



SEND ADMISSIONS POLICY

Admissions to Special Schools and Designated Special Provision

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Introduction

Welcome to our SEND Admissions Policy. This document will give you an overview of the Specialist Schools Provision and Designated Special Provision in the Royal Borough of Greenwich.

It will give you a description/designation for each provision/type of provision, the admissions criteria and the admissions process.

It will advise you of all the documentation that is required in order for an application to be considered and details of the admissions panels. Dates for all SEND Admission Panels for 2017-2018 can also be found on page ??

Please contact the SEN Team if you have any queries

The SEN Team

1st Floor

The Woolwich Centre

35 Wellington Street

SE18 6HQ

Tel: 020 8921 8029

Email: Special-Needs@royalgreenwich.gov.uk

Section 1 - Special Schools

1. Charlton Park Academy
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3. Waterside
4. Willow Dene Primary
5. Willow Dene Secondary

1. Charlton Park Academy

Contact Details: 020 8249 6844
mailbox@charltonparkacademy.co.uk

Description/Designation:

Charlton Park Academy (CPA) is a Specialist Centre of Excellence, based in Charlton. We provide approximately 200 places for 11-19 year olds (30 places per year). We have an extremely experienced, friendly, stable and well trained workforce. For very good reasons, we are a nationally recognised and experienced provider of high quality special educational provision. Due to our oversubscription rates, we can only cater for low incidence special educational need students, who cannot be educated in mainstream secondary provision.

We specialise in provision for students with cognitively severe learning difficulties and profound and multiple and complex special educational needs, with complex medical conditions, including sensory and physical disability, and communication and interaction. We cannot admit or cater for students with social, emotional and mental health difficulties. We provide a small number of respite and residential places for the local authority for young people with highly complex medical conditions, including epilepsy and neurological conditions. This provision is annual inspected and is recognised by Ofsted as providing outstanding levels of Quality of Care. (Ofsted 2016). We are SEN specialists and offer SEN outreach services and advisory services for both Local authorities and over 200 London schools, primary, secondary and special.

Our key role is to ensure that our students all make good or better progress and that we

ensure that they are supported extremely well and effectively develop their life skills and are well prepared for life after school. We have opportunities for extended school provision and run after school clubs and weekend clubs too, supported by both parental contribution and social care funded personal budgets. We work closely with our local community in close partnership with Royal Borough Greenwich to meet local needs.

Admissions Criteria

To apply for a place at Charlton Park Academy an applicant must have a Statement of Special Educational Needs or an Education, Health and Care Plan

Attainment levels must be at Pre national levels of attainment at year 6 (P1 -P8) for priority placement and in that order. The admissions ranking system, we will use in priority order are PMLD, SLD or ASD with significant or complex or comorbid learning difficulty. Parents with children from out of borough have to consult with the Principal Registrar via their home local authority directly to the Academy.

Admissions Process

Following a decision from Royal Borough Greenwich SEN Panel that specialist provision is required the SEN Department will consult directly with the school.

2. Moatbridge

Contact Details: 020 8850 8081

Description/Designation:

Moatbridge is a day Special School for boys aged 11-16 years with social, emotional and mental health difficulties and associated learning needs. All pupils who come to Moatbridge 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 and in to adulthood.

Admissions Criteria

To apply for a place at Moatbridge School an applicant must have a Statement of Special

Educational Needs or an Education, Health and Care Plan.

Other documentation required

- Most recent Annual Review
- Other recent professional advice where appropriate (less than 12 months) - e.g.: CAMHS, SALT, Learning, CSO, FAP. EH, FF

Admissions Process

You can express a preference for your child to attend Moatbridge school during the EHC needs assessment or annual review processes. An application form will need to be completed. In year applications will be considered by a termly Admissions Panel. Places for year 7 Pupils will also be considered by the Admissions Panel in the Autumn Term.



3. Waterside

Contact Details: 020 8317 7659
waterside-school.co.uk

Description/Designation:

Waterside is a special SEN Primary School that teaches pupils aged 5-11 years with social, emotional and mental health (SEMH) difficulties and associated learning needs. The school also provides an outreach behavioral support service for mainstream primary schools.

