

Bradwell Village School

Entry criteria to specialist provision

The following assumption have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	Bradwell Village School		
Type of provision (ARP/UNIT/SPEC)	Unit		
Published admission number for the provision	Sept 2024	Sept 2025	From Sept 2026 onwards
	8	16	24
Type of need supported against the code of practice	Autistic Spectrum Condition		
Age/Year groups of students within the provision	Year 3 to Year 6 There will be three classes of 8. Pupils will be grouped according to readiness to learn and academic profiles.		
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>Semi formal pathway: Based on CATHS Communication Band: 3/4 Communication – some single words Cognitive level – shows some early reading ability and early counting e.g. ordering numbers to 10. Functioning age- 2- 5 years Students are not expected to access mainstream lessons but will if appropriate Attention: able to engage in teacher led, motivating small group lesson for 5 – 10 minutes</p> <p>Formal Pathway Based on CATHS Communication Band: 4 + Communication – some single words and phrases Cognitive level – between early years and year 2 (although can cater for KS2 level ability) Functioning age- 5 + Students are not expected to access mainstream lessons, although they may attend some</p>		

	<p>Foundation Subject lessons where appropriate Attention: able to engage in formal lessons for at least 15 minutes at a time, in a small group, with an adapted curriculum. Foundation subjects will be delivered through Attention Autism. Writing through Talk for Writing. Maths through the concrete, pictorial, abstract model. Reading through RWI. Interventions should consist of TACPAC, Intensive Interaction and 1-1 or small group SALT activities- games with communication boards.</p> <p>Lessons have tailored communication boards with core vocab and vocab that links to the activity.</p>
Ideal number of children for each pathway	<p>8 on Semi-formal 16 on Formal</p>
Qualification/end of provision pathways students will be working towards	<p>Year 4 children will take the Multiplication Tables Check, where appropriate. Year 6 children will take their Year 6 End of KS2 Assessments (SATs) where appropriate.</p>

There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.
5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.
6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.
7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place.

Charles Warren ARP

Entry criteria to specialist provision

The following assumption have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	Charles Warren Primary School
Type of provision (ARP/UNIT/SPEC)	Speech and Language ARP
Published admission number for the provision	6
Type of need supported against the code of practice	Speech, Language and Communication Needs
Age/Year groups of students within the provision	Reception to year 2
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>Informal Pathway – CATHS communication band 2 (see attached assessment) Communication: preverbal, Cognitive ability: not accessing subject specific learning, Functioning age: 9 months - 24 months Attention: little joint attention and ability to work in groups</p> <p>Semi formal pathway: CATHS Communication Band: 3/4 Communication – some single words Cognitive level – shows some early reading ability and early counting e.g. ordering numbers to 10. Functioning age- 2 - 5 years Attention: able to engage in teacher led, motivating small group lesson for 5 – 10 minutes</p> <p>Formal Pathway CATHS Communication Band: 4 + Communication – some single words and phrases Cognitive level – between early years and year 2 Functioning age- 5 + Attention: able to engage in formal lessons for at least 15 minutes at a time, in a small group, with an adapted curriculum.</p>

	Cohorts can vary, at times the cohort may be more verbal/formal pathway, and other more of the informal pathway so suitability for provision can be dependent on this factor.
Ideal number of children for each pathway	6 children in provision, with flexibility of provision offer dependent on needs of children.
Qualification/end of provision pathways students will be working towards	Some children may take the Phonics Test in Year1, and typically the retakes in Year 2 as well. Statutory and baseline teacher assessment against the reception baseline and Early Learning Goals; it should be noted that children are typically not expected to meet these within the ARP.

There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.
5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.
6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.
7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place.

Germander Park Unit

Entry criteria to specialist provision

The following assumption have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	Germander Park
Type of provision (ARP/UNIT/SPEC)	Unit
Published admission number for the provision	16 from September 2025
Type of need supported against the code of practice	Autistic Spectrum Condition
Age/Year groups of students within the provision	Reception to year 62
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>Semi formal pathway: students are not expected to access the wider school environment. CATHS Communication Band: 3/4 Communication – some single words Cognitive level – shows some early reading ability and early counting e.g. ordering numbers to 10. Functioning age- 2- 5 years Attention: able to engage in teacher led, motivating small group lesson for 5 – 10 minutes</p> <p>Formal Pathway CATHS Communication Band: 4 + Communication – some single words and phrases Cognitive level – between early years and year 2 (although can cater for KS2 level ability) Functioning age- 5 + Attention: able to engage in formal lessons for at least 15 minutes at a time, in a small group, with an adapted curriculum.</p>
Ideal number of children for each pathway	8

Qualification/end of provision pathways students will be working towards	Reception children will be assessed using the Reception Baseline if appropriate and the EY Profile Children in Year 1 will take the Phonics Screen Check, if appropriate. All children will be teacher assessed on a termly basis against the four areas of SEND need alongside the chronological age expectations, where appropriate.
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There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.
5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.
6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.
7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place.

