed placement decision
- Have a diagnosis and primary need of autism
- Have highly complex needs due to their autism, which presents as a major barrier to them accessing a mainstream education
- Be unable to access a mainstream school curriculum even when adapted
- Will benefit from highly specialist autism specific interventions
- Require a high staff / pupil ratio
- Need an on-site multi professional team and integrated plan to support learning
- Need child-centered provision considering every aspect of the child or young person's day
- Need specialist learning environments such
- Be working consistently within the engagement model or pre-Key Stage standards

Typically, Children and Young People will:

- Be pre-verbal or have significant communication difficulties
- Be severely challenged by their autism and additional needs in a range of possible areas including sensory processing and life skills
- Not be meeting age related expectations due to their autism and severe language/learning delays.
- Experience sensory challenges or difficulties with sensory regulation and they may be extremely motivated to follow their own (possibly sensory) agenda
- Have difficulties in social motivation, which may be a barrier to engagement with social activities
- Often display challenging behaviour which other schools find difficult to effectively accommodate

Children and Young people will not:

- Have complex medical and personal care needs
- Have a primary need of Social, Emotional and Mental Health (SEMH)

- Have a diagnosis of Pathological Demand Avoidance (PDA)
- Have Global developmental delay (GDD) without a diagnosis of autism

Evidence required for submission

- 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

Admissions Process

You can express a preference for your child to attend Rowan Wood School during the EHC needs assessment or annual review processes. An application form will need to be completed.

- Places for secondary transfer Pupils will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Autumn Term.
- In year applications for Year 1 only will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Spring Term.

Section B – Primary Local Authority Resourced Provision

1. Autism Local Authority Resourced Provision

A. Alderwood School
Contact Details Telephone: 020 850 6841 Email: awcontact@alderwood.compassps.uk

B. Boxgrove School
Contact Details Telephone: 020 8310 1912 Email: boxgrove@compassps.uk

C. Discovery School
Contact Details Telephone: 020 8855 2470 Email: information@discovery.greenwich.sch.uk

D. Foxfield School
Contact Details Telephone: 020 3260 7500 Email: admin@inspirefoxfield.co.uk

E. Millennium School
Contact Details Telephone: 020 8858 0394 Email: info@millennium-maritime.org

Description/Designation

Primary Autism LARPs are based in mainstream schools and provide places for pupils aged 5 – 11 years old who have a diagnosis of Autism. The Autism LARP units are a dedicated space designed to meet the needs of children that can function in a mainstream setting but require the support of a small unit with specialist input during some/majority of the school day. They deliver specialised teaching, interventions, and facilities to support pupils. Pupils are on the school roll and join mainstream lessons where appropriate, while also receiving individualised or small-group support in the provision.

They enable:

- Integration: Students are included in mainstream classes as much as possible.
- Specialist support: Provided by trained staff such as SENCOs, speech therapists, or specialist teachers.
- Personalised learning: Tailored to each student's EHCP (Education, Health and Care Plan).
- Safe environment: A calm, structured setting that helps students thrive academically, socially, and emotionally.

Admissions Criteria

Children and young people will:

- Almost all have an EHCP, although occasionally children will be admitted with extensive evidence of SEND support
- Have a primary need of Autism.
- Have had input over time from the Autism Outreach Team and access to Autism specific specialist interventions with linked reports to evidence this available to inform the placement decision.

- Have received input from a range of professionals, including Educational Psychologists and Speech and Language Therapists. Relevant professional reports must be available at the Placement Meeting to inform decisions regarding suitability for the provision.
- Have reports which support that the child can benefit from a mainstream setting with additional resourced support and be able to work towards spending at least 50% of their time alongside peers in the mainstream provision.
- Be able to access at least part of a differentiated mainstream curriculum with additional support.
- Are able to make their needs and wants known to adults independently.
- Be able to learn within the LARP in a small group/pair.

