

Accessibility strategy for education settings in the Royal Borough of Greenwich



royalgreenwich.gov.uk/localoffer



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I. VISION AND AIMS

VISION

Greenwich will be a great place for children and young people with special needs and disabilities to grow up.

This means that all children and young people with Special Educational Needs and Disabilities (SEND)¹ will have access to inclusive learning and to be provided with the opportunities for realising aspirations, achieving potential and participating fully in education and the wider society.

COMMITMENT:

Royal Greenwich will work effectively with its partners to ensure that its vision for children and young people with SEND is realised and to help all educational settings identify and achieve their own aims.

PRINCIPLES OF INCLUSION:

Diversity should be celebrated, equality of opportunity promoted, and all children, young people and families treated with respect:

- All children and young people should have regular opportunities to learn, play and develop alongside each their local community.
- Barriers to participation and achievement should be overcome as far as possible and children and young people encouraged in their aspirations.
- Children and young people should be supported by adults who work in partnership with them, their families and the other professionals that support them.
- Cultures, policies and practice should be developed to ensure the inclusion of all children and young people.

THIS STRATEGY AIMS TO:

- I. Increase the extent to which pupils with SEND can access Early Years, school and college curriculum to meet their potential and ensure progress

¹The SEND Code of Practice defines special educational needs (SEN) as follows: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her' (introduction, xii, p4). Not every child with a disability therefore will necessarily have a SEN. The term SEN will occasionally be used instead of SEND when referring to special educational needs as defined in the Code.

2. Improve the physical environment of Early Years settings, schools and colleges to increase the extent to which children with SEND can take advantage of education and associated services
3. Enhance the delivery of information, advice and guidance to all children and young people with SEND and their families
4. Maximise inclusion and the feeling of inclusion for all children and young people with SEND in their education setting and wider community.
5. Ensure that our engagement with children, young people, their parents and carers, other groups and agencies is appropriate and timely to ensure that their views contribute to our inclusion journey.

The overall aim is to ensure that the Royal Borough of Greenwich Council supports early years settings, schools and colleges in meeting the needs of disabled children and young people and raising their attainment.

The purpose of this strategy is to ensure that accessibility of the curriculum, the physical environment and information for children and young people with SEND is central to the delivery of services and supports educational settings with their accessibility plans.

2. DUTIES

Local Authority accessibility strategies and school accessibility plans are a requirement of Schedule 10 of the Equality Act 2010. As well as general duties for public bodies, the Equality Act states specific duties, mainly:

- Not to treat pupils with disabilities less favourably and
- To undertake reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage.

The reasonable adjustment duty is described in more detail below.

The SEND Code of practice: 0-25 promotes inclusive education and describes how the Equality Act and the Children and Families Act 2014 work together to ensure this:

‘The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.’

Putting children/young people and their families at the centre is a key message of the SEND Code of Practice: 0-25 and is at the heart of the LA’s strategic

planning. Local authorities must ensure the participation of children, their parents and young people in decision-making.

More information on the legislative context can be found in Appendix I.

3. ROYAL BOROUGH OF GREENWICH'S STRATEGIC DIRECTION

This Accessibility Strategy sits alongside the Special Educational Needs and Disability (SEND) Strategy – for children and young people 0-25 years, the key educational aims of which are:

- To have high aspirations for all children and young people
- For all children and young people to attend a good local/education setting
- For all children and young people to achieve to the best of their ability
- For there to be integrated services to meet need
- To listen to the voice of children, young people and their families to further influence service and provision development.

Progress towards these aims is monitored by the Joint Commissioning Group for Special Educational Needs and Disability.

The SEND Strategy aims are underpinned by the principles and aims of the Children and Young People's Plan and the School Improvement Strategy.

The successful inclusion of children and young people in their local early years setting, school or college is well established in Greenwich and this principle will be protected and supported. Although the Equality Act talks about schools in relation to accessibility strategies and plans, the Local Authority's vision extends to all educational settings.

