

Capella House School

Section 10 Consultation Report

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1. Introduction

- The purpose of this report is to provide full information about the Section 10 Consultation on The Auriga Academy Trust's proposal to open Capella House School as a free school, as required by the Department for Education (DfE).
- The main purpose of this consultation was to consult with key stakeholders and interested parties on whether The Auriga Academy Trust and the Secretary of State for Education should enter into a Funding Agreement under the terms of the Academies Act 2010. This is a requirement before the school can open.
- The consultation also took the opportunity to provide information to stakeholders about the vision and aims of the Trust and the identified need for a new school for pupils with Special Educational Needs in Richmond-upon-Thames (specifically Speech, Language and Communication needs) and invited responses to this information. A copy of the consultation document is appended to this report
- This consultation did not specifically ask for responses about the proposed sites for this school. This is not the purpose of a section 10 consultation. Significant consultation for the proposed secondary site was carried out previously as part of the planning application process - the building is now completed and ready for occupation. The proposed Primary site will require similar consultation in order to achieve planning consent for refurbishment and re-ordering of an existing (listed) building.
- The consultation took place between December 7th 2018 and January 18th 2019, a six week period. This report details the consultation process, the number and content of the responses received and how the Auriga Academy Trust has responded.
- A copy of this consultation report has been published on the Auriga Academy Trust and Capella House School websites, and shared with respondents to the section 10 consultation who asked to be kept informed.

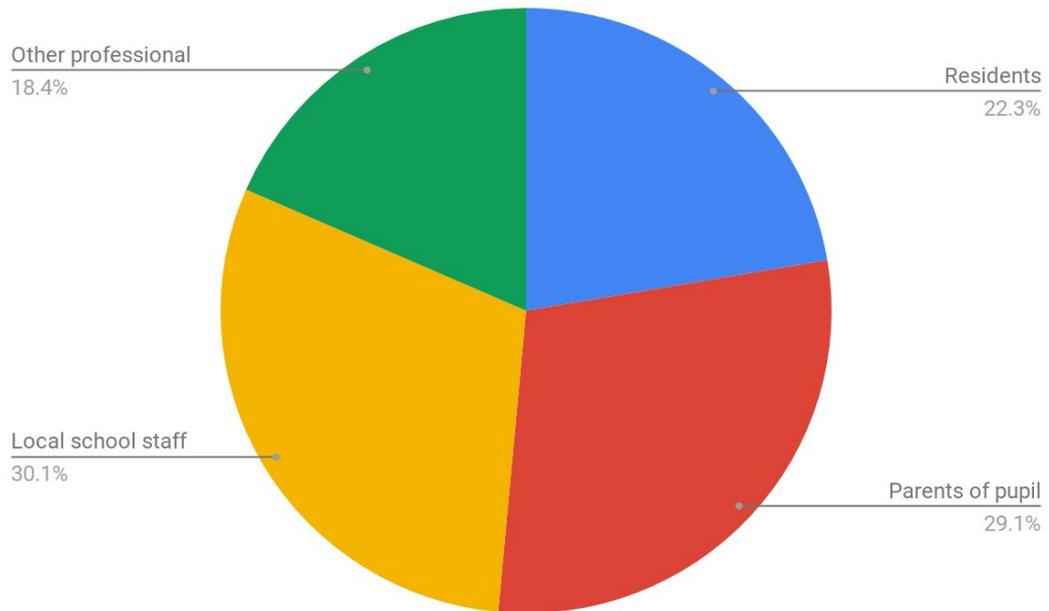
2. Consultation process

- In considering the consultation process, the Auriga Academy Trust was mindful to ensure that it was as inclusive as possible and enabled all stakeholders to respond to the key questions asked through a variety of means.
- Given the particular nature and specialism of the new school, the Trust was concerned to enable the parents and carers of children and young people with special educational needs and disabilities (SEND) full opportunity to respond. We were also concerned to ensure that crucial partner services (particularly other local schools, both mainstream and special, our commissioning authority (Achieving for Children (AfC)) neighbouring authorities and therapy providers) were given the opportunity to respond.
- In order to ensure that the consultation was as accessible and inclusive as possible, the following process was followed:
 - The Auriga Academy Trust website was updated to include full information about the consultation, including the opportunity to complete the questionnaire online. The website also included full information about the consultation meetings and other opportunities to respond.
 - The websites of both existing schools within the Trust were updated to provide links to the information above on the Trust website.
 - An advertisement was placed in the local paper explaining the purpose of the consultation and providing information about opportunities to respond.
 - Notification was placed on the websites, in the local paper and on the hard copy of the consultation questionnaire of the date, time and venue of the consultation evenings
 - Notification was placed on the websites, in the local paper and on the hard copy of the consultation questionnaire of the address to which hard copies should be returned, and the deadline for doing so.
 - Hard copies and/or links to the online version of the questionnaire were sent to an extensive invitation list of the schools, parent groups, service providers, local residents and other stakeholders (list appended). Copies were also placed in local libraries, Richmond Civic Centre, Kingston Guildhall and the Children's Workforce Development Centre.
 - Newsletters from the schools within the Trust advertised the online version of the consultation

- All individual responses to the questionnaire are included in this report, and considered in the Auriga Academy Trust's response to the consultation
- In the fifth week of the consultation period, prior to the consultation meetings, queries and comments made in the responses received by that point, along with interim feedback from the Auriga Academy Trust, was added to the AAT website. Copies of this interim feedback were also made available at the consultation meetings.
- The Auriga Academy Trust ensured that a full record of any issues raised at the consultation meetings was kept and have been included in this report.