Admissions Criteria

To apply for a place at Waterside School an applicant must have a Statement of Special Educational Needs or an Education, Health and Care Plan

Other documentation required

- Most recent Annual Review
- Other recent professional advice where appropriate (less than 12 months) - e.g.: CAMHS, SALT, Learning, CSO, FAP. EH, FF

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. Applications will be considered by a termly Admissions Panel.



4. Willow Dene Primary School

Contact Details: 020 8854 9841

email:

contact@willowdene.greenwich.sch.uk

Description/Designation:

This school is a special school for pupils 2-11 years with autistic spectrum disorder, complex and severe learning difficulties and physical difficulties.

Admissions Criteria

To apply for a place at Willow Dene School an applicant must have a Statement of Special Educational Needs or an Education, Health and Care Plan.



The pupil must have significant, severe and complex needs but does not need a formal diagnosis. These are such that several different agencies are involved in supporting the pupil and their family which would require a significant lead professional role to manage and integrate all the different sources of support:

- Severe Learning Difficulty (SLD)
- A severe autistic spectrum disorder in the context of a learning difficulty as described above
- Profound and Multiple Learning Difficulty (PMLD)
- Visits to the school by parents is recommended
- Parents agree to the placement

Other documentation required

- Most recent Annual Review
- Other recent professional advice where appropriate (less than 12 months) - e.g.: CAMHS, SALT, Learning, CSO, FAP, EH, FF

Admissions Process

You can apply for a place for your child to attend Willow Dene School during or at the same time the EHC needs assessment or annual review processes. In exceptional circumstances, placement may be considered alongside an EP assessment without an EHCP. An application form will need to be completed. Applications will be considered by a termly Admissions Panel. Places for reception pupils will be considered by the Admissions Panel in the Spring Term.

5. Willow Dene Secondary School

Contact Details: 020 8854 9841

email:

contact@willowdene.greenwich.sch.uk

Description/Designation:

Willow Dene are excited to be continuing children's educational journey as they enter secondary school. This enables us to build seamlessly upon prior learning with an emphasis on high quality provision and outcomes.

At Willow Dene Oakmere Road, we aim to capitalise upon the successes and achievements made throughout children's primary education, whilst expanding the offer to include the statutory requirements of the Key Stage 3 and 4 curricula and building personal identity. Many of our approaches to teaching are similar to those of our primary phase and are centred on class-based teaching delivered by a staff team who have positive relationships with the children and know their learning profiles. In our secondary phase an emphasis is placed on the local community and the wider world, moving children towards young adulthood whilst building upon their special interests and aptitudes.

Admissions Criteria

To apply for a place at Willow Dene School an applicant must have a Statement of Special Educational Needs or an Education, Health and Care Plan.

The pupil must have significant, severe and complex needs. These are such that several different agencies are involved in supporting the pupil and their family which would require a significant lead professional role to manage and integrate all the different sources of support:

- Severe Learning Disability (SLD)
- A severe autistic spectrum disorder in the context of a learning disability as described above
- Profound and Multiple Learning Disability (PMLD)

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. Applications will be considered by a termly Admissions Panel. Places for year 7 Pupils will be considered by the Admissions Panel in the Autumn Term. For those children who meet the admissions criteria places will be awarded on a distance basis.

Section 2 – Primary Designated Special Provision

1. ASD Provision
2. Language Impaired Provision
3. Hearing Impaired Provision

1. Primary ASD DSP Provision

1.a Alderwood

Contact Details: 020 8850 6841
email: info@alderwood.greenwich.sch.uk

1.b Discovery

Contact Details: 020 8855 2470
information@discovery.greenwich.sch.uk

1.c Foxfield

Contact Details: 020 3260 7500
sao1@foxfield.greenwich.sch.uk

1.d Millennium

Contact Details: 020 8921 8043

Description/Designation:

Primary ASD DSP provisions (4-11 years) are based in mainstream schools and cater for children who have a diagnosis of ASD. The units 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.

Ideally children who attend DSP 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 ratio's within the DSP, reflect that children can manage within the DSP in a small group/pair for some of the time.