Children and young people will not:

- Need an individualised specialist curriculum.
- Require a level of support which means they could not work as part of a pair or small group for most of their time.
- Have an EHCP that specifies 'specialist provision' as type.
- Be aged below year 1 or in year 5 or above at time of referral

Additional Consideration

When identifying a LARP for a child whose application has met the admissions criteria the In-Year Place Planning Meetings will also consider:

- Current year group vacancies
- Parental preference
- Distance from home address to LARP

Admissions Process

You can express a preference for your child to attend an Autism LARP during the EHC needs assessment or annual review processes. An application form will need to be completed.

- In year applications will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Summer Term.

2. Autism and Mental Health and/or Challenging Behaviour

The Nook at Waterside School

Contact Details

Telephone: 020 8317 7659 Email: info@imperium.greenwich.sch.uk

Description/Designation

The Nook is a Primary Autism LARP based in a separate unit in Waterside School providing 6 places for Pupils in school years 5 & 6 who have a diagnosis of Autism in the context of mental health which may lead to challenging behaviour.

The provision is designed to meet the needs of children with complex mental health needs who have not managed/will not manage within a busy mainstream school setting.

Admissions Criteria

Consideration is given to pupils with an Education, Health and Care Plan and pupils at SEND Support. The school has a broad curriculum, including the national curriculum and Pupils must be able to access this level of learning. In *most* cases Pupils will have a mental health diagnosis from CAMHS or other therapists who is qualified to do so or be in the process of assessment. In exceptional cases, clear evidence of a mental health need will be acceptable without a diagnosis or current assessment.

Other documentation required

- Evidence of an autism diagnosis
- Most recent Annual Review/Evidence of PLP's demonstrating specialist autism interventions
- Most recent Autism Outreach report (less than 6 months)
- In *most* cases have a mental health diagnosis from CAMHS or other therapist who is qualified to do so or be in the process of assessment. In exceptional cases, clear evidence of a mental health need will be acceptable without a diagnosis or current assessment.
- Other recent professional advice where appropriate (less than 12 months) - e.g.: Educational Psychologist (EP), Speech and Language Therapist (SaLT), Children and Adolescent Mental Health Service (CAMHS)

Admissions Process

You can express a preference for your child to attend The Nook Autism LARP during the EHC needs assessment or annual review processes. An application form will need to be completed.

- In year applications will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Summer Term.

3. Developmental Language Disorder Provision (DLD)

Speech Bubble at Greenacres School

Contact Details
Telephone: 020 8857 4965. Email: office@gpsmat.org

Description/Designation

Following careful consideration of recent consultation responses, the Local Authority has confirmed that the Speech Bubble provision will close gradually over time. This will be a managed process with no new referrals being accepted.

Importantly, **no child who currently holds a place in the Speech Bubble is at risk of losing that place**. Children already placed will be supported to complete their time in the provision, with transitions carefully planned where appropriate and agreed individually with families and schools.

The core offer from SaLT services, together with the future of experts at hand support across all schools, means many children will receive expert SaLT support in their own settings, rather than needing to access support in a specific specialised placement.

4. Deaf Resource Provision

A. James Wolfe Centre for the Deaf at James Wolfe

Contact Details

Telephone: 020 8858 2472 Email: admin@jameswolfe.greenwich.sch.uk

B. Meridian Local Authority Deaf Resource provision at Meridian School

Contact Details

Telephone: 020 8858 3572 Email: sao@meridian.greenwich.sch.uk

Description/Designation

Primary Deaf Resource LARPs are based in mainstream schools and provide places for pupils 3 – 11 with a diagnosis of moderate to profound hearing loss.

The Deaf Resource Units are led by a teacher of the Deaf and specialist team that can provide daily audiological support, small group, individual 1:1 teaching as well as specialist speech and language support.

James Wolfe Centre for the Deaf provides for children needing a total communication approach, including BSL sign as a communication system.

Meridian Deaf Resource LARP provides for children needing an oral/aural approach to communication, with speech being the main method of communication, supported by sign as needed.