New Bradwell Primary School ARP Entry criteria to specialist provision

The following assumption have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	New Bradwell Primary School
Type of provision (ARP/UNIT/SPEC)	Currently an ARP but changing into a Unit for September 25
Published admission number for the provision	Currently 24 but changing in September 25?
Type of need supported against the code of practice	Autistic Spectrum Condition
Age/Year groups of students within the provision	Reception to year 6
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>Informal Pathway – CATHS communication band 2 (see attached assessment) Communication: preverbal, Cognitive ability: not accessing subject specific learning, Functioning age: 9 months- 24 months Attention: little joint attention and ability to work in groups</p> <p>Semi formal pathway: CATHS Communication Band: 3/4 Communication – some single words Cognitive level – shows some early reading ability and early counting e.g. ordering numbers to 10. Functioning age- 2- 5 years Attention: able to engage in teacher led, motivating small group lesson for 5 – 10 minutes</p> <p>Formal Pathway CATHS Communication Band: 4 + Communication – some single words and phrases</p>

	Cognitive level – between early years and year 2 (although can cater for KS2 level ability) Functioning age- 5 + Attention: able to engage in formal lessons for at least 15 minutes at a time, in a small group, with an adapted curriculum.
Ideal number of children for each pathway	Informal – 9 Semi formal – 9 Formal – 12 The pathways will be across four classes to allow for a KS1/KS2 provision
Qualification/end of provision pathways students will be working towards	Some children that are accessing the formal pathway may sit their Year 6 SATS

There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.
5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.
6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.
7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place.

Orchard Academy ARP Entry criteria to specialist provision

The following assumption have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	Orchard Academy
Type of provision (ARP/UNIT/SPEC)	Speech and Language ARP
Published admission number for the provision	
Type of need supported against the code of practice	Autistic Spectrum Condition
Age/Year groups of students within the provision	Reception to year 2
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>Informal Pathway – CATHS communication band 2 (see attached assessment) Communication: preverbal, Cognitive ability: not accessing subject specific learning, Functioning age: 9 months- 24 months Attention: little joint attention and ability to work in groups</p> <p>Semi formal pathway: CATHS Communication Band: 3/4 Communication – some single words Cognitive level – shows some early reading ability and early counting e.g. ordering numbers to 10. Functioning age- 2- 5 years Attention: able to engage in teacher led, motivating small group lesson for 5 – 10 minutes</p> <p>Formal Pathway CATHS Communication Band: 4 + Communication – some single words and phrases Cognitive level – between early years and year 2 Functioning age- 5 + Attention: able to engage in formal lessons for at least 15 minutes at a time, in a small group, with an adapted curriculum.</p>

Ideal number of children for each pathway	Informal – Semi formal – Formal –
Qualification/end of provision pathways students will be working towards	Some children may take the multiplication test at Year 4 and the SATs assessments at Year 6

There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.
5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.
6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.
7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place.

Priory Common School Entry criteria to specialist provision

The following assumptions have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	Priory Common School	
Type of provision (ARP/UNIT/SPEC)	Unit	
Published admission number for the provision	Sept 2025	From Sept 2026 Onwards
	8	16
Type of need supported against the code of practice	Autistic Spectrum Condition (diagnosis required)	
Age/Year groups of students within the provision	Reception to Year 2 There will be two classes of 8. Pupils will be grouped according to readiness to learn and academic profiles.	
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>Semi formal pathway: Based on CATHS Communication Band: 3/4 Communication – some single words Cognitive level – shows some early reading ability and early counting e.g. ordering numbers to 10. Functioning age- 2- 5 years Students are not expected to access mainstream lessons but will if appropriate Attention: able to engage in teacher led, motivating small group lesson for 5 – 10 minutes</p> <p>Formal Pathway Based on CATHS Communication Band: 4 + Communication – some single words and phrases Cognitive level – between early years and year 2 (although can cater for KS2 level ability) Functioning age- 5 + Students are not expected to access mainstream lessons, although they may attend some.</p>	

	<p>Attention: able to engage in formal lessons for at least 15 minutes at a time, in a small group, with an adapted curriculum.</p> <p>Foundation Subject lessons where appropriate Attention: able to engage in formal lessons for at least 15 minutes at a time, in a small group, with an adapted curriculum. Foundation subjects will be delivered through Attention Autism. Writing through Talk for Writing. Maths through the concrete, pictorial, abstract model. Reading through RWI. Interventions should consist of TACPAC, Intensive Interaction and 1-1 or small group SALT activities- games with communication boards.</p> <p>Lessons have tailored communication boards with core vocab and vocab that links to the activity.</p>
Ideal number of children for each pathway	8 on Semi-formal 8 on Formal
Qualification/end of provision pathways students will be working towards	Reception children will be assessed using the Reception Baseline if appropriate and the EY Profile. Children in Year 1 will take the Phonics Screen Check, if appropriate.

There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.
5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.
6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.
7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place.

The Redway School

Entry criteria to specialist provision

The following assumption have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	The Redway School
Type of provision (ARP/UNIT/SPEC)	SPECIAL
Published admission number for the provision	181
Type of need supported against the code of practice	Sensory and Physical Communication and Interaction Cognition and Learning Pupils usually require support in all areas.
Age/Year groups of students within the provision	2-19 (N-Y14)
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>Pre-Formal – Pre-Formal Learners will have Profound and Multiple Learning Disabilities (PMLD). This includes a profound intellectual impairment with other associated difficulties. This may include sensory impairment, severe mobility difficulties, profound communication difficulties and may include enduring health issues. Learners will also require an integrated approach to therapeutic learning which will require an interdisciplinary model.</p> <p>Health issues will generally involve intense medical and therapeutic approaches to ensure access to the curriculum, in an environment designed specifically to provide a robust level of safety and care and meet such needs including input from specially-trained education staff and other professionals.</p> <p>Pre-formal learners are likely to need extensive support to access education, requiring a personalised approach to learning and social</p>

interaction. Pupils within this pathway are learning at the earliest stage of development and will be assessed using [Engagement model](#).