Admissions Criteria

Equal consideration is given to pupils with or without an Education, Health and Care Plan/ Statement of SEN as those pupils at SEN

Support. The following criteria will be applied:

- Evidence of an ASD diagnosis
- Evidence of on-going input from the ASD Outreach Service, which suggests that more intensive specialist ASD input is needed
- Evidence of PLP's showing specialist ASD interventions have been put in place and that progress has not been made
- Recent SALT evidence

Other documentation required

- Most recent Annual Review
- Other recent professional advice where appropriate (less than 12 months) - e.g.: CAMHS, SALT, Learning, CSO, FAP, EH, FF

Admissions Process

You can express a preference for your child to attend a DSP during the EHC needs assessment or annual review processes. An application form will need to be completed. Applications will be considered by a termly Admissions Panel.

2. Language Impaired Provision

2.a Greenacres LIU

Contact Details: 020 8857 4965

Description/Designation:

Primary aged children 4-11 years who have a diagnosis of a severe and specific speech and/or language disorder where there is evidence of average non-verbal skills and appropriate social communication skills.

Admissions Criteria

Equal consideration is given to pupils with or without an Education, Health and Care Plan/ Statement of SEN as those pupils at SEN Support. The following criteria will be applied:

- It needs to be evident that different language based interventions have been put in place but the child is still experiencing significant difficulties, such as I Can support
- Evidence of on-going input and assessment from the SALT Service, which suggests that more intensive specialist SALT input is needed
- There needs to be evidence that the child is likely to benefit from intensive support from specialist teachers and Speech and Language Therapists. Children in Foundation Stage and KS1 usually take priority.

Other documentation required

- Most recent Annual Review, school report and IEP's
- Up to date detailed SALT report, including formal assessments etc.. as appropriate
- Other recent professional advice where appropriate (less than 12 months) - e.g.: CAMHS, SALT, Learning, CSO, FAP. EH, FF

Admissions Process

You can express a preference for your child to attend a DSP during the EHC needs assessment or annual review processes. An application form will need to be completed. Applications will be considered by a termly Admissions Panel.

Paper work to be circulated 2 weeks prior to panel to enable staff from Greenacres to observe children in their home school where possible.

A representative from Greenacres will attend the Panel.

As soon as a child has been offered a placement the home school will be requested to arrange transportation if necessary and agree a transition package with Greenacres.

All children who receive a placement will visit Greenacres with parents before they start school.

Each child's placement will be reviewed after the initial half term when assessments have been completed.

Admissions to Special Schools and Designated Special Provision

Exit Criteria

- Speech and language acquisition is within 18 months of their chronological age or
- Professionals agree that mainstream provision would be better placed to support their needs going forward

Exit Process

- Children will increase the time they spend in mainstream at Greenacre
- Parents, staff and Greenwich (SEND Panel or FAP) to agree the most appropriate mainstream provision
- Child to visit Mainstream school with staff from Greenacres and agree transitional support over the first half term



3. Hearing Impaired Provision

3.a James Wolfe

Contact Details: 020 8858 2472

3.b Meridan

Contact Details: 020 8858 3572

Description/Designation:

Deaf Support Unit provides daily access to a teacher of the Deaf that can provide daily audiological support, small group, individual 1:1 teaching as well as specialist speech and language support through specialist Speech and Language Therapist.

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

Meridian DSP 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 additional difficulties
- Diagnosed with moderate to profound hearing loss
- Has been assessed and has a Profile of Need or an EHCP Plan which outlines that a student needs daily input from a Teacher of the Deaf
- Has speech, language and communication needs that affects education, evidenced in a recent report

Admissions Process

You can express a preference for your child to attend a DSP during the EHC needs assessment or annual review processes. An application form will need to be completed. Applications will be considered by a termly Admissions Panel

Admissions have to be made via the Greenwich SEN Department, and the termly admission panel.



Section 3 – Secondary Designated Special Provision

1. ASD Provision
2. ASD/Specialist Provision
3. Moderate Learning Difficulties Provision
4. Visually Impaired Provision
5. Hearing Impaired Provision

1. ASD Provision

1.a Corelli

Contact Details: 020 8516 7977
email: admin@corellicollege.org.uk

1.b The John Roan

Contact Details: 020 8516 7555

1.c Thomas Tallis

Contact Details: 020 8856 0115

Description/Designation:

Secondary ASD DSP provisions (11-16 years) are based in mainstream schools and cater for children who have a diagnosis of ASD. The provisions 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 provision with specialist input during part of the school day.

Ideally children who attend DSP 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 ratio's within the DSP, reflect that children can manage within the DSP in a small group/pair for some of the time.