Admissions Criteria

- Diagnosed with moderate to profound hearing loss
- Has been assessed and has a Profile of Need which outlines that the pupil needs regular input from a Teacher of the Deaf and specialist team.
- Has speech, language and communication needs that affects education, evidenced in a recent report

Other documentation required

- Most recent audiology report
- Most recent Annual Review/Evidence of PLP's demonstrating specialist interventions
- Most recent Sensory Service reports including formal assessments.
- Other recent professional advice where appropriate (less than 12 months) - e.g.: Educational Psychologist (EP), Speech and Language Therapist (SaLT)Children and Adolescent Mental Health Service (CAMHS)

Admissions Process

You can express a preference for your child to attend a Deaf Resource LARP during the EHC needs assessment or annual review processes. An application form will need to be completed.

- In year applications will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Summer Term.

5. Autism and Severe Learning Difficulties LARPs

A. Fossdene School
Contact Details
Telephone: 020 8858 5585 Email: senco@fossdene.greenwich.sch.uk

B. Greenacres School
Contact Details
Telephone: 020 8857 4965 Email: office@gpsmat.org

C. Woodhill School
Contact Details
Telephone: 020 8854 5055 Email: info@inspirewoodhill.co.uk

Description/Designation
Primary Autism and severe learning difficulties LARPs are based in mainstream schools and will ultimately provide 16 places, opening in several phases, for pupils 4 – 11 years old who have a diagnosis of Autism in the context of severe learning difficulties. The LARPs are a dedicated space designed to meet the needs of children who require the support of a small unit with specialist input during most / all of the school day. They deliver specialised teaching, interventions and facilities to support pupils. Pupils are on the school roll and may join mainstream activities wherever appropriate, while receiving individualised or small-group support in the provision.

They enable:

- Integration: Students may be included in mainstream activities wherever they can manage, in agreement with parents and professional advice.
- Specialist support: Provided by trained staff such as SENCOs, speech therapists, or specialist teachers.
- Personalised learning: Tailored to each student's EHCP (Education, Health and Care Plan).
- Safe environment: A calm, structured setting that helps students thrive academically, socially, and emotionally.

Admissions Criteria

Children and young people will:

- Almost all children have an EHCP, although occasionally children will be admitted on assessment places / within the Needs Assessment process where there is sufficient information to make an informed placement decision.
- Have a diagnosis and primary need of Autism.
- Have highly complex needs due to their Autism i.e. educationally their Autism and associated learning difficulties must present as a major barrier to them accessing education in a mainstream class.
- Be unable to access the school curriculum even when adapted i.e. cannot attend to teacher-led learning, needing a fully practical curriculum, with universal rather than subject level learning
- Only benefit from highly specialist Autism specific interventions

- Require a high staff / pupil ratio.
- Need an integrated plan to support learning including interventions designed by a SALT and OT.
- Need child-centered provision considering every aspect of the child or young person's day.
- Need access to specialist sensory interventions.
- Be working consistently within pre-Key Stage standards/ early National curriculum levels.

Typically, Children and Young People will:

- Have significant difficulties with communicating basic needs.
- Be severely challenged by their Autism and additional needs in a range of possible areas including sensory processing and life skills
- Not be meeting age related expectations due to their Autism and severe language/learning delays.
- Have significant sensory challenges and they may be extremely motivated to follow their own (possibly sensory) agenda.
- Have extreme difficulties in social motivation, which frequently prevents the pupil or young person from engaging with most social activities.
- Often display challenging behaviour which a mainstream class teacher would find difficult to effectively accommodate.

Children and Young people will not:

- Have complex medical and personal care needs
- Have a primary need of Social, Emotional and Mental Health (SEMH)
- Have a diagnosis of Pathological Demand Avoidance (PDA)
- Have Global developmental delay (GDD) without a diagnosis of Autism

Additional Consideration:

- Priority will be given to children and young people currently educated in mainstream classrooms who have been assessed as meeting the criteria for a specialist setting and are receiving Band 7 funding.
- Current year group vacancies
- Parental preference
- Distance from home address to LARP

Admissions Process

You can express a preference for your child to attend an Autism and severe learning difficulties LARP during the EHC needs assessment, annual review processes or Team Around the Child processes. An application form will need to be completed.

- In year applications will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Summer Term.