4. REASONABLE ADJUSTMENT DUTY

The Equality Act (2010) requires schools to ensure that disabled children and young people are not treated unfavourably because of a reason arising as a consequence of their disability. It places a reasonable adjustment duty on them to ensure that disabled children and young people are not treated unfavourably because of a reason arising as a consequence of their disability. It places a reasonable adjustment duty on them to ensure that disabled children and young people can access all the benefits of their education and not be placed at a disadvantage. A reasonable adjustment may involve changes in the way schools organise themselves, deploy resources and in the day- to-day practices that they follow. Further information may be found in Appendix I.

From September 2012 there has also been a requirement to provide auxiliary aids for disabled children and young people subject to the Reasonable Adjustment duty. Support services from Children's Services and health can advise about adaptations to the inside and outside environment for individuals to help include children and young people with sensory integration needs and/or an ASD, this could include advice and guidance relating to:

- Organisation of physical space and minimising distractions
- Opportunities to present information visually, adapted on an individual and group basis.
- Providing organisational strategies to complete activities.

The Local Authority holds a limited budget for adaptation works required for specific children.

Further guidance can be found at

<https://www.gov.uk/guidance/equality-act-2010-guidance>

https://councilfordisabledchildren.org.uk/sites/default/files/attachemnt/equality-act-schools_online.pdf

These protections apply equally to policies on behaviour, including blanket discipline policies which do not take account of disabled children's different needs.

Royal Borough of Greenwich Children's Services department are determined to minimise the need to resort to exclusion (both fixed term and permanent), through working in partnership with our schools. Guidance issued by the Department for Education (2012) stipulates that the duties under the Equality Act need to be taken into account when deciding whether to exclude a pupil. Furthermore, schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion.

Head teachers and governing bodies must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice. This requires that there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. The Code goes on to say that if it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, then a multi -agency approach may be appropriate.

Reasonable adjustments in the case of children and young people with social, emotional or mental health needs may include additional training for staff and alternative approaches for dealing with challenging behaviour.

5. ACCESS TO THE CURRICULUM

All schools are responsible for providing a broad, balanced and inclusive curriculum for all children, and in particular for disabled children. All schools are required to adopt a quality first teaching approach and a graduated response to meeting need including SEN support. The Local Authority supports schools to respond to individual needs of pupils and training needs of staff with a range of specialist services, commissioned services and traded services. Details of the range of training offered can be found at

<http://servicestoschools.royalgreenwich.gov.uk>

a) **School Improvement service and Improvement Partners**

Provides support and challenge to schools focusing on the outcomes of all children with SEND as a specific group within this. The service is available to all phases and settings, whether mainstream, academies or special schools.

b) **The SEND Assessment and Review Service**

Provides support and advice on individual children, training and support on the graduated response to meet needs, the profile and education, health and care plans.

c) **Educational Psychology Service**

Offers a range of approaches to help schools improve outcomes for children and young people experiencing difficulties in their learning and their social & emotional development.

In particular this means pupils with special educational needs, those at risk of exclusion and those whose life chances are impaired as a result of social and emotional deprivation. Educational Psychologists work with teachers, parents, professionals and other staff to assess and identify needs, develop skills and design interventions to help improve educational attainment and emotional resilience and promote inclusive practice.

d) **SEND Outreach Services**

Provide support to children with SEND to ensure greater access to the curriculum, through direct work with children, and support to staff and families, through formalised training programmes and on-site consultation/ advice sessions. Provides termly briefings for SENCOs, SEND transition events for children who have an EHCP. Advice and support in the development of guidance relating to policies such as the SEND policy and the SEND report. Training is also provided for school staff and governors.

