

Waltham Forest

Access Participation and Inclusion Service

Alternative Provision Offer

2025-2026

Hawkswood Primary PRU and SEMH

Tel: 02082894741

Head of School: Nathalie Fitzgerald

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Summary of Provision

20 FAP spaces

8 SEND SEMH spaces (SRP)

Hawkswood Primary is school which encompasses a KS1 Nurture Group, a KS2 PRU and a KS2 SEMH provision.

We serve 56 schools Primary schools across Waltham Forest and welcome children and schools from neighbouring boroughs. We offer short term and long-term placements for children from mainstream schools, including SEMH placements for children with EHCPs.

Our school is underpinned by Nurture Group principles, which include:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

We believe that secure, nurturing relationships and consistency are vital in enhancing children's social, emotional, cognitive and mental health development. Our safe and nurturing environment follows the National Curriculum with a bespoke take on outcomes to meet the needs of our pupils, inspire curiosity and develop a love of school and learning. Our aim is to nurture and support personal development, mental health and academic outcomes. This enables children to successfully return to their mainstream schools or to transition into specialist SEND provisions as appropriate. Our inclusive philosophy aims to support and build partnerships with parents, carers and pupils, so that their journey through our school is smooth, happy and successful. Our expert teams work with children, families and staff on site and in mainstream schools. We offer placements, CPD, bespoke training and advice for teachers to support successful reintegration, and also proactive approaches to supporting positive behaviour.

Hawkswood Secondary Therapeutic PRU

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Summary of Provision

21 FAP spaces

6 SEND SEMH spaces (SRP)

We are a small school with big dreams and aspirations, serving all secondary schools in the London Borough of Waltham Forest and other surrounding boroughs.

We offer a short-term therapeutic and educational intervention (typically two terms) for children aged 11-16 who are struggling with tier 2/3 mental health needs. The core curriculum and therapeutic offer is delivered by a dedicated team which includes:

- Subject teachers
- Learning support coach
- Pastoral and Therapeutic Leads
- Student social workers
- Trainee Art, Music, Movement and Drama Therapists
- On-site CAMHS practitioners

Staff engage pupils in active learning, personalising outcomes to enable re-engagement in learning and supporting pupils to develop personal, social, cognitive and creative skills and improving wellbeing.

Our integrated SEND provision provides short-term therapeutic and educational intervention for pupils aged 11-16 who have a statement of special educational needs (SEN), and concomitant tier 2/3 mental health needs.

Our aim is to support pupils with acute mental health needs to better understand and manage their mental health so that they can confidently either return to mainstream school or a long-term specialist provision.

At Hawkswood we understand the pressures and stresses involved in managing mental health needs. We aim to support parents as well as pupils in making positive changes that lead to better outcomes both in terms of mental health management and academic progress.

We believe that every day is a learning day, not just for pupils, but also for staff and the school itself. We are always developing and exploring the best ways to support children and families. We have changed the way we learn at Hawkswood in recent years and offer a holistic curriculum which develops the whole child.

The aims of our school curriculum are:

- To engage and support pupils to regularly attend school.
- To enable all pupils to learn and develop their skills applying a growth mindset.
- To develop positive and aspirational attitudes towards learning both immediate and lifelong.
- To ensure that pupils develop the basic skills of literacy numeracy skills through targeted support.
- To enable pupils to develop their creative potential and to communicate thoughts emotions and ideas.
- To develop an understanding of the evolving world and key issues that affect environmental change.

- To help pupils understand Britain's cultural heritage and become positive and aspirational citizens.
- To support progression to post 16 and or reintegrate back to an appropriate setting.
- To support pupils in developing a strong moral compass and an awareness of their own personal development.
- To develop the ability to overcome challenges and develop self-belief and independence.

The curriculum at Hawkswood Therapeutic School provides for a range of activities and interventions to enrich pupils experiences, and address the challenges pupils may face. There is an emphasis on the balance of academic knowledge and development and the learning of emotional and mental wellness, which together prepare the pupils for life beyond school

Burnside Secondary PRU

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Summary of Provision

46 FAP spaces

Burnside provides forty-six places for young people requiring intensive, short- to medium-term intervention and support. We have redeveloped our offer to provide timely, measurable, and impactful interventions that support pupils to become active members of their school community. At the same time, we provide secondary schools with supplementary support for parents and pupils at risk of permanent exclusion or formal AP intervention. Our ultimate goal is to support student reflection, reset, and reintegration, and supporting the needs of the Waltham Forest secondary community.