Section C – Secondary Local Authority Resource Provision

1. Autism Provision

A. The Halley Academy

Contact Details

Telephone: 020 8856 2828 Email: admin@thehalleyacademy.org.uk

B. The John Roan School

Contact Details

Telephone: 020 8516 7555 Email: info@thejohnroanschool.org.uk

C. Thomas Tallis School

Contact Details

Telephone: 020 8856 0115 Email: admissions@thomastallis.org.uk

D. Woolwich Polytechnic Boys School (Boys only)

Contact Details

Telephone: 020 8310 7000 Email: enquiries@woolwichpoly.co.uk

Description/Designation

Secondary Autism LARPs are based in mainstream schools and provide places for pupils 11 – 16 years old who have a diagnosis of Autism.

The Autism LARPs are designed to meet the needs of children that are able to function in a mainstream setting, but that will benefit from the support of a small unit with specialist input during part of the school day.

Admissions Criteria

Consideration is given to pupils with an Education, Health and Care Plan and pupils at SEND Support.

Ideally children who attend LARP units should be able to work towards spending at least 50% of their time alongside peers in the mainstream provision and as such be able to access a differentiated mainstream curriculum. Staffing ratios within the LARP, reflect that children can manage within the LARP in a small group/pair for some of the time.

Other documentation required

- Evidence of an Autism diagnosis
- Evidence of a moderate learning difficulty, working at Year 3 or above
- Most recent Annual Review/Evidence of PLP's demonstrating specialist Autism interventions
- Most recent Autism Outreach report (less than 6 months)
- Other recent professional advice where appropriate (less than 12 months) - e.g.: Educational Psychologist (EP), Speech and Language Therapist (SaLT), Children and Adolescent Mental Health Service (CAMHS)

Additional Consideration:

When identifying a LARP for a child whose application has met the admissions criteria the Phase Transfer Planning meeting will consider:

- Current year group vacancies
- Parental preference
- Distance from home address to LARP

Admissions Process

You can express a preference for your child to attend an Autism LARP during the EHC needs assessment or annual review processes. An application form will need to be completed.

- Places for secondary transfer pupils and in-year applications will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Autumn Term.

2. Autism with Persistent Mental Health Difficulties

King's Park Campus at Newhaven School

Contact Details

Telephone: 020 8465 6290 Email: info@newhaven.greenwich.sch.uk

Description/Designation
King's Park is a Secondary Autism LARP based on a single specialist site providing 85 places for Pupils 11 – 19 years old who have a co-diagnosis of Autism and significant and persistent mental health difficulties.

Pupils will have a primary need of Autism and experience persistent mental health difficulties, with associated behaviours that challenge, including high anxiety, demand avoidance and emotional dysregulation.

The provision is intended for children and young people whose anxiety and/or low mood, alongside sensory processing differences, a high need for routine and predictability, social communication difficulties, and challenges in developing relationships, significantly limit their ability to access mainstream education successfully. The provision is able to support young people whose behaviours that challenge are understood to be driven primarily by anxiety.

Admissions Criteria:

Children and young people will:

- Almost all have an EHCP, although occasionally children will be admitted with extensive evidence of SEND support processes over a period of time.
- Have a primary need of Autism and present with behaviours that challenge, including high anxiety, demand avoidance and emotional dysregulation.
- In most cases, have a mental health diagnosis from CAMHS or another appropriately qualified mental health professional, or be undergoing assessment.
- In exceptional cases, clear evidence of a mental health need will be acceptable without a diagnosis or current assessment.
- Have had input over time from the Autism Outreach Team and access to Autism specific specialist interventions with evidence of the graduated response in reports to inform the placement meeting.
- Have had sustained input from a range of professionals to support their mental health needs which could include Educational Psychologists, CAMHS and school based mental health resources with evidence of the graduated response in reports. These interventions will have been insufficient to make a mainstream placement successful.
- Be able to access a differentiated mainstream curriculum with additional support
- Be able to learn in small groups of up to 7 pupils with a high staff / student ratio.
- Require a low arousal and structured Autism friendly environment.
- Must be able to access Entry Level Qualifications as a minimum.
- Must have the potential to access college placements and/or work experience for one day a week.
- Parents and the student must be supportive of being placed at King's Park.