• **ASD Outreach Service:**

A team of specialist teachers and support staff to providing support to mainstream schools and families to ensure that they are able to meet the needs of

children with autistic spectrum disorders (ASDs). The team offer various training packages to parents and to professionals to support children with an ASD, and a structured support programme for transitions. The service can support schools in creating Personal Learning Plans to match individual children's learning needs, and provide specialist practical resources such as visual timetables and work stations. ASD Outreach also organise regular parent courses including Early Bird (0-5), and Cygnet (5+)

- **Sensory Service:**

A team of specialist teachers and support staff that provide 1:1 support to children and young people from birth to 19 years who are visually or hearing impaired. The aim of the service is to ensure that children and young people, in mainstream or special schools in receipt of support, enjoy the same opportunities as their peers and all barriers to maximising potential are overcome

- **Steps:** (Support Team for Education in Primary and secondary schools)

Supports children experiencing difficulties with reading, spelling, writing, maths and general learning. Support may take the form of group sessions, handwriting training, Personal Learning Plans tailored to a child's individual needs and/or training school staff. Assessments for children for dyslexia, and specialist teaching practical resources and development programmes for handwriting/ maths/spelling are also available, and support for transitions. Parents/carers can also take part in online courses, meetings and dyslexia training.

- **Early Years Inclusion Service:**

Support and advice for children with an identified or emerging complex special educational need/ disability and are a Greenwich resident aged 2-5yrs who attend an early education or care setting that is in the Private, Voluntary or Independent (PVI) sector (i.e. not a local authority school), this includes child-minders. All Private, Voluntary or Independent sector setting in Greenwich have a named Early Years Inclusion Coordinator/ Area SENCO that will offer general advice, support and training around early identification and Special Education Needs and Disability issues that arise in a setting.

e) **CENMAC**

Is a team of advisory teachers who assess and review the progress of pupils aged 3 to 19 who have a physical disability hinders their access to the curriculum. The service offers assessment, loan of appropriate equipment, training and reviews of progress.

f) **Behaviour Support Team**

This is a specialist service designed to help children with behaviour needs and those at risk of exclusion. The team work with school managers and other staff to help them to support children effectively in order to prevent exclusion. This can involve helping to design Personal Support Plans with school staff, developing Early Help plans, giving advice about exclusions and support for students re-integrating into education via the Fair Access pane

g) Speech and Language Therapy Service

This service supports children and young people with communication difficulties and also those who have eating and/or drinking difficulties. The service provides specialist support, depending on the individual needs of the child, with access to a range of clinics, therapy packages, assessments and information services. It also supports families in many ways, including group sessions in children's centres, parent training sessions, advice sessions, coffee mornings and parent drop-ins.

h) Occupational Therapy Service

This service provides specialist care to help children and young people who have difficulties or disabilities. Occupational Therapists can help children and young people carry out the daily activities they find difficult. Services include therapy programmes, physical health care and mental healthcare. It can provide support for children in transition, help families find community support groups that suit them, and offer assistance to any child who needs it. The service also offers support in school, providing specialist support and training.

i) Physiotherapy Service

This service provides care and supports children who have a condition that affects their movement, posture or physical skills development. The service provides specialist advice on activities and equipment that can help the child, including activity programmes for children and carers to follow. It works with schools to ensure that the school environment

is suited to a child's needs, by providing training and classroom recommendations. The team can also provide access to resources and specialist equipment, therapy programmes, advice sessions and assessments.

k) MOVE Programme

MOVE is an activity-based programme to improve the mobility skills of children with physical disabilities and /or complex needs in order to achieve maximum independence in sitting, standing, walking and transferring.

l) CAMHS IN reach to schools

This service provides specialist CAMHS support directly to schools to support with the identification of needs and planning interventions for children with mental health needs. This includes staff training and consultation to support this input.

m) Supporting pupils at school with medical conditions

The supporting pupils at school with medical conditions statutory guidance for governing bodies of maintained schools and proprietors of academies in England (2017) contains a mixture of statutory and non-statutory guidance to support pupils at school with medical conditions.

The aim is to ensure children with medical conditions in terms of both physical and mental health, are properly supported in school so they can play a full and active role in school life, remain healthy and achieve their academic potential.

All schools are required to have a policy that covers:

- Procedures to be followed when a school is notified that a pupil has a medical condition
- The role of individual healthcare plans, and who is responsible for developing them
- How staff will be supported in their role to support relevant pupils and how this will be reviewed
- How staff training needs will be assessed, arrangements for whole-school awareness and induction arrangements or new staff.