Pre-formal learners will require personalised education plans that consider their unique abilities and developmental stages rather than strictly adhering to age-based expectations.

Pre-formal learners require a sensory based curriculum that promotes engagement, relationships and an understanding of their environment

Semi-Formal (Sensory Learners) – Semi-formal (Sensory Learners) experience a profound intellectual impairment and communication and interaction difficulties. Pupils have sensory processing difficulties that often require a personalised approach to learning. Learners will require an interdisciplinary therapeutic approach to learning. Learners within this pathway may also have complex medical needs which require specialist interventions and highly-adapted environments to maintain care and safety.

Learners on this pathway are likely to require ongoing lifelong support. Semi-formal sensory learners will be assessed using Engagement model and [Pre Key Stage Standards](#).

Semi Formal (Experiential Learners)- Semi-Formal Experiential learners will have a severe learning difficulty which will include other associated needs which require a fluid approach.

This pathway offers both structured and flexible approaches to learning with opportunities designed to meet individual needs. Learners will enjoy an element of exploration but may also require a degree of order and predictability in order to promote focus and process information effectively. Therapeutic support may also be required. Assessment will be via Engagement model and Pre Key Stage standards.

	<p>Formal – Formal learners at The Redway will have a severe to moderate intellectual impairment, they will also have associated difficulties such as complex health needs, physical and/or sensory needs. Formal learners will be able to access teacher-led activities but will need adaptations to their daily routines to allow for health and care needs to be met; this will include high levels of medical or therapeutic input. Formal learners will be assessed using Pre Key Stage standards to National Curriculum 1.</p> <p>Learners within this pathway may move on to other settings if cognitive levels dictate and medical needs allow.</p>
<p>Ideal number of children for each pathway</p>	<p>7 in each class group Pathway numbers vary The largest pathway is pre-formal</p>
<p>Qualification/end of provision pathways students will be working towards</p>	<p>Pre-Entry Level – Entry 2 The majority of learners will be accessing awards and qualifications at Pre-Entry Level, a small number of pupils access qualifications and awards at Entry 1 and Entry 2.</p>

There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.
5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.
6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.

7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place.

Romans Field Primary Special School

Entry criteria to specialist provision

The following assumption have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	Romans Field Primary Special School
Type of provision (ARP/UNIT/SPEC)	Special School
Published admission number for the provision	66
Type of need supported against the code of practice	We specialise in providing tailored education for children with Autism Spectrum Condition (ASC) including PDA, Communication and Interaction needs, Social, Emotional and Mental Health (SEMH) challenges, and Complex Needs, many of whom will present with challenging behaviours. Our school is uniquely positioned to offer a nurturing and trauma-informed environment, bridging the gap between mainstream education and special school provision.
Age/Year groups of students within the provision	5 to 11
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>Our Pathways</p> <p>Shared: Using a combination of the EHCP Targets and our individualised RF Curriculum this pathway is predominantly based on interaction, communication, engagement, regulation and early development. Students follow routines and structure, with a total-communication approach to enable them to learn as effectively as possible.</p> <p>Structured: The children here often have a higher starting point on the RF curriculum and use a highly structured, personalised approach to learning, working close to age expectations. The academic starting points for these pupils can vary, some</p>

	<p>working closely towards age related expectations whilst others are working well below age related expectations.</p> <p>Scaffolded: The children here follow a more traditional approach to learning and are predominantly on the National Curriculum at a level appropriate for their academic ability.</p> <p>Pathway levels explained:</p> <p>Shared Pathway: Based on CATHS Communication Band: 1-4 Communication – total communication approach to some single words</p> <p>Structured Pathway: Based on CATHS Communication Band: 4 + Communication – Children at this stage are developing their ability to describe their environment and their experiences. Early prediction skills are beginning to emerge. Prediction and problem solving or reasoning skills are developing.</p> <p>Scaffolded Pathway: Children in this pathway are more closely matched to their National Curriculum peers and main area of needs tends to be SEMH</p>
<p>Ideal number of children for each pathway</p>	<p>18 for shared pathway 20 for scaffolded pathway 28 for shared pathway</p>
<p>Qualification/end of provision pathways students will be working towards</p>	<p>Year 1 and 2 children will undertake the Phonics screening checks Year 4 children will take the Multiplication Tables Check, where appropriate. Year 6 children will take their Year 6 End of KS2 Assessments (SATs) where appropriate.</p>

There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.

2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.
5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.
6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.
7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place.