Admissions Criteria

Equal consideration is given to pupils with or without an Education, Health and Care Plan/ Statement of SEN as those pupils at SEN Support. The following criteria will be applied:

- Evidence of an ASD diagnosis
- Evidence of on-going input from the ASD Outreach Service, which suggests that more intensive specialist ASD input is needed

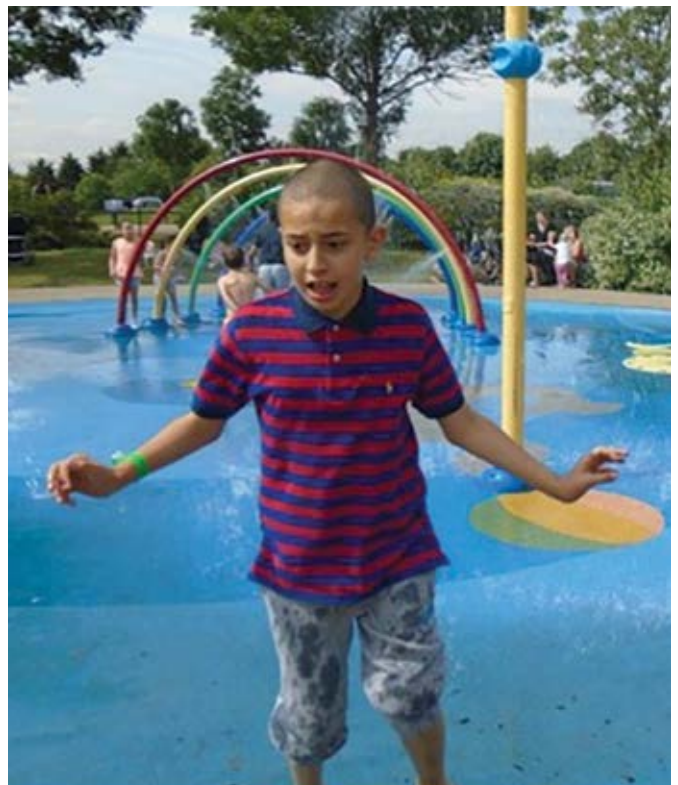
- Evidence of PLP's showing specialist ASD interventions have been put in place and that progress has not been made
- Recent SALT evidence

Other documentation required

- Most recent Annual Review
- Other recent professional advice where appropriate (less than 12 months) - e.g.: CAMHS, SALT, Learning, CSO, FAP. EH, FF

Admissions Process

You can express a preference for your child to attend a DSP during the EHC needs assessment or annual review processes. An application form will need to be completed. Applications will be considered by a termly Admissions Panel. Places for year 7 Pupils will also be considered by the Admissions Panel in the Autumn Term.



2. ASD/Specialist Provision

2.a King's Park

Contact Details:

Description/Designation:

Secondary ASD DSP provision (11-19 years) based on a single specialist site for children who have a diagnosis of ASD 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.

The school has a broad curriculum, including the national curriculum that is tailored to their individual needs. At King's Park the three foci for the curriculum are academic development, social communication skills and emotional regulation. We recognise that students need to be in the right place emotionally to learn and need the right skills to communicate their learning in order to make the fastest possible progress. Each student has an individual learning plan which focuses on their needs and ambitions as well.

Staffing includes therapeutic input including CAMHS, SALT, Educational Psychology, Music Therapy and Art Therapy on site.

Admissions Criteria

Pupils will usually have an EHCP or statement, though this is not essential. The following criteria will be applied:

- Evidence of an ASD diagnosis
- Evidence of on-going input from CAMHS and a mental health diagnosis, which suggests that a specialist environment is needed

- Evidence of on-going input from the ASD Outreach Service, which suggests that more intensive specialist ASD input is needed
- Evidence of PLP's showing specialist ASD interventions have been put in place and that progress has not been made
- Recent SALT evidence

Admissions Process

You can express a preference for your child to attend a DSP during the EHC needs assessment or annual review processes. An application form will need to be completed. Applications will be considered by a termly Admissions Panel. Places for year 7 Pupils will also be considered by the Admissions Panel in the Autumn Term.