Governors should ensure that schools leaders consult health and social care professionals, pupils and parents to ensure that the needs are effectively supported. Governing bodies and school leaders should also ensure that policies include details of how the school policy will be implemented effectively. More information can be found at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

6. ACCESS TO THE ENVIRONMENT

All children and young people should be able to attend an educational setting with an accessible environment that enhances their ability to take part in the curriculum and does not put them at a disadvantage compared to peers. All new school buildings will comply with building regulations and should be physically accessible to disabled children.

However much of the work in this area will involve improving access to existing buildings. Improved access to the physical environment can be achieved through reasonable adjustments which may be needed for disabled children generally, as it is likely that any school will have a disabled child at some point. However, schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments.

(See primary and secondary admissions booklets for level of accessibility for each school in the Royal Borough of Greenwich):

Early Years settings and schools are increasingly aware that reasonable adjustments may be needed to the classroom or within the Early Years setting and school to create safe spaces, calm areas and workstations for pupils with autism or behavioural or emotional difficulties.

Schools are engaged and supported by the SEND Outreach Services to become "disability friendly" using accredited national and Greenwich based systems, such as Dyslexia friendly status and using the Autism Education Trust standards.

There is a comprehensive training programme via the Royal Greenwich PDC, offering a range of SEND courses, most delivered free of charge to schools. Details of the training available can be found at:

<http://servicestoschools.royalgreenwich.gov.uk>

7. ACCESS TO INFORMATION

Information, Advice and Guidance should be readily available in an accessible format for all children and young people with SEND and their families.

The Royal Borough of Greenwich's Local Offer sets out in one place the support available to the families of children and young people with SEND.

To ensure the effectiveness of the Local Offer the Local Authority:

- Encourages educational settings to link their Accessibility Plan and SEND information report to the Local Offer
- Reviews and updates the Local Offer regularly, responding to feedback from professionals, children and young people and their families
- Makes the Local Offer available online

The Local Offer responds to the needs of the community. Professionals and children and young people with SEND and their families are invited to comment at any time on the effectiveness of the Local Offer. The comments are published annually in a 'You said — we did' format.

SENDIASS (the Special Educational Needs and Disability Information, Advice and Support Service) is commissioned by the Local Authority to provide information, advice and support to children and young people with SEND and their families. It can also provide advocacy, independent advice and encourage and support partnership working.

This part of the duty also covers making written information normally provided by the school to its pupil's available to disabled pupils. The increased use of ICT is supporting those children and young people who are unable to communicate using traditional methods. The STEPs team can support schools in developing dyslexia friendly materials, as well as the acquisition of the Dyslexia Friendly Quality Mark. The Sensory service can provide specially trained communicators and braillists to ensure children and young people with sensory impairments can access information. ASD Outreach and the Speech and Language Services support children and young people with a wide range of needs during transition from KS2 to KS3. They are able to work with schools to present information in different formats to

ensure children adapt to the culture and requirements of secondary school e.g. timetable, travel information and essential kit.

8. SCHOOL ACCESSIBILITY PLANS

Just as section 10 of the Equality Act requires Local Authorities to prepare an accessibility strategy for schools, it also requires the responsible body of a school to prepare an accessibility plan.

A school accessibility plan is a plan for:

- Increasing the extent to which disabled children and young children can participate in the school's curriculum
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled children and young people are able to take advantage of the education, opportunities, facilities or services provided by the school and
- Improving the delivery to disabled children and young people of information which is readily accessible to children and young people who are not disabled.

A template has been made available for schools to support them with this and an attached training and information session, through the SENCo network. This is all available via the Local Offer:

<http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/advice.page?id=EIUINNQS95I>

The Accessibility Plan should be adequately resourced, regularly reviewed and revised as necessary e.g. when accommodation improvements or repair and maintenance work are being planned, where the organisation of the curriculum is being considered or school activities are organised. It should also be reported to parents/carers annually.