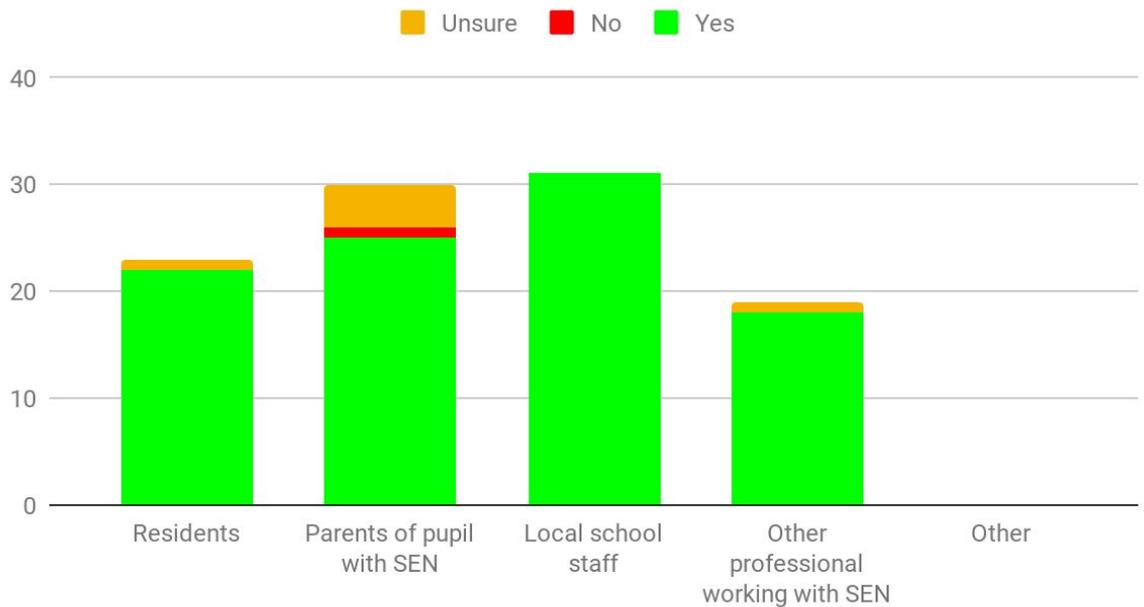
3. Responses received

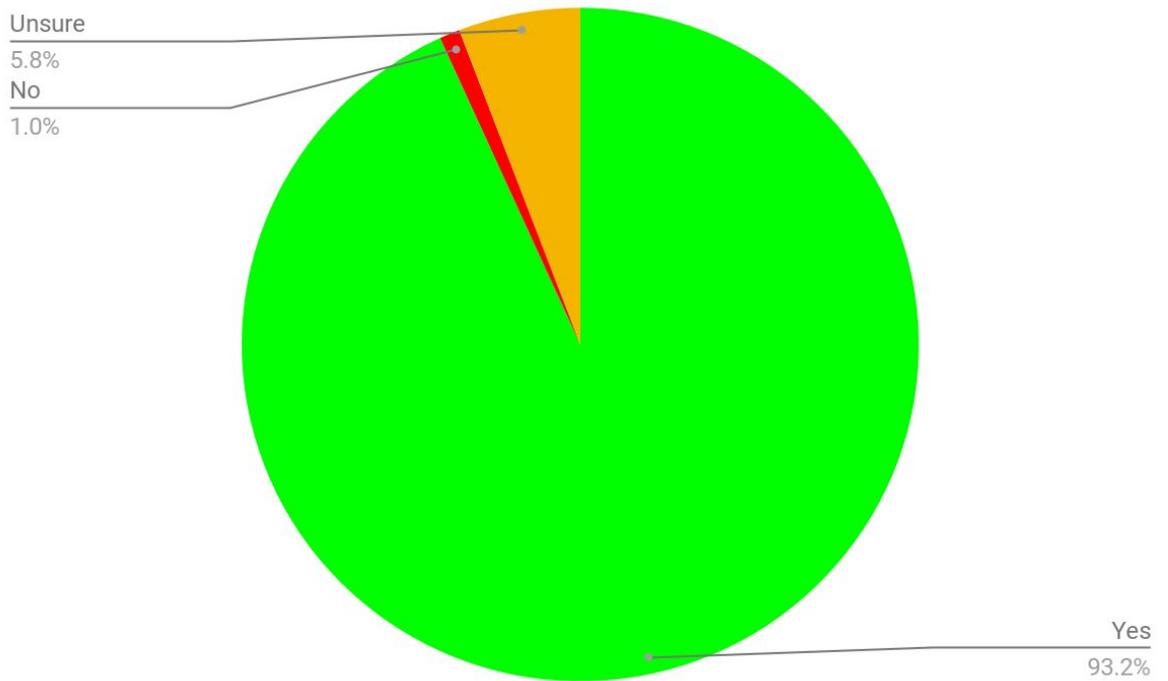
- During the consultation period, the Trust received 103 responses:
 - 57 responses to the online questionnaire
 - 46 responses to the hard copy of the questionnaire
- The consultation events held on the 11th and 14th January 2019 were attended by:
 - 11th January: 23 attendees** (most of whom were both Richmond residents and the parents of children with special educational needs)
 - 14th January: 25 attendees** (including parents of children with special educational needs, speech and language therapists, occupational therapists and the headteacher of a mainstream primary school)
- Percentage of formal responses by stakeholder type:



- Responses to question 1:** Do you support the proposal to open a new special school (Capella House School) for pupils with speech, language and communication needs from within Richmond and Kingston?

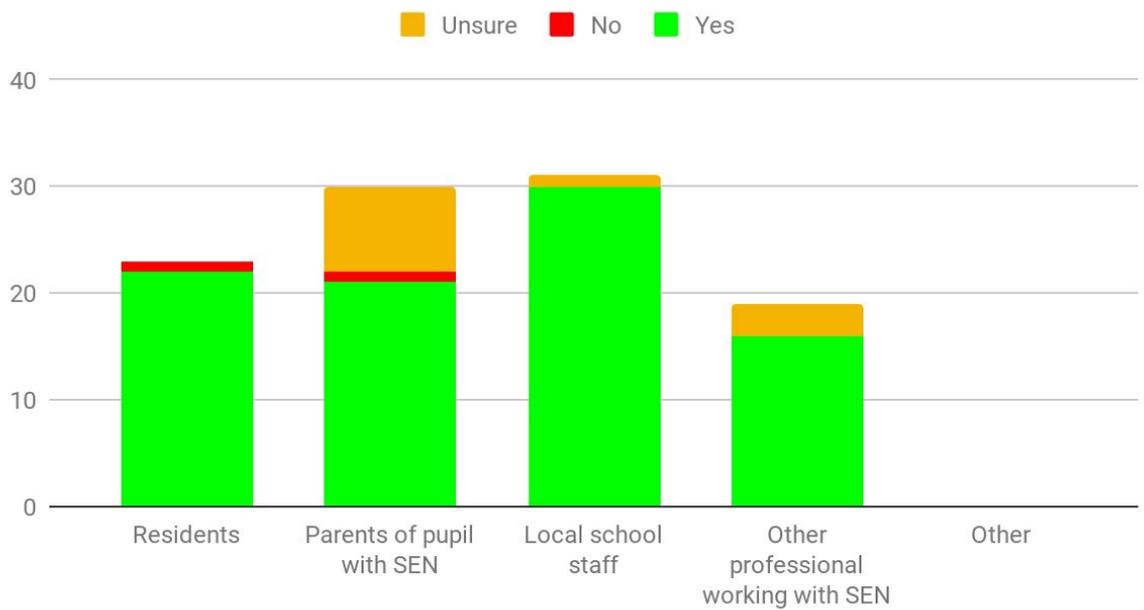
Response to Question 1

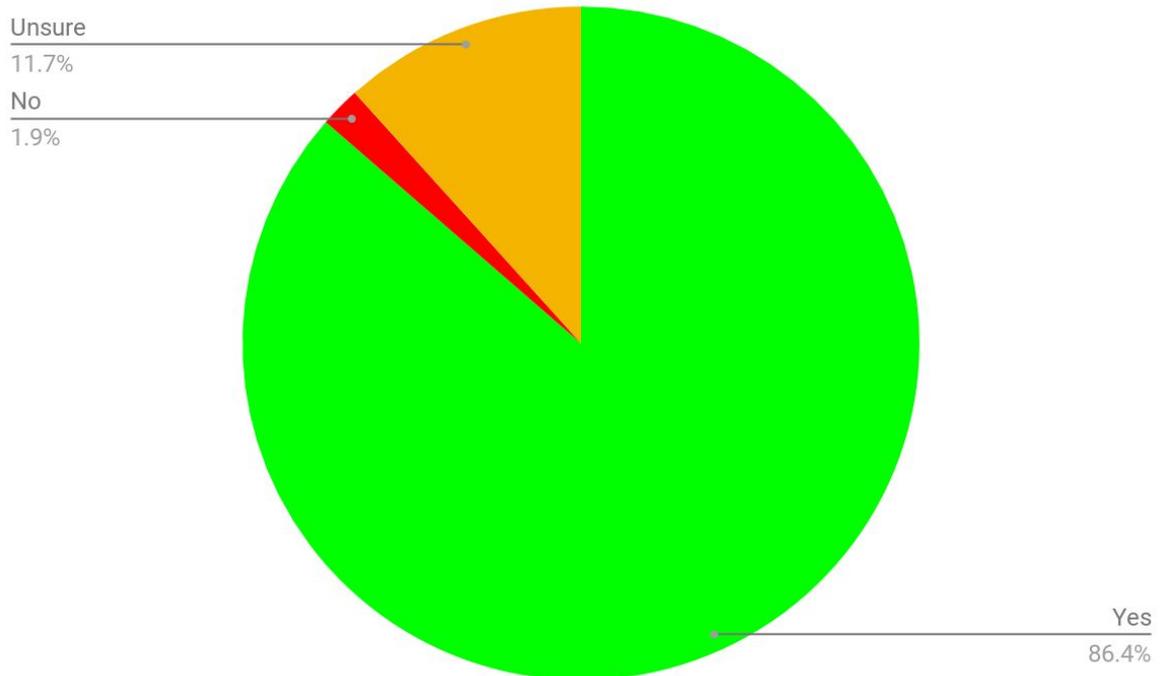




- Responses to Question 2:** Funding Agreement: in order for the school to open it will need to enter into a funding agreement with the Department for Education. Do you agree that the Department for Education should enter into a funding agreement with the Auriga Academy Trust to open Capella House School?