3. Moderate Learning Difficulties Provision

3.a Plumstead Manor

Contact Details: 020 3260 3333

3.b Stationers Crown Woods Academy

Currently under review

Contact Details: 020 8850 7678

Description/Designation:

The DSP is a resourced centre for Pupils with significant learning difficulties (MLD). The DSPs adopt a holistic approach to academic, social and personal development striving to ensure pupils are fully involved in every aspects of school life. With a clear focus on each child staff work in partnership with families, and other professionals involved with the child, some of whom deliver services on site, within the DSP, such as Speech and Language therapy. Pupils are supported both in the mainstream school and in highly personalised and differentiated experiences in the DSP, tailored to their specific individual abilities.

Admissions Criteria

Equal consideration is given to pupils with or without an Education, Health and Care Plan/ Statement of SEN as those pupils at SEN Support. The following criteria will be applied:

- Evidence of an ASD diagnosis
- Evidence of on-going input from services , which suggests that a specialist environment is needed, but that the student can function in a mainstream school setting
- Evidence of PLP's showing specialist interventions have been put in place and that progress has not been made
- Evidence from recent SALT assessments or interventions

Other documentation required

- Most recent Annual Review
- Other recent professional advice where appropriate (less than 12 months) - e.g.: CAMHS, SALT, Learning, CSO, FAP. EH, FF

Admissions Process

You can express a preference for your child to attend a DSP during the EHC needs assessment or annual review processes. An application form will need to be completed. Applications will be considered by a termly Admissions Panel. Places for year 7 Pupils will also be considered by the Admissions Panel in the Autumn Term.



4. Visually Impaired Provision

4.a Stationers Crown Woods Academy VI

Contact Details: 0208 850 7678
info@scwa.org.uk
VISR

Description/Designation:

This unit is a Visual Impairment Specialist Resource (DSP), based in the Inclusion area of mainstream school – for pupils 11-18. The unit is also able to offer outreach work to other schools, both primary and secondary phase. We provide teaching where appropriate and necessary in BSL and Braille, and can provide training for teachers at SCWA in including visually impaired pupils in their lessons. In addition we are able to prepare and modify resources for class teachers to use with VI pupils in their lessons and provide support in class and in the VISR to meet pupils' needs.

Admissions Criteria

Students will normally have a diagnosis of severe sight impairment bilateral. An EHCP is not an essential requirement, providing needs can be demonstrably met, along with adequate resourcing. (But, an EHCP may, in such cases, be necessary at a later date, such as 16+ Transition, in order to access funding or resources.)

VI needs to be identified normally as the prime or highest priority need of the young person.

Other documentation required

- Most recent Annual Review
- Other recent professional advice where appropriate (less than 12 months) - e.g.: CAMHS, SALT, Learning, CSO, FAP, EH, FF

Admissions Process

You can express a preference for your child to attend a DSP during the EHC needs assessment or annual review processes. An application form will need to be completed. Applications will be considered by a termly Admissions Panel. Places for year 7 Pupils will also be considered by the Admissions Panel in the Autumn Term. Places for year 7 Pupils will also be considered by the Admissions Panel in the Autumn Term.



5. Hearing Impaired Provision

5.a Thomas Tallis DSC

Contact Details: 020 331 3024
Head of DSC – Jo Cameron
email: jcameron@thomastallis.org.uk

Admissions have to be made via the Greenwich SEN Department, and the termly admission panel. Places for year 7 Pupils will also be considered by the Admissions Panel in the Autumn Term.

Description/Designation:

Deaf Support Centre provides daily access to a teacher of the Deaf that can provide daily audiological support, small group, individual 1:1 teaching as well as specialist speech and language support through specialist Speech and Language Therapist.

Admissions Criteria

- Diagnosed with additional difficulties
- Diagnosed with moderate to profound hearing loss
- Has been assessed and has a Profile of Need or an EHCP Plan which outlines that a student needs daily input from a Teacher of the Deaf
- Has speech, language and communication needs that affects education, evidenced in a recent report

Other documentation required

- Most recent Annual Review
- Other recent professional advice where appropriate (less than 12 months) - e.g.: CAMHS, SALT, Learning, CSO, FAP. EH, FF

Admissions Process

You can express a preference for your child to attend a DSP during the EHC needs assessment or annual review processes. An application form will need to be completed. Applications will be considered by a termly Admissions Panel

Section 4 – 16+ Provision

1a Shooters Hill Campus

Contact Details: Shooters Hill 6th form College
Red Lion Lane
London SE18 4LD
Phone 020 8319 9700
Sensory Service
Rory McDonnell 020 8319 9700
Rory.mcdonnell@royalgreenwich.gov.uk

Description/Designation:

Post -16 Academy with specialist entry level SEN. Provision and DHI provision. The provision is led by the Royal borough of Greenwich sensory service, and currently supporting 26 students full time with 1:1 support from communication support workers.