The OFSTED framework strengthens the requirements relating to equality of access and narrowing the gap in achievement. Governors should report annually on the impact of their school's arrangements for children and young people with SEND and progress made with implementing the accessibility plan.

All other settings are encouraged to have accessibility plans.

APPENDIX I

LEGISLATION

I. DEFINITION OF DISABILITY AND SPECIAL EDUCATIONAL NEEDS

Disability

The Equality Act 2010 defines a disability as when a person has a physical or mental impairment:

- which is substantial and long-term (for over a year)
- which has an adverse effect on their ability to carry out normal day-to-day activities.

This broad definition covers physical disabilities, sensory impairments, such as those affecting sight or hearing, learning disabilities and some specified medical conditions.

Special Educational Needs (SEN)

The SEND Code of Practice: 0 - 25 years 2014 states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The broad areas of need described are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

2. THE EQUALITY ACT 2010

The General or Public Sector Equality Duty

Section 149 the Equality Act 2010 introduces a single general duty (sometimes referred to as the Public Sector Equality Duty or PSED) that applies to public bodies, including county councils and all educational settings.

The General Duty (PSED) extends to all aspects of a person's identity. These aspects are known as 'protected characteristics' and include race, disability, sex, age, religion or belief, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy and maternity.

The three main elements of the general duty are, that in carrying out their functions, public bodies are required to have due regard to:

- eliminating discrimination and other conduct that is prohibited by the Act
- advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- fostering good relations between people who share a protected characteristic and people who do not share it.

The Specific Duties of the Equality Act

The main specific duties are:

- not to treat pupils/students with SEND less favourably
- the reasonable adjustments duty - to take reasonable steps to avoid putting pupils/students with SEND at a substantial disadvantage.
- the reasonable adjustments duty (schedule 13 of the Equality Act 2010)
- the duty to make reasonable adjustments requires schools to take positive steps to ensure that pupils/students with SEND can fully participate in the education provided by that setting, and that they can enjoy the other benefits, facilities and services provided for all pupils/students.

The 2010 Act sets out three requirements in relation to reasonable adjustments:

- where a provision, criterion or practice of a school puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage
- where a physical feature puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage
- where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in

comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to provide the auxiliary aid.

Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff.

Anticipating reasonable adjustments

A school's duty to make reasonable adjustments is an anticipatory one and therefore the setting needs to make plans in advance about what pupils/students with SEND might require and what adjustments might need to be made. They should not wait until the pupils/students are on roll.

Auxiliary aids and services

In September 2012 the duty to provide auxiliary aids and services (including specialist equipment which could include laptops and tablets) was extended to include schools. This places schools under a duty to provide aids and services where it is reasonable and where it would prevent a disabled pupil being put at a substantial disadvantage when compared to his or her non-disabled peers.

The exception to this duty is where the aid or service is specified in an Education, Health and Care Plan, in which case the responsibility to provide the aid or service lies with the LA. Examples of auxiliary aids include coloured layovers, pen grips, adapted physical education equipment, adapted keyboards and computer software.

The relevant Local Authority support team will provide appropriate training and support in the use of auxiliary aids.

Overcoming disadvantage

Where something an educational setting does places a pupil/student with SEND at a disadvantage, compared to other pupils/students, then the setting must take reasonable steps to try and avoid that disadvantage.

3. SEND INFORMATION REPORT AND POLICIES

The SEND Code of Practice: 0-25 states that a school's reasonable adjustments, along with other provisions, must be described in their 'SEN Information Report' and reflected in their SEND policy . A suggested template for the 'SEN Information Report' can be found in the Local Offer:

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/advice.page?id=VRHXaYsbpaQ>

and guidance for writing an SEND policy.

4. SCHOOL ACCESSIBILITY PLANS

Schools must also publish Accessibility Plans. The Accessibility Plans should be appended to or be part of the SEN Information Report.