Romans Field Secondary Entry criteria to specialist provision

The following assumption have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	Romans Field Secondary Provision
Type of provision (ARP/UNIT/SPEC)	Unit
Published admission number for the provision	24
Type of need supported against the code of practice	A formal diagnosis of Autism Spectrum Condition (ASC) as a primary is essential. Communication and Interaction as primary need. Sometimes pupils within the provision have other special educational needs in addition to ASC. The unit doesn't cater for pupils with SEMH or challenging behaviours.
Age/Year groups of students within the provision	Year 7 to Year 11 There will be three classes of 8. Pupils will be grouped according to communicative ability and academic profiles. This links to our Pathways (outlined below).
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	Our Pathways
	<p>Shared: Using a combination of the EHCP Targets and our individualised RF Curriculum this pathway is predominantly based on interaction, communication, engagement, regulation and early development. Students follow routines and structure, with a total-communication approach to enable them to learn as effectively as possible.</p> <p>Structured: The children here often have a higher starting point on the RF curriculum and use a highly</p>

	<p>structured, personalised approach to learning, working close to age expectations.</p> <p>At KS4, the shared pathway will become the Vocational Pathway, and the Structured Pathway becomes the Employability Pathway.</p> <p>Vocational- This pathway will be designed to support the young person's learning whilst giving them the chance to prepare for employment after school, through their topics, learning, accessing the local community and the Gateway Qualifications.</p> <p>Employability- This pathway expands on the Vocational pathway and will be designed to prepare our young people for their future destinations whether this is employment or further education, Through work-based experiences and qualifications, such as: ASDAN, D of E and Gateway Qualifications and Functional Skills.</p> <p>Pathway levels explained:</p> <p>Shared Pathway: Based on CATHS Communication Band: 1-4 Communication – total communication approach to some single words</p> <p>Structured Pathway: Based on CATHS Communication Band: 4 + Communication – Children at this stage are developing their ability to describe their environment and their experiences. Early prediction skills are beginning to emerge. Prediction and problem solving or reasoning skills are developing.</p>
Ideal number of children for each pathway	8 Shared Pathway 16 Structured Pathway
Qualification/end of provision pathways students will be working towards	Functional skills; English, Maths, Science (Combined), Digital (Entry level 1 & 2 Shared Pathway. Entry level 3 Structured Pathway) Other KS4 Qualifications as appropriate. ASDAN Qualifications:

	Independent living, Preparing for Adulthood BTEC: Home Cooking
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There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.
5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.
6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.
7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place.

Charles Warren ARP Entry criteria to specialist provision

The following assumption have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	Shepherdswell Academy
Type of provision (ARP/UNIT/SPEC)	ARP
Published admission number for the provision	
Type of need supported against the code of practice	Autistic Spectrum Condition
Age/Year groups of students within the provision	Reception to year 2
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>Informal Pathway – CATHS communication band 2 (see attached assessment) Communication: preverbal, Cognitive ability: not accessing subject specific learning, Functioning age: 9 months- 24 months Attention: little joint attention and ability to work in groups</p> <p>Semi formal pathway: CATHS Communication Band: 3/4 Communication – some single words Cognitive level – shows some early reading ability and early counting e.g. ordering numbers to 10. Functioning age- 2- 5 years Attention: able to engage in teacher led, motivating small group lesson for 5 – 10 minutes</p> <p>Formal Pathway CATHS Communication Band: 4 + Communication – some single words and phrases Cognitive level – between early years and year 2 Functioning age- 5 + Attention: able to engage in formal lessons for at least 15 minutes at a time, in a small group, with an adapted curriculum.</p>

Ideal number of children for each pathway	Informal – Semi formal – Formal –
Qualification/end of provision pathways students will be working towards	Some children may take the Phonics assessment at Year 1

There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.
5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.
6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.
7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place.

Southwood Unit

Entry criteria to specialist provision

The following assumption have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	Southwood
Type of provision (ARP/UNIT/SPEC)	Unit
Published admission number for the provision	16 from September 2025 24 from September 2026
Type of need supported against the code of practice	Autistic Spectrum Condition
Age/Year groups of students within the provision	Year 3 to 6
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>Students will not be expected to access the wider school environment.</p> <p>Semi formal pathway: CATHS Communication Band: 3/4 Communication – some single words Cognitive level – shows some early reading ability and early counting e.g. ordering numbers to 10. Functioning age- 2- 5 years Attention: able to engage in teacher led, motivating small group lesson for 5 – 10 minutes</p> <p>Formal Pathway CATHS Communication Band: 4 + Communication – some single words and phrases Cognitive level – between early years and year 2 (although can cater for KS2 level ability) Functioning age- 5 + Attention: able to engage in formal lessons for at least 15 minutes at a time, in a small group, with an adapted curriculum (foundation subjects).</p>
Ideal number of children for each pathway	Semi formal – 8 Formal – 16

Qualification/end of provision pathways students will be working towards	Year 4 children will take the Multiplication Tables Check, where appropriate. Year 6 children will take their Year 6 End of KS2 Assessments (SATs) where appropriate.
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There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.
5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.
6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.
7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place.

Slated Row School

Entry criteria to specialist provision

The following assumption have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	Slated Row
Type of provision (ARP/UNIT/SPEC)	Special School
Published admission number for the provision	228
Type of need supported against the code of practice	Specific Learning Needs
Age/Year groups of students within the provision	Reception - Year 14
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>Structured</p> <p>Communication: preverbal (mostly)</p> <p>Cognitive ability: not accessing subject specific learning</p> <p>Functioning age: Lower: 8 - 24 months Middle: 24 months - 4 yrs KS3 KS4 P16 : 4yrs - 6yrs</p> <p>Regulation: High levels of dysregulation</p> <p>Environment: Highest adult to child ratio which supports individualised learning but also promotes opportunities for pupils to build relationships with a number of adults rather than 1:1</p> <p>Work stations.</p> <p>Individual timetables which are based upon individual stages of development and learning styles.</p> <p>A total communication approach.</p> <p>Communication and regulation are the main drivers for all aspects of the curriculum alongside supporting and enabling each student to make progress against their individual outcomes on their EHCPs.</p> <p>Supports students through alternative forms of communication, such as PECS, signing, AAC.</p>