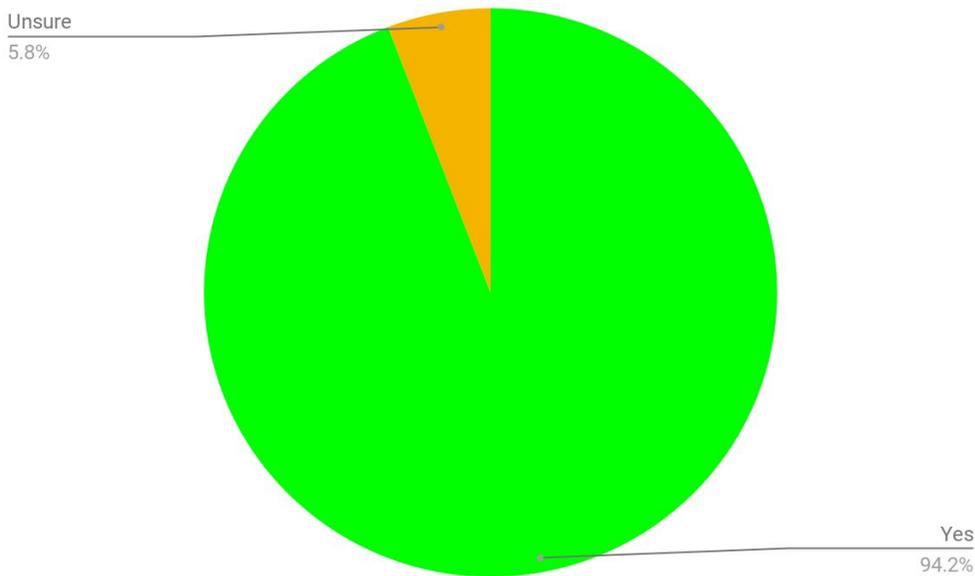
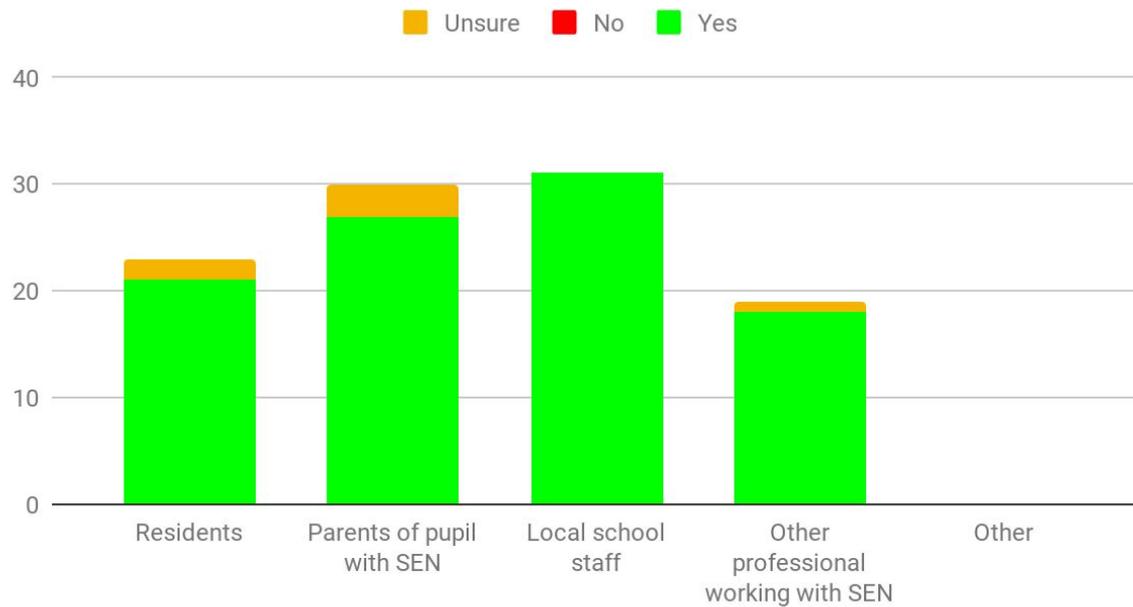
Response to Question 2





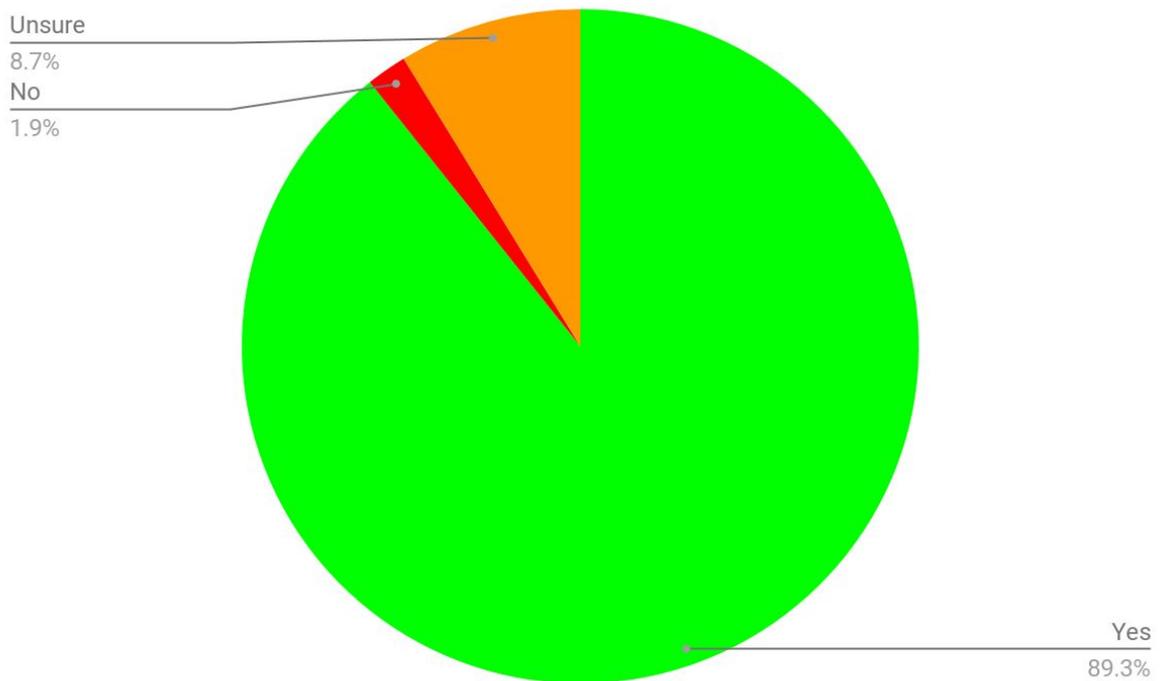
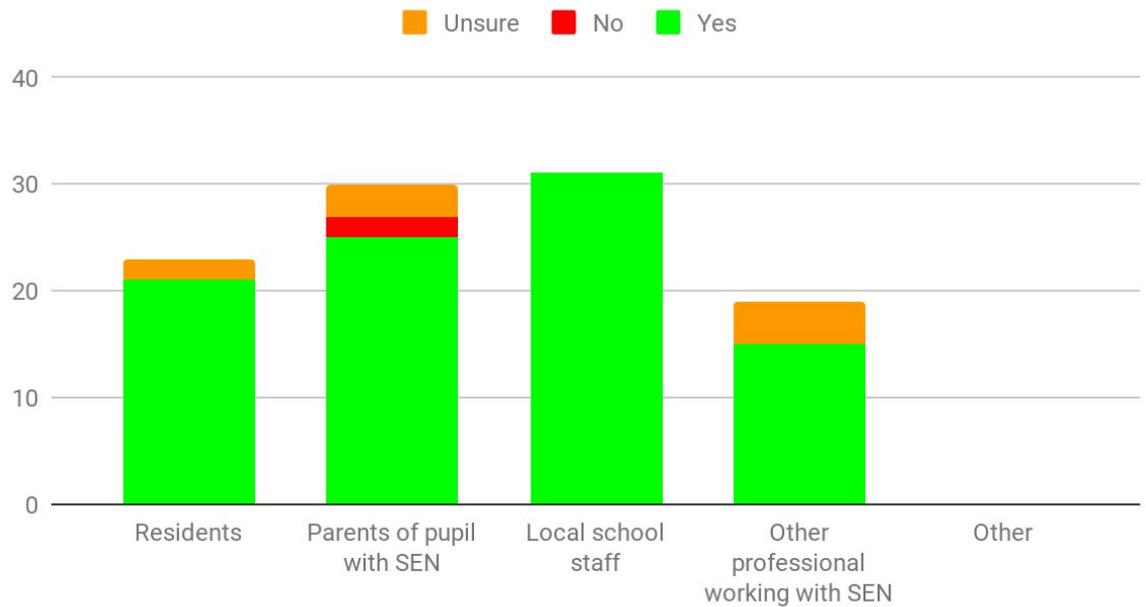
- **Responses to Question 3: Vision and Values:** Capella House will be the third special school within the Auriga Academy Trust and will share the values of the Trust. These are:
 - For pupils to make outstanding progress
 - To value the contribution of all
 - To provide a personalised curriculum in real life contexts
 - To develop and enhance communication skills
 - To provide outstanding teaching and care
 - To be an integral part of the local communityDo you support these visions and values?