Additional documentation required to a standard application for a specialist placement:

- Most recent Autism Outreach report (no more than 12 months) demonstrating specialist Autism interventions.
- Evidence of recent input from a range of professionals to support their mental health needs which could include Educational Psychologists, CAMHS and school based mental health resources.
- Evidence of child voice around attendance at a specialist setting particularly at Post 16.

Admissions Process

You can express a preference for your child to attend Kings Park during the EHC needs assessment or annual review processes. An application form will need to be completed.

- In year applications will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Autumn Term.
- Places for secondary transfer pupils will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Autumn Term.
- Places for Post 16 pupils will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Spring Term.

3. Moderate Learning Difficulties Provision

A. Plumstead Manor School

Contact Details

Telephone: 020 3260 3333 Email: info@plumsteadmanor.com

B. Leigh Stationers Academy

Contact Details

Telephone: 020 8850 7678 Email: admissions@scwa.org.uk

Description / designation

Plumstead Manor and Leigh Stationers Academy Secondary MLD LARP is based in the mainstream school and provides places for pupils 11 – 16 years old who have a moderate learning difficulty. LARP units are a dedicated space designed to meet the needs of children that are able to function in a mainstream setting but require the support of a small unit with specialist input during the school day.

They deliver specialised teaching, interventions, and facilities to support pupils. Pupils are on the school roll and join mainstream lessons where appropriate, while also receiving individualised or small-group support in the provision. Over time and where appropriate students will reduce their reliance on the LARP as they learn, develop and grow in order to boost their independence while also remaining in a safe and secure environment.

They enable:

- Integration: Students are included in mainstream classes as much as possible.
- Specialist support: Provided by trained staff such as specialist teachers, HLTSAs and learning support assistants and speech language therapists.
- Personalised learning: a curriculum which is tailored to each student's EHCP (Education, Health and Care Plan).
- Safe environment: A calm, structured setting that helps students thrive academically, socially, and emotionally.

Admissions Criteria

Children and young people will:

- Have an EHCP, although occasionally children will be admitted with extensive evidence of SEND support processes over a period of time.
- Have moderate learning difficulties (defined as 3 years+ behind age related expectations at the point of secondary transfer) and may have an additional identified need (eg Autism).
- Have received input over time from specialist services, such as STEPS, Speech and Language Therapy (SALT), and the Educational Psychology Service, and have accessed targeted specialist interventions, with supporting reports available to inform the Placement Meeting.
- Reports must support that the child can benefit from a mainstream setting, and with additional resourced support be able to work towards spending at least 50% of their

time alongside peers in the mainstream provision.
- Be able to access at least part of a differentiated mainstream curriculum with additional support
- Be able to learn within the LARP in a small group/pair.

Children and young people will not:

- Need an individualised curriculum for all learning opportunities
- Have a primary need of SEMH
- Require a level of support which means they could not work as part of a pair or small group for most of their time

Additional documentation required to a standard application for a specialist placement:

- Evidence of a moderate learning difficulty, (defined as 3 years+ behind age related expectations, at the point of secondary transfer.)
- Most recent Annual Review
- Other recent professional advice where appropriate (less than 12 months) - e.g.: Educational Psychologist (EP), Speech and Language Therapist (SaLT), Children and Adolescent Mental Health Service (CAMHS)
- Full parental agreement to a placement at the LARP.

Admissions Process

You can express a preference for your child to attend a MLD LARP during the EHC needs assessment or annual review processes. An application form will need to be completed.

- Places for secondary transfer pupils and in-year applications will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Autumn Term.

4. Deaf Resource Provision

Thomas Tallis School

Contact Detail

Telephone: 020 8856 0115 Email: admissions@thomastallis.org.uk

Description/Designation

The Deaf Resource provision is based in Thomas Tallis School and provides places for pupils 11 – 16 years old who are Deaf.

The Deaf Support Centre is led by a teacher of the deaf and specialist team providing daily audiological support, small group, individual 1:1 teaching as well as specialist speech and language support.