Our curriculum balances academic study with personal development and therapeutic growth. All pupils follow a structured programme of core and foundation subjects, with accredited pathways available at GCSE, Entry Level, and BTEC according to developmental stage. Pupils who remain with us for a full term will achieve qualifications—whether Entry 1–3, Unit Awards, BTEC, or GCSE depending on age and ability.

All students benefit from:

- English
- Maths
- Science
- ICT / Computing
- PSHE & Citizenship
- Physical Education (PE)
- Art
- Cooking & Home Skills

On admission, all students undergo therapeutic and academic diagnostic baseline assessments to inform targeted interventions and placement objectives. The impact of all interventions will be summarised in an Individual Education Plan (IEP) prior to return to mainstream school, including strategies to support reintegration.

We expect to work in partnership with referring schools, parents/carers, and professionals to ensure positive outcomes. Regular review meetings will take place every three weeks with information shared amongst all relevant parties.

Where a clear risk has been identified by professionals which would prevent a student attending Burnside, students may also be considered for North Birkbeck.

Placement Types

Placement Type	Length of Placement	Description 46 total allocation places: 23 at KS3 / 23 at KS4
Year 7–10 Externalised Behaviours /	Maximum 20 weeks	Medium-term intervention placements for students in Years 7–10 demonstrating significant behavioural difficulties, disengagement, or at risk of permanent

Intervention Places		exclusion. Focused on behaviour change, personal development, and preparing for post-16 transition for Year 11 pupils.
Day 6 / Permanent Exclusion	Maximum of 20 weeks (unless Year 11)	Statutory rapid response provision for pupils who have been permanently excluded, in line with Day 6 legal duty. Pupils access a combined academic and intervention offer focused on behaviour, emotional wellbeing, and readiness for the next educational setting.
Year 11	Up to end of academic year	Year 11 permanent exclusions typically remain on roll at Burnside until the end of the year and sit accredited exams. All students will be preparing for post-16 transition. Intervention places for Year 11 are generally suited to the first term of the year.

General Admission Principles

1. Referral Route – All referrals are managed through the Waltham Forest Local Authority and/or Fair Access Panel (FAP).

2. Information Sharing – Referring schools must provide:

- Prior Admission Baseline Reports (eg: CAT4, Boxall, SNAP)
- Attendance and attainment data
- Behaviour and safeguarding records
- SEND and support plan documentation
- Relevant agency reports (EP, CAMHS, YJS, Social Care, etc.)

Diagnostic & Assessment Framework

On admission, all students are baseline assessed using both academic and therapeutic diagnostics

- ADHD-RS
- Strengths & Difficulties Questionnaire (SDQ)
- SNAP LD & SNAP Behaviour
- Spelling age, reading age, writing age
- Kinesthetic balance testing
- SALT pre-assessment
- Renaissance English & Maths

Personal & Emotional Regulation Development

Half of our curriculum is dedicated to personal growth, therapeutic targets, and the development of emotional regulation skills. This includes:

- Trauma-informed practice supporting self-reflection and resilience
- Mindfulness, grounding techniques, and Zones of Regulation embedded into daily practice
- Life skills & independence: cooking, financial literacy, employability, and citizenship
- Communication skills to support healthy, positive interactions with peers and staff
- Therapeutic interventions: SEMH sessions, mentoring, and neurodiversity awareness
- Enrichment programme: creative arts, sports, cultural activities, and interest-based clubs to re-ignite motivation and engagement
- Careers guidance and work experience opportunities for all Key Stage 4 students, preparing them for post-16 transition

- Family Support & Outreach: transition planning, culturally sensitive workshops on neurodiversity and behaviour, and links to community resources (food, shelter, clothing, hygiene)

All progress in personal and emotional regulation is recorded and shared with secondary schools through our three-week review cycles, ensuring transparency and alignment with reintegration goals.

Therapeutic Offer

We provide a therapeutic framework that supports both pupils and families:

- Trauma-informed practice to reset behaviour and re-engage learning
- Support for EHCP transitions, managed moves, and placements through FAP
- Management of EP, SALT, and therapeutic referrals for EHC requests
- Integration of therapeutic targets into daily teaching and intervention plans

Therapeutic outcomes are evaluated and shared with secondaries as part of our three-week review cycle reporting.

Diagnostic & Assessment Framework

On admission, all students are baseline assessed using both academic and therapeutic diagnostics

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- Kinesthetic balance testing
- SALT pre-assessment
- Renaissance English & Maths

These assessments inform comprehensive pupil profiles that guide IEP targets, classroom strategies, and behaviour planning. Progress against these baselines is reported to secondaries at every three-week review cycle.