Response to Question 3



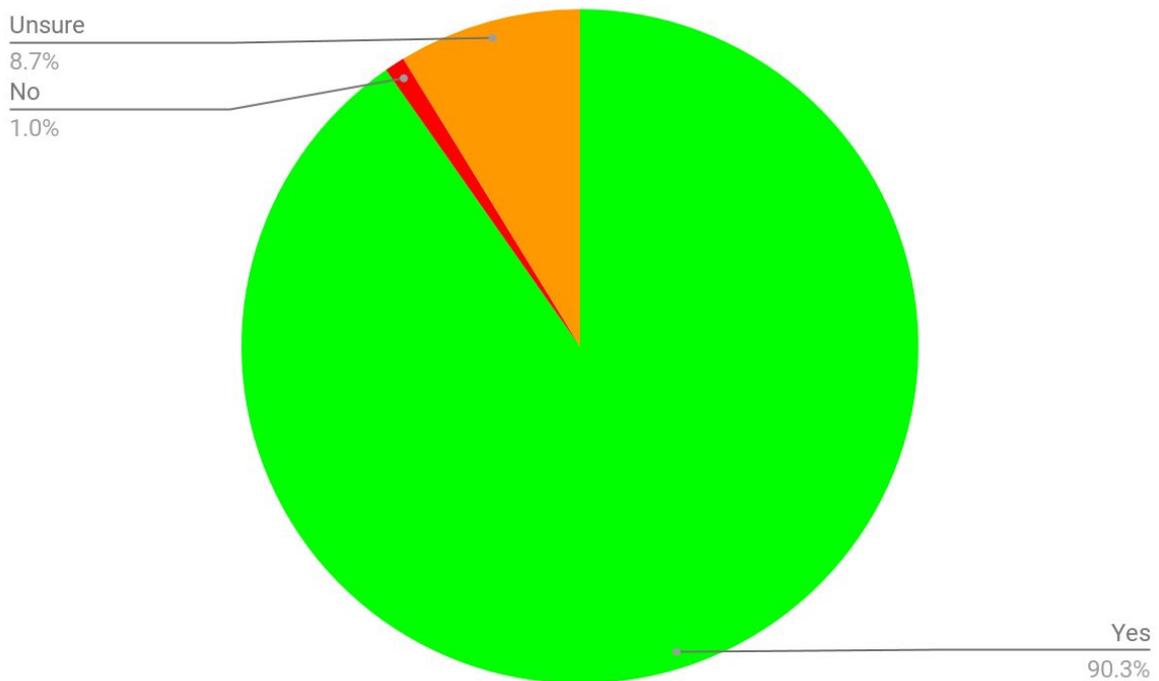
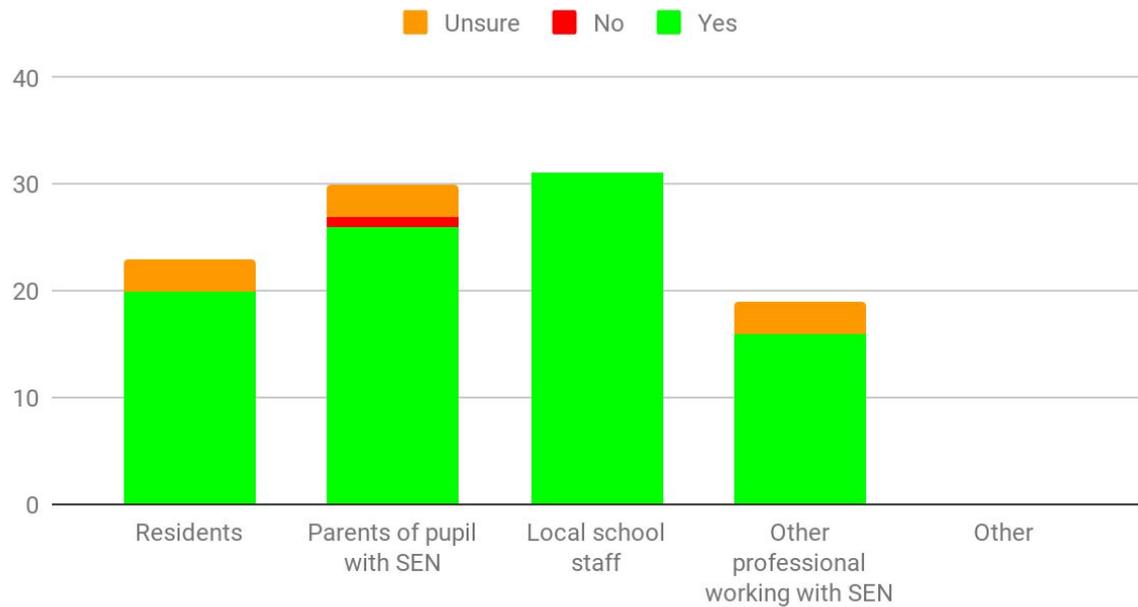
- Responses to Question 4:** There is an identified need for additional special school places for pupils with an Education, Health and Care Plan locally. There is no local state funded special school provision for pupils with speech, language and communication needs. Do you agree that Capella House School will provide much needed special school places for these pupils locally?