Therapeutic interventions and approaches are embedded as part of daily routines and practice with regular input and support from the SRS Therapies team. Personalised visuals. such as now and next/objects of reference

Calm setting including displays - I would call this 'low arousal' or it implies that other pathways are not calm!. Sensory breaks in breakout rooms and outdoor space- opportunities for sensory regulation built into the timetable at regular intervals throughout the day and as required for individual pupils

Teaching approaches that support children with specific learning needs such as: Attention Autism, Tac Pac, Sensology, sensory stories and Social stories
Support: 3 TAs, 2 specialist with high levels of training and knowledge of SALT, OT

Sensory

Communication – some single words - verbal

Cognitive level – Difficulties with fine and gross motor skills

Functioning age- **Lower:** 8 - 24 months **Middle:** 24 months - 4 yrs **KS3** 4yrs - 6yrs **KS4** 5yrs - 7yrs **P16** : 5yrs - 9yrs

Regulation: medium levels of dysregulation

Environment: Play - higher ratio of adult to child High adult to child ratio which supports individualised learning but also promotes opportunities for pupils to build relationships with a number of adults rather than 1:1

Workstation if needed.

Visual timetable.

Engaging environment- Kinesthetic approach to learning, learn through exploration, “doing” and playing. Learning stations and set play areas enabling conscious provision where necessary. Classroom design is engaging, which allows children to follow their own interests and learn through play and hands-on learning alongside more structured small group and individual learning opportunities.

Individual timetables (if required).

A total communication approach.

Supports students through alternative forms of communication, such as signing and AAC.

Communication and regulation are the main drivers for all aspects of the curriculum alongside supporting and enabling each student to make progress against their individual outcomes on their EHCPs.

Therapeutic interventions and approaches are embedded as part of daily routines and practice with

regular input and support from the SRS Therapies team.

	<p>Personalised visuals. Sensory breaks in breakout rooms and outdoor space as required for individual students. Teaching approaches that support children with specific learning needs such as: Now and next, objects of reference, Tac Pac, Sensology, sensory stories and Social stories, Interoception, Zones and PBS.</p> <p>Support: 3 TAs, 2 specialist with high levels of training and knowledge of SALT, OT & Medical</p> <p>Scaffold</p> <p>Communication – verbal Cognitive level – subject specific learner Functioning age- Lower: 10 - 36 months Middle: 36 months - 5 yrs KS3 4yrs - 7yrs KS4 7yrs - 9yrs P16 : 9yrs - 11yrs Regulation:(do you want to add “generally” low levels of dysregulation Environment: engaging and promoting opportunities for independence. traditional with adaptations to meet sensory and structured components when required for individual learners Workstation if needed. Visual timetable. Set play areas enabling conscious provision where necessary (lower school only). Classroom design supports whole class learning and group work to encourage communication, teamwork and social skills. structured small group and individual learning opportunities (if required). A total communication approach. Visuals to support vocabulary acquisition as needed. Communication, Independence and self regulation are the main drivers for all aspects of the curriculum alongside supporting and enabling each student to make progress against their individual outcomes on their EHCPs. Therapeutic interventions and approaches are embedded as part of daily routines and practice with input and support from the SRS Therapies team as required. Personalised visuals as required. Sensory breaks in breakout rooms and outdoor space as required for individual students. Teaching approaches Scaffolded activities to encourage independent thinking. Extended tasks to encourage deeper learning. Also includes: Task Management boards as required, Tac Pac, sensory stories and Social stories, Interoception, Zones and PBS Support: 2 TAs, 1 specialist with high levels of training and knowledge of SALT, OT & Medical.</p>
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<p>Ideal number of children for each pathway</p>	<p>Structured - 6 Sensory - 8 Scaffold - 11 - 12</p>
<p>Qualification/end of provision pathways students will be working towards</p>	<p>All students follow the SRS curriculum provision designed to meet each of the pathway's learning needs, as well as systematic academic progress in line with cognitive ability. Curriculum links to EHCP outcomes as well as fundamental skills linked to life skills to be independent members of our society beyond SRS</p> <p>Structured pathways follow the Key Curriculum route for their specific learning Stage adapted to suit individual needs and with the key focus being on developing communication and engagement. Students are assessed using the Slated Row Assessment framework; specific examination board criteria completed at KS4 & P16 in English and Maths.</p> <p>Sensory pathways follow the Key Curriculum route for their specific learning Stage. Students are assessed using the Slated Row Assessment framework; specific examination board criteria completed at KS4 & P16 in English and Maths.</p> <p>Scaffold pathways follow the Accelerated Curriculum route for their specific learning Stage . Students are assessed using the Slated Row Assessment framework; specific examination board criteria completed at KS4 & P16</p>

There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.
5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.
6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.
7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place.

St Paul's Catholic School

Entry criteria to specialist provision

The following assumption have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	St. Paul's Catholic School
Type of provision (ARP/UNIT/SPEC)	ARP ASC
Published admission number for the provision	28
Type of need supported against the code of practice	Communication and Interaction as primary need. A formal diagnosis of Autism Spectrum Condition (ASC) is essential. Sometimes pupils within the provision have other special educational needs in addition to ASC.
Age/Year groups of students within the provision	11-18 Y7-13
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>All pupils in the Communication Department are included in the everyday life of the school. Students are offered a broad and balanced curriculum, studying a range of subject areas, <i>within the mainstream classroom environment</i>. Students will be able to broadly meet the academic standard required to be successful in a mainstream secondary school.</p> <p>There is an expectation that students will attend most lessons but could be offered intervention sessions embedded in their timetable. These sessions are for the implementation of specialist intervention such as Speech and Language Therapy.</p>

Ideal number of children for each pathway	Up to 5 in a year group
Qualification/end of provision pathways students will be working towards	Level 1 – Level 3 qualifications are available.