Admissions Criteria

Any young person in Yr 11, 12, 13 can apply to Shooters Hill 6th Form College for the following year. Shooters Hill includes students across the ability range, from those with severe levels of learning needs to those with the highest levels of attainment.

For the Specialist Entry Level SEN provision at Shooters Hill, prior attainment of learning levels need to be most entry level to entry level 3 (i.e. pre-GCSE level).

The college caters for many students from pre-16 specialist provision who are able, with support, to engage with a more open-post 16 environment.

Sensory Admissions Process

An EHCP is not necessarily needed but students do need a profile if they do not have an EHCP.

Admissions Criteria

- Bilateral or profound hearing loss
- Bilateral and moderate with additional difficulties if other strategies have been tried in mainstream and not succeeded e.g. moderate loss and dyslexia.

Some students have a diagnosis of:

- ANSD - Auditory Neuropathy Spectrum Disorder
- APD – Auditory Processing Disorder – if presenting with a severe level of need.

Admissions Process

Individuals apply as all other students, directly via Open Events, the website or prospectus form and will be invited for interview. They should also inform their home LA they are considering studying at Shooters Hill.



Section 5 – Panel Arrangements

Panel	Admissions Criteria	Panel membership	Frequency
Willow Dene Primary	EHCP required	SEN x 1 EPS x 1 SEN/ASD Outreach x 1 Health x 1 Therapy x 1 Nursing x 1 Willow Dene Head x 2 + report from mainstream primary and nursery	Termly
Sensory James Wolfe Meridian Stationers Crown Woods VI Thomas Tallis HIU	EHCP not necessarily required but in some cases beneficial e.g. Deaf and additional needs	SEN x 1 Habitation Officer x 1 (occasional guest report) EPS x 1 plus SALT input SEN/ASD Outreach x 1 -SALT Therapist for HI (at every panel) School Rep x 1 per unit	Termly
Greenacres	EHCP not required	SEN x 1 EPS x 1 SaLT x 1 (e.g. Health if appropriate, ICAN) School Rep x 2	Termly
Primary ASD DSP: Alderwood Discovery Fox field Millennium	EHCP not required	SEN x1 EPS x1 SEN/ASD Outreach x 1 Primary ASD Teacher x1 School Rep x 1 per unit e(e.g Health if appropriate) SALT x 1	Termly
Secondary LI/ASD DSP: Corelli The John Roan Thomas Tallis	EHCP not required	SEN x 1 EPS x 1 SEN/ASD Outreach x 1 Secondary ASD Teacher x 1 School Rep x 1 per unit SALT	Termly

Section 5 – Panel Arrangements

Panel	Admissions Criteria	Panel membership	Frequency
King's Park	EHCP required	SEN x 1 EPS x 1 SEN/ASD Outreach x 1 School Rep x 1	Termly
Plumstead Manor Stationers Crown Woods	EHCP not required	SEN x 1 EPS x 1 School Rep x 1 per unit	Termly
Waterside	EHCP not required	SEN x 1 SALT/CAMHS Report EPS x 1 Inclusion x 1 School Rep - Head Teacher	Termly
Moatbridge	EHCP not required	SEN x 1 SALT/CAMHS EPS x 1 Inclusion x 1 School Rep Head Teacher	Termly