Response to question 4



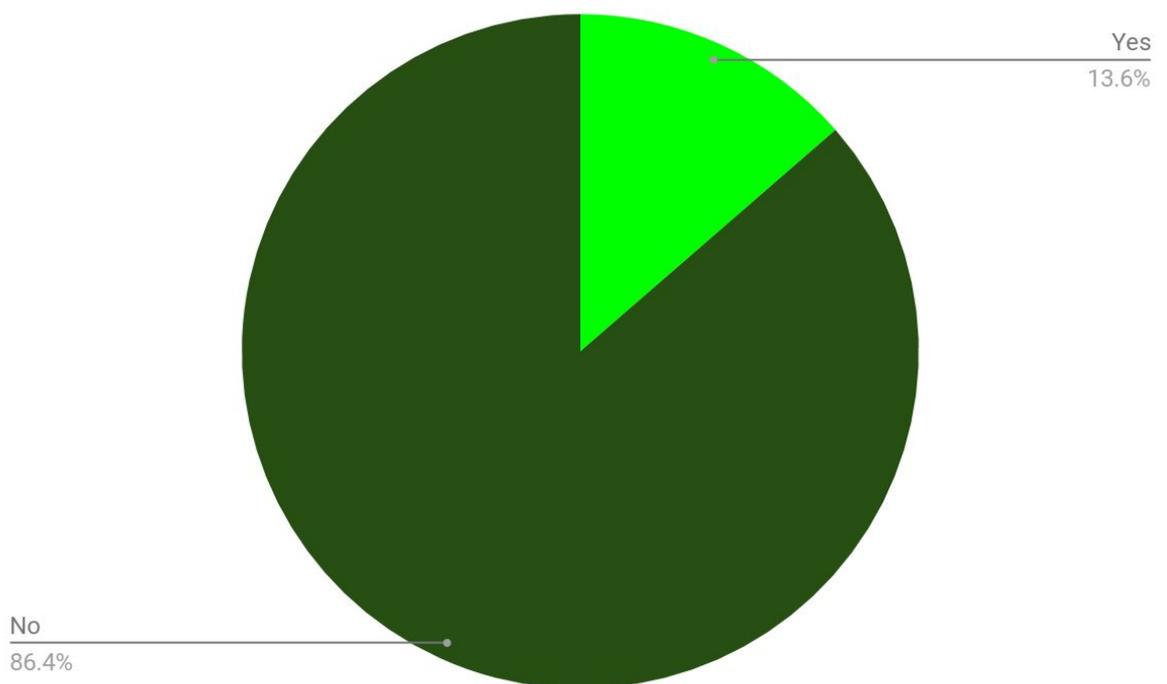
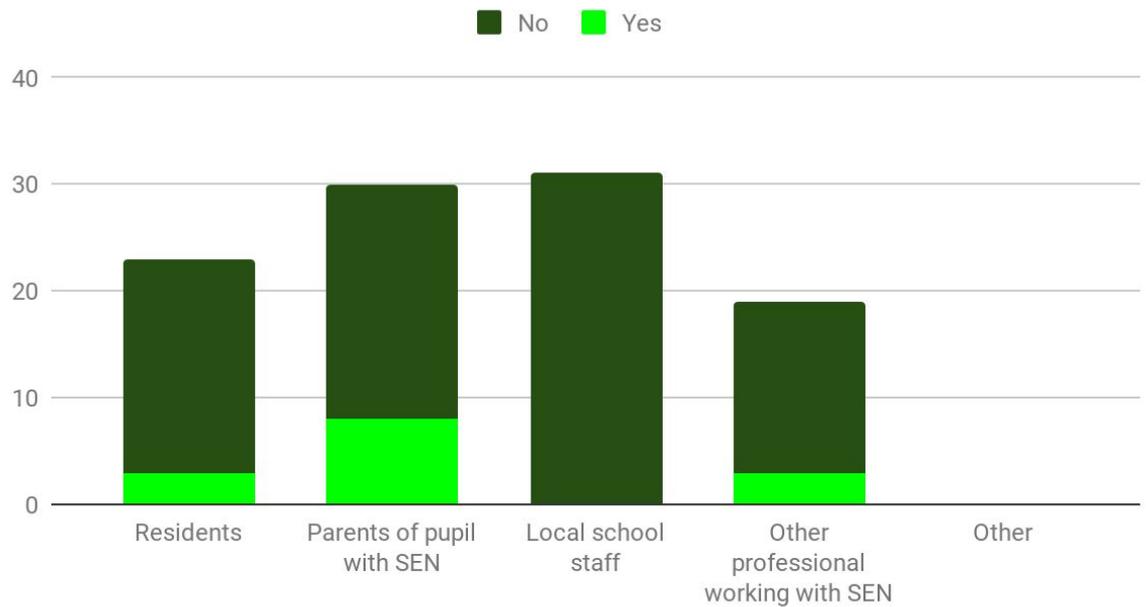
- Responses to Question 5:** Do you agree that opening the proposed Capella House School will provide extra choice for parents with Special Educational Needs in Richmond and Kingston?

Response to Question 5



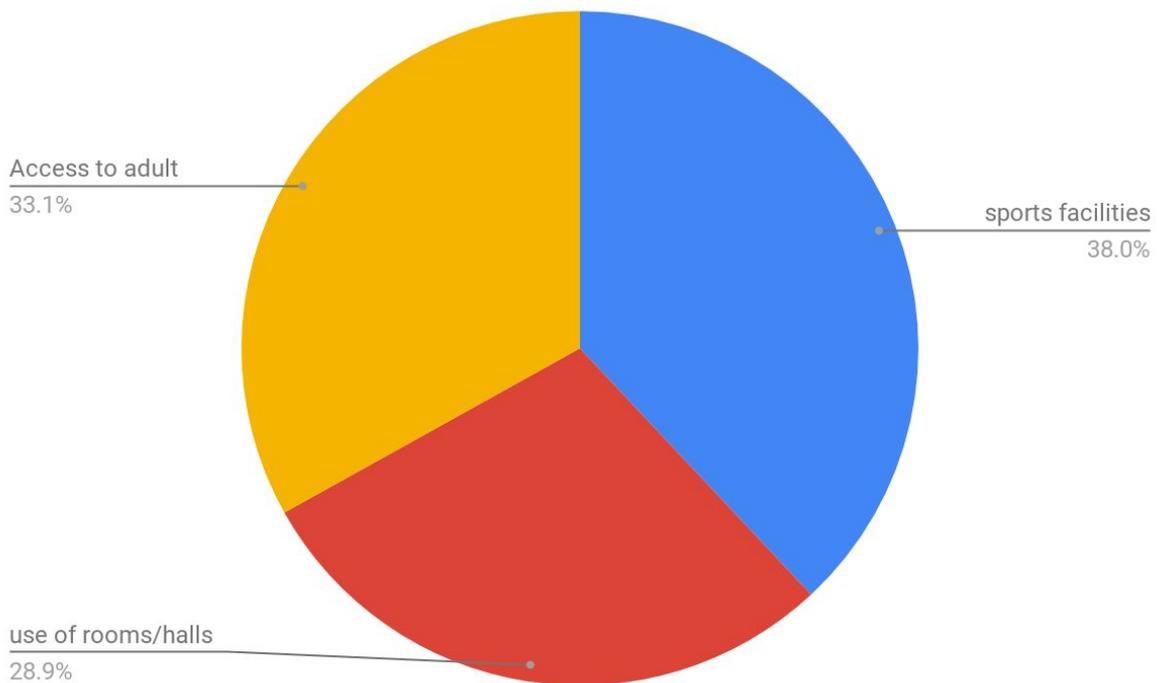
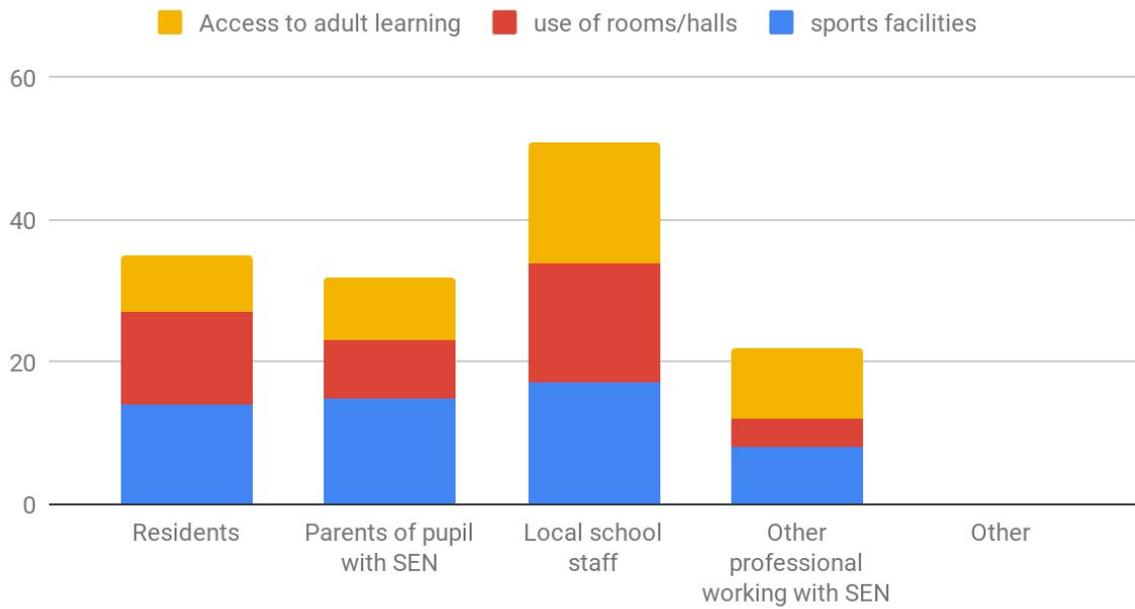
- Responses to Question 6:** Do you have any comments and feedback on the draft admissions policy? (this can be viewed on the Auriga Academy Trust website aurigaacademytrust.org.uk)

Response to Question 6



- Responses to Question 7:** We want Capella House to be an integral part of the local community. Are there any services or facilities that you would like the school to offer the community?

Response to Question 7



Comments Received Through Consultation, with AAT responses

Question One:

Do you support the proposal to open a new special school (Capella House School) for pupils with speech, language and communication needs from within Richmond and Kingston?