Name of School	St. Paul's Catholic School
Type of provision (ARP/UNIT/SPEC)	ARP VI
Published admission number for the provision	10
Type of need supported against the code of practice	An EHC Plan with vision impairment as their primary need. Pupils are also those who have or are assessed to need NATSIP support categories A1 or A2 ('Support Plus' or 'Support').
Age/Year groups of students within the provision	11-18 Y7-13
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>All pupils that have a place in The VI Department are fully included in lessons and the everyday life of the school. Students undertake a broad and balanced curriculum <i>within the mainstream classroom environment</i>. Students will be able to broadly meet the academic standard required to be successful in a mainstream secondary school.</p> <p>All students have interventions included in their weekly timetables that form part of an 'additional curriculum' for students with vision impairment. These might include Braille literacy lessons, Habilitation lessons (mobility, orientation and independent living skills); use of assistive technology; developing touch-typing and word-processing skills and SEMH interventions.</p> <p>In lessons, most students are supported by or given practical assistance from an ESA. For Braille students this is with an ESA who has reached (or is studying for) a recognised qualification in Braille.</p>
Ideal number of children for each pathway	NA
Qualification/end of provision pathways students will be working towards	Level 1 – Level 3 qualifications are available.

Name of School	St. Paul's Catholic School
Type of provision (ARP/UNIT/SPEC)	ARP Hearing Support/DEAF
Published admission number for the provision	10
Type of need supported against the code of practice	Severe or profound level of hearing loss/ deafness , and where their primary need is associated with their hearing loss. Sometimes pupils within the provision have other special educational needs in addition to deafness.
Age/Year groups of students within the provision	11-18 Y7-13
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>All pupils that have a place in The Hearing Support Department are fully included in lessons and the everyday life of the school. Students undertake a broad and balanced curriculum within the mainstream classroom environment. Students will be able to broadly meet the academic standard required to be successful in a mainstream secondary school.</p> <p>All students will attend the majority of lessons but can be offered intervention sessions as part of their timetable. These sessions are for specialist intervention such as work with a qualified Teacher of the Deaf and Speech and Language Therapists or for pre and post support where required. Students may be supported in class through a Communication Support Worker (CSW) who will support their access to classwork through sign support through BSL, SSE or orally.</p>
Ideal number of children for each pathway	NA
Qualification/end of provision pathways students will be working towards	Level 1 – Level 3 qualifications are available.

Name of School	St. Paul's Catholic School
Type of provision (ARP/UNIT/SPEC)	Emmanuel Centre ASC Unit provision
Published admission number for the provision	24
Type of need supported against the code of practice	ASC
Age/Year groups of students within the provision	11-18 Y7-13
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p><i>Students will not be expected to access the wider school environment.</i> All teaching takes place in a separate building from the main school site. Students receive their education in small classes. Students will have demonstrated the need for an individual bespoke curriculum that takes place in a smaller environment. Students will be able to broadly meet the academic standard required to be successful in a mainstream secondary school. We offer qualifications from Level One to Level Three. Students will be grouped according to need and their progress towards GCSEs and independence.</p> <p>All students will study a core curriculum of RE, Maths, English, Science and Computer Science. In addition to this students will follow a 'Quality of Life' Curriculum to support their Social, Emotional, Mental and Health development and their preparation to adulthood.</p> <p>There are three classes of 8. Students are grouped according to 'readiness to learn' and academic profiles</p>
Ideal number of children for each pathway	8
Qualification/end of provision pathways students will be working towards	Level 1 – Level 3 qualifications are available.

There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.
5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.
6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.
7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place.

Stephenson Academy

Entry criteria to specialist provision

The following assumption have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	Stephenson Academy
Type of provision (ARP/UNIT/SPEC)	Special School
Published admission number for the provision	117
Type of need supported against the code of practice	Primary Need: The students' primary special educational need must be Social, Emotional and Mental Health (SEMH), alongside other co-occurring conditions such as Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN), and Moderate Learning Difficulties (MLD).
Age/Year groups of students within the provision	Aged 9–16
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>4 highly personalised and structured curriculum pathways. Students learn with others who have similar needs or starting points.</p> <ul style="list-style-type: none"> • Primary Pathway (for students aged 9 to 11 years, with primary need as above) Students in years 5 and 6 may be in class groups together. Planning follows the National Curriculum with a two year cycle. • Explorer Pathway (for complex learners and those with Moderate Learning Difficulties) Emphasis on sensory learning, communication, physical development, and holistic care. Higher staffing ratios than the other pathways. Nurture and a therapeutic environment. This pathway uses a primary model with the students remaining with