Community Support & Family Engagement

Burnside's family and outreach team provide wraparound support to strengthen home-school links:

Workshops on positive engagement with CAMHS, social workers, SENCOs, and child protection teams

- Partnerships with Waltham Forest Adult Learning Centre to connect families to support groups, ESOL courses, and parenting workshops
- Translation support during BACME meetings and multi-lingual advocacy for families in crisis (food, shelter, clothing, hygiene)
- Local authority grant-funded preventative interventions for children at risk of permanent exclusion, including family support classes and culturally sensitive programmes on neurodiversity

All engagement and outcomes are summarised in reports to secondaries during our three-week review cycles.

Secondary School Support

- We work in close partnership with mainstream schools to ensure successful reintegration and sustainable outcomes:

- Regular meetings with SLT, SENCOs, and pastoral leads to plan and review transitions
- Jointly created transition plans, behaviour plans, and reasonable adjustments
- Short and longer-term interventions to reset behaviour and avoid permanent exclusion
- Liaison with borough-wide mental health services and Youth at Risk (YAT), providing updates on open cases preventing a return to mainstream
- Outreach workers providing 1:1 student support during transition and regular check-ins with both pupils and leaders
- Collaboration with SENCOs to develop pupil profiles and behaviour support plans
- CPD for school leaders and staff on behaviour support, ADHD, autism, differentiation, SMART target-setting, and EHCP processes

All secondary school support activity is monitored and fed back through our three-week review cycles, ensuring transparency and collaboration.

North Birkbeck Secondary PRU

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Summary of Provision

30 FAP spaces

North Birkbeck PRU provides up to 30 places, predominantly for students requiring shorter-term interventions and presenting with less complex behaviours than those placed at Burnside PRU.

All students benefit from:

- English
- Maths
- Science
- PE
- PSHE and Life Skills
- Vocational Learning
- SEMH interventions and mentoring
- Back-to-school readiness and enrichment programmes

On admission, all students undergo therapeutic and academic diagnostic baseline assessments to inform targeted interventions and placement objectives. The impact of all interventions will be summarised in an Individual Education Plan (IEP) prior to return to mainstream school, including strategies to support reintegration.

We expect to work in partnership with referring schools, parents/carers, and professionals to ensure positive outcomes. Regular review meetings will take place every three weeks with information shared amongst all relevant parties.

Where a clear risk has been identified by professionals which would prevent a student attending North Birkbeck, students may also be considered for Burnside.

Placement Types

Placement Type	Number of Places	Length of Placement	Description
Day 6 / Permanent Exclusion	6	Maximum of 20 weeks	Statutory rapid response provision for pupils who have been permanently excluded, in line with the Day 6 legal duty. Pupils access a combined academic and intervention offer focused on behaviour, emotional wellbeing, and readiness for the next educational setting.
KS3 Turnaround Placements / Intervention places	8	Half term (approx. 6 weeks)	Structured programme for Year 7–8 pupils exhibiting persistent low-level behaviours, disruption, poor emotional regulation, or non-compliance.

			Outreach support provided post-reintegration. Pupils remain dual-registered with their home school. Year 9 students may be considered if they meet the learner profile.
KS4 – Externalised Behaviours / Intervention places	8	Up to 20 weeks	Medium-term placements for Years 10–11 pupils with significant behavioural difficulties, disengagement, or at risk of exclusion. Students may have a history of unsuccessful interventions. Focus is on behaviour change, personal development, and post-16 readiness for Year 11.
EHCP Placements / Intervention places	8	Up to 20 weeks	For pupils with an EHCP where social, emotional, or behavioural needs are a barrier to education. Intervention placements form part of a wider SEND support or review plan. Students access the same NBR curriculum, tailored to their identified needs.

General Admission Principles

1. Referral Route – All referrals are managed through the Waltham Forest Local Authority and/or Fair Access Panel (FAP).
2. Information Sharing – Referring schools must provide:
 - Prior Admission Baseline Reports (eg: CAT4, Boxall, SNAP)
 - Attendance and attainment data
 - Behaviour and safeguarding records
 - SEND and support plan documentation
 - Relevant agency reports (EP, CAMHS, YJS, Social Care, etc.)