- Yes, I feel there is a huge need for a school like this
- Yes, I think the school is really needed within the borough.
- Yes, There is a definite need for this type of support - for children who struggle with mainstream, but are too high functioning for a 'traditional' special school.
- Yes, this setting is desperately needed to support the needs of local children
- Yes, a huge need, all children deserve an education
- Yes. Good to see a S&L school in Richmond Borough
- Yes, There is a lack of provision at present so welcome anything that will improve this.
- Yes. Much needed especially as diagnosis of children needing additional support is happening much earlier as more children attend nurseries and playgroups.
- Unsure: Would support the proposal in theory, however very concerned that the proposed siting (eg: Egerton Road) is the right place? Due to close proximity to FE college, secondary school, main roads etc.

AAT response: For the new school, being sited adjacent to the college, the Richmond-upon-Thames School and Clarendon School is seen as a significant advantage. These pupils may benefit from regular social inclusion opportunities with their mainstream peers and most will transition into the college post 16. We accept that the school will be in close proximity to the A316, although most of the pupils are likely to qualify for school transport. The existing secondary site is secure.

- Unsure: It depends. It sounds that this is very Council-budget-motivated rather than looking at what a child actually needs.

AAT response: This free school has been proposed by the Auriga Academy Trust independently of Richmond Council or Achieving for Children, specifically in order to meet the needs of a growing cohort of pupils for whom there is currently no local specialist provision.

- Unsure: Will it be used by AfC to place the children in the greatest need (e.g out of school because their needs not being met/or SLT needs not properly identified even/in schools with poor SLT provision) & not to try to pull out children from independent schools, whose needs are being met. This is unfair to all. How has school opening (and consultation) been publicised by Trust/AfC to attract interest from potential parents? E.g A search of Capella House on the AfC website gets no results.

*AAT response: The Trust has proposed this school in order to provide more places locally, in response to the growing numbers of pupils with this need within the AfC area. The rationale, as discussed with AfC, is **not** to “pull out children from special schools, whose needs are being met”, although referrals*

may be made at phase transfer (as happens currently with other special schools) or, of course, at parental request. Details of how the consultation has been publicised can be found elsewhere in this report. More details about the school can be found on the Auriga Academy Trust website. As a free school which is part of AAT rather than an AfC provision we may not appear on the AfC website until our proposed opening date is confirmed by the DfE.

- No: Going by the documents you have provided for the purposes of this consultation, it is very difficult to support the proposal. This is for three main reasons:
 - 1) An absence of financial data, especially projected costs.
 - 2) An absence of demographic data: Can you guarantee demonstrate a demand for places?
 - 3) General: How will this school slot alongside already-existing provision in Borough and nearby?

AAT response:

- 1) *The capital outlay for the new school will be met by the DfE and will not therefore be a direct cost to the local authorities or councils. The ongoing costs per pupil are projected to be lower than at the similar independent special schools to which the majority of these pupils are currently sent.*
 - 2) *AfC has robust demographic data demonstrating the demand for these places, and AAT were also required to provide this data for the initial Free School application process.*
 - 3) *The additional places will not substantially reduce the need for existing places in the independent sector, but will reduce the annual increase in the number of local children who would otherwise have no choice but to go into the independent sector.*
- Unsure: I can't read the questions as there is something wrong with the layout of your screen obscuring part of the wording.
 - Yes, I think this is a badly needed local provision
 - Yes, I know from speaking to local parents who have children with SEN that extra support is desperately needed.
 - Yes, this sort of provision currently doesn't exist.
 - Yes, though there is a need to be aware that potential students do really have speech, language and communication needs and are of at least average ability and that students who have behaviour and social skills problems are not accepted into the school because numbers are not as expected.

AAT response: The statement of provision agreed in consultation with the DfE and our admissions policy both recognise the need for pupils to have Speech, Language and Communication Difficulties as their main presenting need regardless of any secondary needs, which might include those with some

social, emotional and mental health needs, or those with some non-neuro-typical behaviours as a result of ASD.

- Yes, this is an essential part of the local SEND transformation plans and will provide 72 local school places for children and young people who would otherwise be educated outside their home community.
- Impossible to answer this question without much more information about the proposal. For instance, how will the school be staffed, what type of communication difficulties will it cater for and how.

AAT response: Each class of seven learners will have a teacher, a teaching assistant and at least 0.5FTE Speech and Language Therapist. The communication needs of the pupils are likely to be varied - but each pupil would need to be able to benefit from the expertise of Speech and Language Therapists. The majority of therapy provision will be integrated and class-based, though some pupils will also require their individualised programmes to be delivered separately.

Question Two:

Funding Agreement: In order for the school to open it will need to enter into a funding agreement with the Department for Education. Do you agree that the Department for Education should enter into a funding agreement with the Auriga Academy Trust to open Capella House School?

- Impossible to answer this question without much more information about the proposal. For instance, how will the school be staffed, what type of communication difficulties will it cater for and how.

AAT response: Please see above.

- Yes, there are not enough SEN schools - funding is vital to get this open.
- Yes, Funding is tight so anything government can offer would be helpful
- Unsure: Again, it sounds very Council budget-motivated rather than looking at the needs of each individual child. By all means, try and save money, but not at the expense of the education of an SEN child. That's a cheap shot.

AAT response: This free school has been proposed by the Auriga Academy Trust independently of Richmond Council or Achieving for Children, specifically in order to meet the needs of a growing cohort of pupils for whom there is currently no local specialist provision.

- No: Consider that the proposed new special educational needs school come under the local government authority eg Richmond and Kingston councils re funding etc.

AAT response: At the time of our application to the DfE, local authorities were not able to make applications to open new schools. Instead, these had to come from Academy Trusts. However, the AAT works closely with AfC who manage Children's Services on behalf of Richmond and Kingston.

- Unsure: It is presumably the DfE's decision, and only they (after due process) will have all the necessary information to enable them to make that decision.
- No: Not until projected costs are shared with the general public and key decision makers in LBRuT. I make this comment especially in the light of the recent LBRuT SEND Futures consultation, which clouds rather than clarifies the whole issue. I'm afraid this whole set up looks like something cooked up by AfC and LBRuT, who for years have had a bee in their collective bonnet about the perceived high costs of sending SEN pupils out of borough.

AAT response: The capital outlay for the new school will be met by the DfE and will not therefore be a direct cost to the local authorities or councils. The ongoing costs per pupil are projected to be lower than at the similar independent special schools to which the majority of these pupils are currently sent. AfC (on behalf of the London Borough of Richmond-upon-Thames and the Royal Borough of Kingston) will be commissioning places at Capella House from AAT. The Free School application for Capella House was made by the Auriga Academy Trust, and not by either AfC or the LBRuT. AAT recognises that some Richmond and Kingston pupils with the most complex needs will require specialist provision that cannot be made available locally and will continue to require specialist independent settings. However, given the very real funding crisis in both authorities currently as a result of the High Needs block overspend, we are also committed to providing an outstanding education for more of our local children whilst ensuring that we provide best value.

- Unsure: I can't read the questions as there is something wrong with the layout of your screen obscuring part of the wording.
- Yes. However, this question is simple - but lacks considerable detail. Why should I answer Yes or No without any background or context?

AAT response: As a Trust, the funding for our schools comes direct from central government rather than from the Local Authority. As a new Free School, Capella House requires a Funding Agreement with the Department for Education to enable this to happen.

Question Three:

Vision and Values: Capella House will be the third special school within the Auriga Academy Trust and will share the values of the Trust:

- **For pupils to make outstanding progress**
- **To value the contribution of all**
- **To provide a personalised curriculum in real-life contexts**
- **To develop and enhance communication skills**
- **To provide outstanding teaching and care**
- **To be an integral part of the local community.**

Do you support these Vision and Values?

- Yes, important to allow the children to play a part in these values. It is a core part of this school community to live these values in all you do
- Yes, Great holistic approach to child development.
- Yes, Very impressed by the emphasis on pupils gaining confidence by being helped and encouraged to develop independent life skills in practical situations.
- Unsure: Hard to disagree with - but there is insufficient detail for an informed answer.

AAT response: The visions and values of the Trust, and how these are translated into positive experiences for our pupils, are best demonstrated by what we achieve in our existing schools. More information is available both on the Auriga Academy Trust website, and the websites for Clarendon and Strathmore Schools.

- Unsure if visions and values are attainable under the proposed Auriga Academy Trust.

AAT response: The Auriga Academy Trust is not proposed - it was formed in October 2016 to manage Richmonds two existing special schools. The visions and values of the Trust are deeply embedded in the ethos of both existing schools and we believe that they will be equally embedded in the ethos of Capella House School.