Admissions Criteria

Consideration is given to pupils with an Education, Health and Care Plan and pupils at SEND Support.

- Diagnosed with moderate to profound hearing loss
- Has been assessed and has a Profile of Need which outlines that the pupil needs regular input from a Teacher of the Deaf and specialist team.
- Has speech, language and communication needs that affects education, evidenced in a recent report

Other documentation required

- Most recent audiology report
- Most recent Annual Review/Evidence of PLP's demonstrating specialist interventions
- Most recent Sensory Service reports including formal assessments. Other recent professional advice where appropriate (less than 12 months) - e.g.: Educational Psychologist (EP), Speech and Language Therapist (SaLT) Children and Adolescent Mental Health Service (CAMHS)

Admissions Process

You can express a preference for your child to attend the Deaf Resource LARP during the EHC needs assessment or annual review processes. An application form will need to be completed.

- Places for secondary transfer pupils and in-year applications will be considered at the SEND Phase Transfer and In-Year Place Planning Meetings in the Autumn Term.

Section D – Placement Decision-Making Meetings Arrangements

Settings	Admissions Criteria	Membership
Charlton Park Academy	EHC Plan	SEND Assessment & Review Service Education Psychology Service SEND Outreach Service School Rep
King's Oak School	EHC Plan	SEND Assessment & Review Service Education Psychology Service SEND Social Care School Rep
Waterside School	EHC Plan	SEND Assessment & Review Service Education Psychology Service SEND Social Care School Rep
Willow Dene School	EHC Plan	SEND Assessment & Review Service Education Psychology Service SEND Outreach Service School Rep
Rowan Wood School	EHC Plan	SEND Assessment & Review Service Education Psychology Service SEND Outreach Service School Rep
Primary Autism LARP Alderwood School Boxgrove School Discovery School Foxfield School Millennium School	EHC Plan SEND Support	SEND Assessment & Review Service Education Psychology Service SEND Outreach Service School Rep
Primary Autism and severe learning difficulties LARP Fossdene Greenacres Woodhill	EHC Plan	SEND Assessment & Review Service Education Psychology Service SEND Outreach Service School Rep
Primary Autism Mental Health and/or Challenging Behaviour The Nook at Waterside School	EHC Plan SEND Support	SEND Assessment & Review Service Education Psychology Service SEND Outreach Service School Rep

Primary Language Impairment Greenacres School	EHC Plan SEND Support	SEND Assessment & Review Service Education Psychology Service Speech and Language Therapy Service School Rep
Primary & Secondary Sensory James Wolfe School HI Meridian School HI Thomas Tallis School HI Thomas Tallis School HI	EHC Plan SEND Support	SEND Assessment & Review Service Education Psychology Service SEND Outreach Service (Sensory) School Rep
Secondary Autism LARP Leigh Halley Academy The John Roan School Thomas Tallis School Woolwich Polytechnic School Woolwich Poly Satellite	EHC Plan SEND Support	SEND Assessment & Review Service Education Psychology Service SEND Outreach Service School Rep
Secondary Autism with persistent Mental Health difficulties King's Park Campus at Newhaven School	EHC Plan SEND Support	SEND Assessment & Review Service Education Psychology Service SEND Outreach Service School Rep
Secondary/MLD LARP Plumstead Manor Leigh Stationers Academy	EHC Plan SEND Support	SEND Assessment & Review Service Education Psychology Service SEND Outreach Service School Rep

Guidance

- To make an application go to the local offer www.royalgreenwich.gov.uk/localoffer
- Alternatively, please contact the SEND Assessment & Review Service.
- Schools must ensure that all completed application forms and relevant supporting documentation are received by the SEND Assessment and Review Service at least 10 working days before the relevant Placement Meetings.
- Where a request is not agreed at the Placement Meeting, it will be the school's responsibility to resubmit the request for consideration at a subsequent Placement Meetings.
- The SEND Assessment and Review Service will circulate the agenda 5 working days in advance of Placement Meetings.
- Parents and schools will be advised in writing of the outcomes within 10 working days.