	<p>their tutor for foundation subjects, they move to specialist teachers for practical/vocational subjects. This is a vertical tutor group within a Key Stage.</p> <ul style="list-style-type: none"> • Discoverer Pathway (for SEMH needs) Focus on early academic skills, self-regulation, functional independence, and emotional wellbeing. Supports students with challenging behaviours and emotional regulation needs. They are in separate year tutor groups and follow a more secondary model. Students in this pathway generally have an academic potential which is often impacted by their SEMH needs. • Investigator Pathway (for students with ASC and higher academic engagement) Structured curriculum with emphasis on communication, social understanding, and functional skills. Supports students with higher sensory profile. Access to a wider range of subject-specific learning and vocational opportunities. They are in separate year tutor groups and follow a more secondary model. <p>These pathways ensure bespoke educational experiences and support based on individual needs and EHCP outcomes. Structured and adaptive curriculum with emphasis on communication, social understanding, and functional skills. ‘Staff use their knowledge of each pupils’ SEND needs to adapt what they teach so they can learn effectively’ (Ofsted June 2025).</p>
<p>Ideal number of children for each pathway</p>	<p>8 students per class group. Pathway numbers vary with the largest pathway being Discoverer (SEMH)</p>
<p>Qualification/end of provision pathways students will be working towards</p>	<p>Primary pathway may access the Year 6 SATs where appropriate. Explorer pathway mainly accesses entry level, functional skills and BTEC qualifications. On occasion will access SEG Motor Vehicles and foundation GCSE qualifications. Discoverer and Investigator pathways as above with additional GCSE qualifications where appropriate.</p>

There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.
5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.
6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.
7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place.

The Radcliffe School Entry criteria to specialist provision

The following assumptions have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	The Radcliffe School
Type of provision (ARP/UNIT/SPEC)	Additionally Resources Provision (ARP) - Autism
Published admission number for the provision	15
Type of need supported against the code of practice	Communication and Interaction as primary need. A formal diagnosis of Autism Spectrum Condition (ASC) is required. We also accommodate students who may have other complex needs in addition to ASC.
Age/Year groups of students within provision	11-18 Year 7 -13.
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>Our Communication Additionally Resourced Provision (ARP) ensures that every pupil is fully included in the life of the school. Students access a broad and balanced curriculum within mainstream classrooms, supported to achieve the academic standards expected in an inclusive secondary setting.</p> <p>Specialist Support The ARP team includes a Speech and Language Therapist and experienced Teaching Assistants who provide tailored support to meet individual needs. Keyworkers work closely with parents and carers, sharing progress and celebrating achievements. Our staff are skilled in promoting emotional wellbeing, ensuring every child can engage with learning and social opportunities.</p> <p>Curriculum and Interventions Students attend most mainstream lessons and receive specialist interventions embedded into their timetable, as</p>

	<p>outlined in their EHCP. These interventions go beyond universal support and form part of an additional curriculum, which may include:</p> <ul style="list-style-type: none"> • Speech, language, and communication development programmes • Implementation of SALT, Occupational Therapy, and physiotherapy strategies • Environmental adaptations (e.g., seating adjustments, quiet spaces) • Drawing and Talking Therapy and Art Therapy for mental health support • Social skills curriculum for children with autism • Support from staff trained in de-escalation strategies <p>Our goal is to provide every child with the tools and confidence to thrive academically, socially, and emotionally</p>
Ideal number of children for each pathway	Two-three per year group
Qualification/end of provision pathways students will be working towards	<p>Qualifications are available at the below levels: Level 1: BTEC, Cambridge Nationals. Level 2: BTEC, Cambridge Nationals, GCSEs. Level 3: Post 16 All children will access GCSE's; however, some will access a broader range of qualifications.</p>

There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.

5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.

6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.

7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place

The Woodlands School

Entry criteria to specialist provision

The following assumption have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	The Woodlands School
Type of provision (ARP/UNIT/SPEC)	Special School
Published admission number for the provision	212
Type of need supported against the code of practice	Communication and Interaction
Age/Year groups of students within the provision	Reception - Year 14
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>The school is designed for children and young people with a primary diagnosis of Autism Spectrum Condition (ASC).</p> <p>Students should demonstrate the potential to benefit from a structured, autism-specific learning environment.</p> <p>The school has one pathway; however, the needs of the students and their cognitive ability will determine their SCERTs partner stage.</p> <p>Social:</p> <ol style="list-style-type: none"> 1. The child has a growing vocabulary and may use short phrases or simple sentences. 2. Communication is often functional (to request or protest) but may be limited in range (less use for commenting, sharing ideas, or asking questions). 3. The child may rely on learned scripts, echolalia, or repetitive language. 4. They can usually initiate communication but may have difficulty sustaining reciprocal conversation.

Language:

1. Children/young people at this stage are using language as their primary means of communication (spoken words, signs, or AAC).
2. They typically use single words and simple phrases consistently and may combine words to form short sentences.
3. Communication is often concrete and functional (e.g. "want juice", "go outside") but may still be limited in flexibility.
4. They initiate communication but may not sustain extended conversations.
5. Understanding of abstract concepts, emotions, and social language may still be developing.

Conversation:

1. Pupils at this stage are using language flexibly and spontaneously in a wide range of situations.
2. They can communicate for many purposes: requesting, commenting, sharing, questioning, negotiating, joking, etc.
3. They can engage in extended, back-and-forth exchanges with both adults and peers.
4. Conversation may still show challenges: difficulty with subtle social rules, staying on topic, adjusting to the listener's perspective, or understanding figurative/abstract language.
5. They may show strengths in factual or special interest talk, but require support with reciprocal, flexible conversation and interpreting non-literal meaning.

Cognitive and Learning Profile:

The students attending The Woodlands School have an uneven cognitive and developmental profile, meaning that skills may vary significantly across different areas (for example, strong visual or memory skills alongside challenges in language or abstract reasoning).