Application Form Check List

- | | |
|---|---|
| <p><input type="checkbox"/> Completed Application Form
(Specific to type of provision being applied for.</p> | <p>Levels, Teacher Reports
Behaviour</p> |
| <p><input type="checkbox"/> Current levels of working in relation to age expectation</p> | <p><input type="checkbox"/> Other recent professional Advice (less than 6 months)
CAMHS/OT/Children’s Services involvement/music therapy</p> |
| <p><input type="checkbox"/> *Recent Profile (less than 6 months)
Please provide clear evidence of Assess, Plan, Do ,Review cycle over a period of time, integrating professional advice and strategies</p> | <p><input type="checkbox"/> Proof of ASD diagnosis for DSP</p> <p><input type="checkbox"/> ASD Outreach Reports</p> |
| <p><input type="checkbox"/> *Recent Annual/Emergency Review (less than 6 months)
With evidence of multi-professional representation SALT ASD Outreach</p> | <p>* Panel are unable to consider applications that do not contain this information</p> |
| <p><input type="checkbox"/> *Recent EP Report (less than 6 months)
If child is sensory impaired a recent report from QTVI or QTOP (less than 6 months) FOR EHC must have See COP Section 7</p> | |
| <p><input type="checkbox"/> *Parental Consent & Evidence of Parental View</p> | |
| <p><input type="checkbox"/> *Evidence of Child’s Views
Frequency/severity of challenging behaviour – behaviour log (IDSP)</p> | |
| <p><input type="checkbox"/> Current EHCP/Statement of SEN
If child has one</p> | |
| <p><input type="checkbox"/> Most Recent PLP (in last year)</p> | |
| <p><input type="checkbox"/> Recent Relevant health/medical reports (less than 1 year)
See provision detailing information that is required</p> | |

Guidance for SEN Team

- The SEN Team will only accept submissions up to 10 working days in advance of panel meeting.
- The SEN Team will establish vacancies 10 working days in advance of panel meeting.
- The SEN Team will confirm panel member attendance 5 working days in advance of the panel meeting.
- The SEN Team will circulate the agenda 5 working days in advance of the panel meeting and this will reflect where the vacancies are and time of representatives/ panel members attendance may vary panel to panel.
- The SEN Team will circulate papers 5 days in advance of meeting.
- The SEN Team will advise parent/s and copy schools if there are no vacancies 5 working days prior to the panel date.
- The SEN Team will nominate an officer to chair the panel meeting.
- The SEN Team will be responsible for clerking the meeting.
- The SEN Team will inform parent/s and copy the school in writing stating the outcome of the panel within 10 working days of the panel meeting.



Guidance for Schools Submitting Requests

- Schools should ensure all completed applications forms and relevant paperwork arrive with the SEN team no later than 10 working days prior to the panel meeting.
- Schools will be advised 5 working days prior to the panel meeting whether there are any vacancies and subsequently if the submission will be considered by panel (parents will be informed separately).
- Depending on the outcome of panel it will be the schools responsibility to resubmit any requests they wish to be considered at subsequent panels.
- Schools will be advised within 10 working days in writing the outcome of panel meeting.

Guidance for Panel Members

- The SEN Team will circulate the agenda 5 working days in advance of the panel meeting and this will reflect vacancies. The time representatives/ panel members will be required may vary from panel to panel.
- Panel members will receive panel papers 5 working days in advance of panel meeting.
- Panel members should read papers in advance of panel meeting and duly consider requests in accordance with the admissions criteria.
- Panel members should attend all panel meetings – where this is not possible it is the responsibility of the panel member to secure appropriate representation.

SEND Admission Panel Dates September 2017 – July 2018

	Date of Panel	Panel Papers Submission Date	Panel Papers Circulation Date	Notification of Outcome of Panel
Autumn Term				
Primary Admission Panels	Thursday 2 November	Thursday 19 October	Thursday 26 October	Thursday 16 November
Secondary Admissions Panels	Thursday 9 November	Thursday 19 October	Thursday 2 November	Thursday 23 November
Spring Term				
Primary Admission Panels	Thursday 1 March	Thursday 8 February	Thursday 22 February	Thursday 15 March
Secondary Admissions Panels	Thursday 8 March	Thursday 22 February	Thursday 1 March	Thursday 22 March
Summer Term				
Primary Admission Panels	Thursday 7 June	Thursday 24 May	Thursday 31 May	Thursday 21 June
Secondary Admissions Panels	Thursday 14 June	Thursday 24 May	Thursday 7 June	Thursday 28 June

- Please note that panel decisions will not be given over the telephone or via email.
- Due to schools holidays paperwork may be required more than 10 working days in advance



Children's Services
Inclusion, Learning & Achievement
Professional Development Centre
Waterdale Road
London SE2 0XP

Telephone: 020 8921 5560
Email: services-to-schools@royalgreenwich.gov.uk
Web: <http://servicestoschools.royalgreenwich.gov.uk>