Access to Specialist Behaviour and SEND Support

At North Birkbeck PRU, we recognise that many pupils referred to us have experienced significant adverse experiences which impact on their behaviour, learning, and engagement. Our approach is therefore trauma-informed and underpinned by the following principles:

- Relationships at the core – staff prioritise building safe, consistent, and positive relationships with pupils as a foundation for change.
- Understanding behaviour as communication – challenging behaviours are understood as expressions of unmet need or emotional distress. Responses are focused on de-escalation, regulation, and problem-solving rather than punishment.
- Restorative practice – pupils are supported to repair relationships and take responsibility in a constructive way, with an emphasis on developing social and emotional skills.
- Predictable structures and routines – classrooms and daily timetables provide a safe, reliable environment where pupils know what to expect.
- Personalised interventions – SEMH interventions and mentoring are matched to pupil needs, with outcomes tracked against reintegration objectives.

North Birkbeck PRU has more limited access to specialist SEND provision compared to Burnside but is designed to meet the needs of a smaller cohort of students. This enables the PRU to:

- Draw on SEN specialists where appropriate to support assessment and intervention for pupils with additional needs.
- Contribute evidence and provide input from specialist staff to support statutory assessments and EHCP applications.
- Deliver support in partnership with schools, the Local Authority SEND Service, and external professionals, ensuring pupils' needs are clearly identified and planned for within a longer-term educational pathway.

Admission of Pupils with EHCPs

North Birkbeck PRU is not ordinarily named in an EHCP. Admission of pupils with EHCPs is considered on an intervention basis, with placements forming part of the child's wider SEND support or review plan. All placements will be time-limited and will not exceed 20 weeks.

Steps Required Before Referral

Referring schools must evidence that they have:

1. Held an emergency review of the EHCP within the last 3 months to consider the appropriateness of placement.
2. Consulted with the SEND Case Officer and provided written evidence of this discussion.
3. Obtained Local Authority SEND Service confirmation that NBR is being approached as a suitable intervention placement.
4. Involved parents/carers in the review process and provided them with clear information about the purpose of the PRU placement.
5. Implemented and reviewed support plans/reasonable adjustments, with evidence of strategies trialled and evaluated.
6. Engaged with relevant external professionals (Educational Psychology, CAMHS, Social Care, Outreach) and shared reports with NBR.

Admission Decision

- The Local Authority, in consultation with Hawkswood Group, will decide whether placement is appropriate.
- NBR reserves the right to request additional information where this is not included in the IEP or referral paperwork.
- All EHCP intervention placements will be limited to 20 weeks and subject to regular review, with clear reintegration planning.

Secondary School Outreach and Family Support

North Birkbeck PRU recognises that successful reintegration requires coordinated support for both pupils and their families. While we operate on a smaller scale than Burnside, we ensure that family engagement and outreach remain central to our practice.

- Transition planning – parents/carers are involved at every stage of placement, from baseline assessment to reintegration planning.

- Family support – advice and signposting to community resources (e.g. food banks, ESOL, parenting courses, and wellbeing services) are available for families where additional needs are identified.
- Workshops and meetings – opportunities for parents/carers to engage with SENCOs, social workers, and other professionals, supporting consistent strategies across home and school.
- Outreach provision – following a turnaround placement, additional short-term outreach support may be offered to the mainstream school to ensure strategies are embedded and reintegration is sustained.
- Multi-agency collaboration – our staff work closely with CAMHS, YJS, Social Care, and borough SEND services to ensure holistic support.

All engagement and outcomes are recorded as part of placement reviews, ensuring transparency and alignment with reintegration objectives.

The OAK therapeutic provision

Tel: 020 8498 5110

Provision Manager: Ben Smith

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Website: [Home - Heathcote School](#)

Headteacher: Sonia Close

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Summary of Provision

15 FAP spaces

Oak Provision is a dedicated therapeutic setting designed to support and enhance the social, emotional, and mental health (SEMH) development of our pupils. We pride ourselves on delivering a wide range of high-quality interventions tailored to meet the individual needs of every child, ensuring they receive the care, guidance, and support required to thrive both personally and academically.

At the heart of our provision are two highly skilled SEN specialist teachers, who deliver engaging, inclusive, and purposeful Math's and English lessons that inspire learning while addressing the unique challenges faced by our pupils. Their expertise ensures that each child's educational journey is underpinned by a deep understanding of special educational needs and effective teaching strategies.