5. THE CHILDREN AND FAMILIES ACT 2014 AND THE SEND CODE OF PRACTICE: 0-25

The Children and Families Act came into force on the 1st September 2014. Part 3 of this Act and associated regulations reforms the duties, policies and procedures relating to children and young people with SEND. The SEND Code of Practice: 0-25 provides statutory guidance relating to Part 3 of the Children and Families Act. It promotes inclusive education and describes how the Equality Act and the Children and Families Act 2014 work together to ensure this:

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK

Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.

The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.

6. ADMISSIONS

The SEND Code of Practice emphasises that educational settings including further education establishments must not have discriminatory admissions policies. It states that:

- The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.
- Where a child or young person has SEN but does not have an Education Health and Care Plan they must be educated in a mainstream setting except in specific circumstances set out in the SEND Code of Practice: 0-25

7. PUTTING THE CHILD/YOUNG PERSON WITH SEND AND THEIR FAMILY AT THE CENTRE

The SEND Code of Practice: 0-25 states that local authorities must have regard to:

- the views, wishes and feelings of the child or young person and their parents
- the importance of the child or young person and their parents participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- the importance of the child or young person and their parents participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

and that Local Authorities must ensure the following:

- the participation of children, young people and their parents in decision making;
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over the support they receive
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment.

APPENDIX 2

SPECIALIST PROVISION IN ROYAL BOROUGH OF GREENWICH SCHOOLS

	NAME OF SCHOOL	DESIGNATION	AGE RANGE OF STUDENTS
Specialist School	Waterside	SEMH	5-11
	Willow Dene primary	Severe/Complex learning needs	3-11
	Willow Dene secondary	Severe/Complex learning needs	11-16
	Charlton Park Academy	Severe/Complex learning needs	11-19
	King's Oak	SEMH	11-16
Specialist 2-year-old provision	Toucan	Severe/Complex learning needs	2 years
Specialist Nursery provision	ICAN at Pound Park	Specific language impairment	2-4
	ICAN at Mulgrave	Specific language impairment	2-4

Designated specialist provision in mainstream schools	Alderwood ASD DSP	ASD	5-11
	Discovery ASD DSP	ASD	5-11
	Foxfield ASD DSP	ASD	5-11
	Millenium ASD DSP	ASD	5-11
	James Wolfe	Centre for the Deaf (Total Communication)	5-11
	Meridian	Centre for the Deaf (Oral)	5-11
	Greenacres	Specific language impairment DSP	5-11
	Kidbrooke Park Learning Centre	SEMH	5-11
	Waterside (The Nook)	ASD and mental health/challenging behaviour	Y5-6
	Halley Academy ASD DSP	ASD	11-16
Designated specialist provision in mainstream schools	Thomas Tallis SCALI (ASD)	ASD	11-16
	The John Roan ASD DSP	ASD	11-16
	Woolwich Poly MLD ASD DSP	ASD	11-16
	Stationers Crown Woods Academy	MLD	11-16
	Stationers Crown Woods Academy	VI	11-16

	Plumstead Manor School	MLD girls	11-16
	Thomas Tallis	Centre for the Deaf	11-16
Designated specialist provision in post 16 college	Shooters Hill	Centre for the Deaf	16-19
	Shooters Hill	Severe/Complex learning needs	16-19
Specialist provision within the Newhaven Federation	Newhaven PRU	SEMH	11-16
	Kings Park annexe	ASD and mental health/challenging behaviour	11-19
	Newhaven Education Support Team (NEST)	Students with medical needs preventing mainstream attendance	11-16
	Queen Elizabeth Hospital School room	Children on Safari ward at QEH	5-18

THE LOCAL OFFER

in Royal Greenwich

Website for children and young people
with special needs or disabilities

VISIT OUR WEBSITE

to see what's available for young people with
disabilities and their families:

- Early Years
- Preparing for Adulthood
- Training and Employment
- Things to do
- Education
- Social Care
- Health
- Money
- Information and Support

ROYALGREENWICH.GOV.UK/LOCALOFFER

For more details and to let us know what you think, contact the Families Information Service on 020 8921 6921 or email fis@royalgreenwich.gov.uk

You can also access the Local Offer in all Royal Greenwich Libraries and Children's Centres.