Students will have learning difficulties that require specialised teaching approaches, structured support, and adaptations to the curriculum.

Students will be below age-related expectations but will have the capacity to engage with a differentiated curriculum and make measurable progress over time. The

school does not provide a fully sensory-based curriculum, as our focus remains squarely on meeting the diverse needs of our students within the parameters of Autism.

All students at The Woodlands School follow a whole communication approach. The school follows SCERTs Framework.

1. Social Communication (SC)

- Create daily opportunities for functional communication, using speech, AAC, visuals, or signing depending on pupil need.
- Support joint attention and shared experiences through structured group activities and play-based learning.
- Model and scaffold social interaction skills, such as turn-taking, initiating, and responding.
- Use visual supports (timetables, schedules, symbols, social stories) to aid comprehension and reduce anxiety.
- Encourage generalisation of communication skills across settings (classroom, playground, community).

2. Emotional Regulation (ER)

- Teach pupils to recognise and label their emotional states, using visuals and co-regulation strategies.
- Provide access to regulation tools and spaces (calm corners, sensory equipment, movement breaks).
- Embed self-regulation strategies (e.g. breathing, sensory circuits, emotion check-ins).
- Use predictable routines and transitions to reduce stress and anxiety.

3. Transactional Support (TS)

- Provide structured learning environments with clear physical organisation and routines.
- Ensure adapted curriculum planning that builds on strengths while addressing learning difficulties.
- Work closely with families and multi-agency teams to ensure consistent strategies between home and school.
- Offer staff training and coaching so adults can adjust their interaction style to match pupil needs.

	<ul style="list-style-type: none"> • Use collaborative problem-solving approaches to support pupils in managing challenges. <p>The school uses elements of the TEACCH approach.</p> <p>Due to the behaviours that challenge all staff are trained in Team TEACCH.</p>
Ideal number of children for each pathway	8 students per class
Qualification/end of provision pathways students will be working towards	<p>Students will be assessed by the class teacher. There are two assessment frameworks, Thrive and Aspire. Most students are assessed under Aspire, and a small number of students assessed under Thrive. Engagement scales for students who make limited progress are also available, an adaption has been created at secondary level.</p> <p>At Key Stage 4 and Keys Stage 5, students will have the opportunity to access qualifications such as BTEC Cooking and Creative Arts, English and Maths Functional Skills. No GCSEs are offered. For those not able to access formal qualifications, they will receive a TWS accreditation.</p>

There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
2. LA to agree to potential change of placement.
3. All parents should visit the school prior to requesting a placement on their child's EHCP. Parents should feel confident about the ethos and provision available at the school before requesting their child's EHCP is shared for consultation by the Local Authority.
4. The Local Authority will send information about the prospective child to the school. The school will review the EHCP and any relevant paperwork as part of the consultation process. They may also visit the student in their current setting to be satisfied that the needs of the student can be met within the provision and after taking account of the Equality Act 2010.
5. Once school consultations have been received the Local Authority's would make decisions around placement at Special School Panel.
6. The school and Local Authority are committed to engaging in dialogue with parents and students in their school setting when considering placement in a provision.
7. Local Authorities other than Milton Keynes must approach the SEND team at Milton Keynes if they wish to apply for a place.

White Spire School

Entry criteria to specialist provision

The following assumption have been made for all the provisions:

- All children will have an EHCP before a place is sought
- A child will be accessing a bespoke curriculum that takes place in a specialist environment within their mainstream school already
- Though there is an understanding the provision may have different pathways Milton Keynes will look at overall numbers and provisions commit to sharing their numbers monthly
- Though there will be a clearly defined primary need everyone accepts other needs may have to be supported as part of the provision

Name of School	White Spire School
Type of provision (ARP/UNIT/SPEC)	Special
Published admission number for the provision	170
Type of need supported against the code of practice	All pupils who attend White Spire School have an EHCP. White Spire School is a school for children whose primary need is Cognition and Learning.
Age/Year groups of students within the provision	Reception to year 14
Pathways set up within the provision. This should include a definition of need and the level/age a child may be functioning at.	<p>Pupils at White Spire have a global developmental delay. We as a school offer a broad and balanced curriculum with the aim of getting pupils as independent as possible within their time at the school.</p> <p>From year R- years 13, the classes are mixed classes (across two/three year groups) based on many different aspects which include the identified need, academic ability and where pupils will thrive socially. The correct class/level of support in the class is then selected after all aspects have been taken into consideration.</p> <p>Within years 10-14, pupils take part in coursework subjects from pre-entry level to Level 1. These subjects include options that are not available to year 9 and below. These options change yearly depending on the cohort.</p>

	In year 14, pupils take part in work related learning and continue to develop maths and English skills.
Ideal number of children for each pathway	<p>N/A</p> <p>Numbers in classes change depending on a variety of reasons including space, medical needs, identified need.</p> <p>Formal/ semi-formal route depends on the needs of the individuals with the aim of pupils accessing a more formalised curriculum as they go through the school.</p>
Qualification/end of provision pathways students will be working towards	Pupils can access courses between pre-entry level to level 1.

There is a commitment from all providers that the following process will be discussed with parents, and they understand the process before the paperwork goes to SPAP:

1. Parents and/or School will have provided a request for change of placement outlining and evidencing why they are requesting the change to Milton Keynes.
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