- Unsure: How is this relevant to a consultation on what is essentially at this stage a decision on significant capital outlay?

AAT response: The remaining capital outlay for Capella House will rest with the Department for Education and not with the local authority. The proposed secondary site is built and ready for occupation. The proposed primary site is in a building currently owned by Richmond Council which has been largely empty and unused for many years. The Section 10 consultation is a part of a statutory process to open a new school regardless of potential sites, and does not focus on any necessary building works, which would be subject to other consultations as part of any application for planning permission.

- Unsure: I can't read the questions as there is something wrong with the layout of your screen obscuring part of the wording.
- Yes: We are crying out for this in our area. There needs to be much greater support for children with good cognition who have other communication needs that mainstream struggle to support
- Yes: The Auriga Academy Trust provides excellent education at its two existing schools and works closely in partnership with Richmond Council and Achieving for Children, so I have no doubt that Capella House will be an outstanding addition to the local family of schools.

Question Four:

There is an identified need for additional special school places with an Education, Health and Care Plan locally. There is no local state-funded special school provision for pupils with speech, language and communication needs. Do you agree that Capella House School will provide much needed special school places for these pupils locally?

- Yes: The places which the school will provide are much-needed and will greatly enhance the education and wellbeing of the children and young people in the local community who access them.
- Yes, It is vital that we support these kids. There isn't enough provision at present.
- Yes, Definitely a high need for this type of support.
- Unsure: Do not know until it is actually open and running.
- Unsure: That depends entirely on the needs of each individual SEN child and should not depend on how much money the council wants to save by opening another school.

AAT response: The proposed school will not be opened by the Council - it is a Free School and has been proposed by the Auriga Academy Trust to improve access to special school places locally.

- Unsure: You need to give the statistics for this to be a valid question. This includes statistics relating to other types of SEN, including autism and dyslexia.

AAT response: According to DfE data from January 2018 (the latest available) the number of pupils with a Statement of Educational Need or an Education, Health and Care Plan nationally has grown by 26,563 since 2010, to 253,680. In the same time frame, the percentage of these pupils in maintained special schools has grown from 38.2% to 44.2%.

Over the last 10 years, the number of Richmond pupils with a Statement/EHCP has grown from 662 to 1239. In 2018/19, 218 Richmond pupils are educated in a state funded special school, with a further 182 in independent or non-maintained special schools.

Nationally, 28% of EHCPs are given for Autism Spectrum Disorders (ASD), 15% for Speech, Language and Communication Needs, 13% for Social, Emotional and Mental Health Needs, 13% for Severe Learning Difficulties and 12% for Moderate Learning Difficulties. About 3% of EHCPs are for specific difficulties which include (but are not limited to) dyslexia.

Richmond and Kingston both have a number of specialist provisions for ASD (ranging from special school places for those who also have severe or moderate learning difficulties to resourced provisions attached to mainstream schools).

Both Richmond and Kingston have special schools for those pupils with severe and moderate learning difficulties, as well as resourced provisions attached to mainstream schools.

Neither Richmond nor Kingston have a special school for pupils with speech, language and communication needs, despite SLCN being the second highest primary need for pupils with an EHCP after autism. At present, those pupils with SLCN who are unable to manage in a mainstream setting have to attend independent or non-maintained special schools.

The majority of pupils with an EHCP for dyslexia are able to achieve well in a mainstream setting with appropriate support. Some pupils with a more global learning difficulty also have dyslexia - these pupils can attend local special schools. For those few pupils with an EHCP for dyslexia (but without other learning needs) who are unable to manage in a mainstream setting, more specialist provision may need to be found within the independent or non-maintained sector.

- No: The above statement is arguably untrue. There is gathered provision for primary age pupils at least two primary schools in LBRuT. There is also a longstanding school locally in Blossom House which for many years has served this cohort, the vast majority of whose pupils attend thanks to their SEN/ EHCPs.

AAT response: A number of schools in both authorities do have provisions for social communication (including Autism) and moderate to severe learning difficulties. However, there are no longer any speech, language and communication provisions attached to mainstream schools locally, with the exception of a provision at Castle Hill Primary in RBK. A number of Richmond and Kingston pupils with SLCN and/or ASD do attend Blossom House which is in the London Borough of Merton. It is envisaged that this will continue to be the case. However, with the continuing rise in the number of pupils from within AfC with SLCN as their main presenting need, there is a demonstrable need for more places locally.

- Yes: The EHCP process is flawed and inconsistent; applications should be considered on a case-by-case basis, regardless of EHCP status.

AAT response: Whilst we acknowledge that the EHCP assessment process can be difficult, the way in which this school will be funded dictates that only pupils with an EHCP can be admitted. In exceptional circumstances, pupils awaiting a formal assessment may be admitted on an assessment place.

- Unsure: I can't read the questions as there is something wrong with the layout of your screen obscuring part of the wording.
- Unsure: How will AfC and the school ensure that there is no unfairness in identifying children who would benefit from a place and then allocating places? Please clarify if identified need is for SCLN or children with EHCP in general?
AAT response: The proposed school is for pupils with an EHCP whose main presenting need is their speech, language and communication difficulty. Details of the process for admissions can be found in the admissions policy.

- Unsure: not sure that there is genuinely a need for SLCN with average cognition...many children with SLCN also have learning difficulties of one sort or another.

AAT response: The proposed school is for those pupils within the average cognitive range. If pupils have a significant learning difficulty in addition to their SLCN needs, we envisage that in most cases one of the other Trust schools might be a more appropriate placement (Clarendon for those with a moderate learning difficulty or Strathmore for those with a severe learning difficulty). We also recognise that many pupils with a plan for SLCN also have a “spiky” profile. These pupils will be considered for Capella House if there is an appropriate cohort.

- Unsure: And... what is an EHCP? This consultation is flawed. There is not enough information given to answer the questions.

AAT response: An EHCP (Education, Health and Care Plan) is a legal document outlining the special educational needs of a child or young person, and detailing how those needs should be met. They have replaced the Statement of Special Educational Needs (“Statement”). There is a rigorous assessment process to determine whether the child or young person requires a Plan. Many pupils with special educational needs do not have a plan as their needs can be met effectively by their mainstream school without the need for the higher level and specialist resource support and funding that a Plan can provide. To apply for a place in most special school provisions, a pupil must have an Education, Health and Care Plan in place.

Question Five:

Do you agree that opening the proposed Capella House School will provide extra choice for parents of pupils with Special Educational Needs in Richmond and Kingston?

- Unsure: This consultation is flawed. There is not enough information given to answer the questions.

AAT response: Please see answers above.

- No: I think that you need to go a lot further in demonstrating how your proposed provision will be a better experience for pupils with these needs. It is also a chance to demonstrate how this school would add value compared to existing provision in both the state and private sectors locally. You fail to do this.

AAT response: LBRuT and RBKuT use a variety of special schools to place pupils who need specialist provision. A list of these can be found on the Local Offer on their websites. With the growing population, there are no more special school places to meet the demand. A school specialising in speech, language and communication needs will add tremendous value to the existing local provision.

- Unsure: Depends on outcome
- Unsure: I can't read the questions as there is something wrong with the layout of your screen obscuring part of the wording.
- Unsure: Not those whose children do not come within the admissions criteria, because their needs have not been properly identified through the EHCNA or because too narrow a cohort is being targeted. See comments on admission policy.

AAT response: In order for us to meet needs as effectively as possible, it has been necessary to produce tightly defined admissions criteria, rather than providing more generic and less specialist places. If needs have not been correctly identified through the formal assessment process this should be addressed with the LA's SEN section. We are prepared to look at independent Speech and Language Therapy reports in addition to those submitted as part of the referral process.

- Unsure: I would like to answer 'yes' but I think that these two large boroughs might require a school each, not one school for both boroughs, hence my reply ' unsure '.

AAT response: Richmond and Kingston are, by population, relatively small London boroughs. The data held by the local authority suggests that the proposed school should be able to provide an adequate number of places for this particular special educational need at the present time.