Our offer:

Beyond academic excellence, Oak Provision is built on strong pastoral values. We place a powerful emphasis on self-development, resilience, and the building of positive relationships. Our nurturing environment empowers pupils to grow in confidence, develop emotional intelligence, and build the essential life skills needed for long-term success. Interventions include:

- Self-awareness
- Social Skills
- Emotional wellbeing
- PIE
- Wellbeing - Cooking
- Film studies
- P.E
- Peak and Praise
- Overcoming challenges

Oak Provision is more than an educational setting—it is a community where pupils are supported, inspired, and equipped to reach their full potential.

St Raphael therapeutic provision

Tel: 020 8520 0482

Provision Managers: Sophie Gbeve and Jason Gharu

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Website: [Holy Family - Catholic School & Sixth Form](#)

Headteacher: Carolyn Laws

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Summary of Provision

12 FAP spaces

At the St. Raphael Centre we offer a therapeutic and nurturing environment underpinned by the creative arts. The referred student will be equipped with the skills, knowledge and tools needed to be able to return to their home school and flourish. The approach to the provision will be embedded within our school's overall ethos of love, care, kindness and support. Students from all faiths and none, are equally welcome.

Our offer:

Therapeutic interventions, consisting of counselling via CAMHS and the Brentwood Catholic Children's Society, art, music, drama, sport, cooking and design technology sessions - as well as some academic sessions which will be set online by your home school.

We start with recognising stress and anxiety and how to manage emotions through to raising aspirations - where students will look at their areas of development, set SMART targets and how these can be achieved.

Objectives:

- Facilitate assessment for children who have social, emotional and mental health (SEMH) needs, including anxiety disorders, self-harm or other symptoms of SEMH disorder
- Offer purposeful, planned, outcomes-focused, and time-limited interventions for children with SEMH needs and for those who have experienced trauma
- Engage in partnership approach with the mainstream school where the child is on roll, with clinical input as agreed at Fair Access Panel
- Support and guide the child during the defined period of intervention to enable the child to engage in their education through online resources provided by the mainstream setting
- Request online safeguarding files to be transferred from the mainstream school and log safeguarding information throughout the placement and will expect schools to update on any new information so that this can be kept
- Use outcome-focused planning and review focused on the impact of interventions so that children can return to the mainstream able to attend the setting and access their education.

Big Creative Independent School

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Website: [BCIS – Big Creative Independent School](#)

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Summary of Provision

12 FAP spaces

BCIS is an Alternative Provision for KS4 learners who have an interest in the Creative Industries, who do not feel their current schooling engages them in this area enough for them to succeed. It is a full-time course which runs 5 days a week, led by qualified teachers who are also current industry professionals.

At BCIS we use only the highest spec equipment, including the latest Apple Mac computers and industry professional software leading to high quality results and outcomes.

Our Mission:

To transform the lives of young people through inspirational teaching, providing exceptional access to career opportunities in the creative industries

To get disaffected young people back on track in their lives through high-quality vocational courses.

Aims & Objectives

The purpose of the BCIS course is to provide year 10 / 11 learners with an alternative method of learning through the mediums of music and media; with the aim of developing these learners into becoming young professionals, equipped with the drive and knowledge to succeed, and thrive in their future endeavours.

BCIS would like to provide your young person with the skills necessary to be a highly driven, well-rounded individual with the ability to think outside the box and be a credit to their environment you can expect BCIS to support with the following:

- Provide your young person with a route into the creative industries
- Provide your young person with the skills they need to find a job
- Provide your young person with help finding a further training course
- To help your young person to achieve qualifications in maths and English, vocational study as well as personal and social development
- Provide your young person with support and guidance in all aspects of job search including CV building, effective letter writing and interview practice
- Provide opportunities for your young person to develop personally, and have a wider understanding of the world around them and their community

The training course is tailored to meet your young person's individual needs and is based on the assessments and interviews carried out during their induction and initial assessment. Please note: Year 10 training program runs for a duration of 38 taught weeks and Year 11 training program runs for a duration of 36 taught weeks.

Qualification Offer: Your young person will work towards the following qualifications:

Type of Qualification	Topic Covered	Possible Grade Achievement
Functional Skills	Maths and English	Entry Level 3 Level 1 Level 2
GCSE	Maths English Language English Literature	Grade 1 - 9
Creative Music Industry Level 2 Certificate	Music Production and Performance	Half or Full Grade 4 - 9
Creative Digital Media Level 2 Certificate	Creative Digital Media	Half or Full Grade 4 - 9
Skills for Employment, training and Personal Development Level 1 Certificate	Personal and Social Development	Half or Full Grade 1 - 3