- Yes: but I am concerned that the Borough still does not have a school offering a 'whole school approach' to dyslexia
- Yes: My child has ASD with PDA. She's currently in year 1 mainstream, but her attendance is sporadic. We are starting the EHCP process but have already been advised that even autism schools mostly can't cope with PDA as it presents so differently. We'd love to find a school where she could be happy and definitely agree that more choice is needed for SEN children locally.
- Unsure: it depends on the needs of each individual SEN child, their health issues, their families etc. You can't just make a statement like that without considering all the factors that play a role.
- Unsure: Obviously only for parents of children who fit the entry criteria.

Question Six:

Do you have any comments and feedback on the draft admissions policy?

- Children are happy and..... facilities & with staff who are enthusiastic about the children.
- Seems to cover a range of individual additional needs very adequately
- I was not able to find the policy. In general, whilst you need to have clear guidelines on how you select pupils, there must not be a practise of arbitrariness (which could undermine you). It is necessary to consider many children who are likely to have co-morbidities (multiple layers of needs or

differences). Cognitive science shows us that rapid improvements are possible if you employ staff with correct backgrounds. Diet is also a major factor so you can concentrate (high quality protein).

AAT response: We are sorry you were unable to access the policy - it is on the website. If you would like to contact us, we will arrange to send a copy to you.

- Yes: Open and fair
- Yes: Incorrect siting. Would consider any special needs school should come directly under the local authority ie Richmond and Kingston Council.

AAT response: Neither Richmond nor Kingston directly control any of the five existing special schools in the boroughs. Strathmore and Clarendon are part of the Auriga Academy Trust, and the three Kingston special schools are part of the Orchard Hill College Academy Trust. We consider that the site is ideal for this school as it is relatively central to Richmond borough, enabling better community links and easier public and school transport.

- Unsure: EHCNAs (and so EHCPs) are often extremely flawed e.g SLT assessments can be refused, or very limited in scope. Likely that many children of mainstream ability (partic those with social communication needs but even with DLD) will not have their SLCN identified let alone be said to have SLCN as a primary barrier to learning. How will this be addressed in the admissions process to ensure you reach the children who will benefit? Can you widen scope of admissions and or carry out own SLT assessment?

AAT response: See answers above.

- The admissions policy seems a little narrow. Children with ASD may fit many of the criterion, but have an uneven cognitive profile, some low average non verbal reasoning skills and extremely low language skills. This provision sounds ideal to meet their needs and yet some may not meet the criteria for admissions because they cannot access a mainstream curriculum. In my opinion specialist schools should be developed for children who 'cannot' access mainstream learning.

AAT response: It is the intention of the Trust that Capella House will broaden the range of abilities for which schools within the Trust can cater. If pupils have an uneven cognitive profile and are unable to access the Capella House curriculum, another school within the Trust may be able to meet their needs more effectively.

- It needs to clarify that references to reports include reports from independent and/or privately instructed professionals in the relevant fields.

AAT response: We will ensure that the policy reflects that such reports can be included, in addition to those already mentioned.

- 1) Problem: I think your desire to allot places to LBRuT children is open to challenge.

AAT response: Both Richmond and Kingston will be commissioning places from the Trust at Capella House School. Under the terms of our current Memorandum of Understanding with AfC, places at Trust schools are first made available to local pupils. Any remaining places are then available to other authorities from the 15th February preceding the September in which they are due to start.

2) Problem: limiting the number of children displaying challenging behaviour to two per class is open to challenge.

AAT response: We propose to limit the number of pupils with identified social, emotional or mental health needs as their secondary need to two per class. Other pupils may have some non-neuro-typical behaviours as a result of their other difficulties. Under the Code of Practice, Local authorities must comply with parental preferences for school placements unless:

- *it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or*
- *the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources*

Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have. Where a local authority is considering the appropriateness of an individual institution, 'others' is intended to mean the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis.

3) What of 'cognitively average' children but whose speech/ communication problems are part of a wider suite of physical disabilities? These children also lack suitable specialist provision. Widen your appeal. Make your case properly by considering taking children like this.

AAT response: In the primary and secondary schools the main focus is on therapeutic education of speech, language and communication needs. The academic education will be appropriate to the cognitive ability of the young person with the SLCN, whether that be above average, average or below average. Both potential sites will be DDA compliant and no pupil will be refused a place as a result of any physical disability if their placement is otherwise appropriate.

- The EHCP process is flawed and inconsistent; applications should be considered on a case-by-case basis, regardless of EHCP status.

AAT response: Please see above.

- No: However I am concerned at the lack of information about staffing, availability of therapies etc. I do not see how this can be a valid consultation without that information.

AAT response: Please see above.

- Seems clear
- I feel it needs to expand to include children who do not have an EHCP but who have a (e.g. ASD) diagnosis, and who demonstrate the need for a special school.

AAT response: Unless a special school is in the independent sector, all pupils must have an EHCP in order to gain a place within the school. There are many “diagnoses” from various avenues and within the state sector, a standard criteria set must be followed by registered contracted professionals in order to arrive at a specific diagnosis of any condition. This is to ensure fairness of access.

- The link does not work

Comments Received and Responses Given at Consultation Events

Friday 11th January 2019

Q: Would the Primary Pupils be going in to the St Mary’s setting?

AAT - this is to be discussed closer to the opening but it is our aspiration to provide inclusion opportunities with neighbouring schools where appropriate. There will be opportunities for both schools to invite each other to events.

Q: Hoping to open in Sept 2019? What does this mean for placements and placement forms going back to the LA?

AAT - whilst the notional deadline is February 15th 2019, we will continue to receive and assess referrals beyond this date as we do for places within other Trust schools.

Q: How will the groupings be worked out in the Secondary setting?

AAT - Free Schools have flexibility to look at individual placements within the school. Everything will still go through the SEND team and paperwork, visits, ‘interviews’, etc. will happen to ensure that each individual pupil’s needs are understood and that they are in the most appropriate class groupings .

Q: Transition support is difficult in other areas and I’ve already put in the school choices, how would it work if I wanted to change the first choice school to this school?

AAT - It is still possible to change your choices - please speak directly to your SEN case worker.

Q: What criteria range in terms of cognition will the school be looking at?

AAT - An individual approach to recruitment of pupils will happen including looking at all avenues of information about an individual pupil. Whilst the school is designated

for pupils within the average cognitive ability range, we will also be mindful of those pupils with a “spiky” profile.

Q: Will fresh assessment happen on each pupil taken in to the school?

AAT - Formal assessments carried out as part of the initial EHCP process will not be routinely revisited (other than as part of the Annual Review Process or following a significant change). There will, however, be a bank of baseline assessments done on entry to the school to ensure progress can be effectively measured, followed by annual standardised testing and regular teacher assessments.

Q: What are the success criteria for ‘pupil achievement/success’ in terms of individuals?

AAT - individuals will be as independent as possible especially with communication; fit for life and employment including qualifications; with a clear pathway post-school.

Q: Does the school envisage a large proportion of its pupils coming from mainstream where they may not be coping?

AAT- it is flexible - some will come from mainstream or provisions attached to mainstream into the school. Some will never see a mainstream provision and be with us from Reception through to when they leave. Data suggests that there are growing numbers of pupils who have had successful primary experiences but either won't transition effectively to mainstream secondary or who find mainstream increasingly difficult as they get older. We therefore envisage some pupils starting at the beginning of or during KS3.

Q: What is your day going to look like?

AAT- We expect the school day to run from about 8.30 to 3.00pm - though this may be subject to some alteration in consultation with parents and our co-located schools. Secondary will follow a broad and balanced curriculum broadly similar to that found in mainstream secondary schools, but differentiated for individual pupils. In year 7 we will be using a primary teaching model in order to aid a smooth transition - with the classteacher delivering the majority of lessons and some specialist teaching available in certain subjects.

Primary will be more free flowing and the day times etc will be set in consultation closer to the time for opening.

Clarendon already shares some enrichment activities (both within the school day and after school) with Richmond-upon-Thames School. These inclusion opportunities will be planned with Capella House in the future (as pupils our will be more cognitively similar to their mainstream peers than those at Clarendon). We will also be mindful, however, that some pupils will have recently had a failing experience in mainstream settings - inclusion will happen only when pupil, parent and both schools agree that it is appropriate.

Q: In terms of Speech, Language and Communication interventions - what have you got in mind, and what specialisms do you expect the therapists to have?

AAT - classroom teachers have the greatest input with the fully integrated support of specialist therapists for planning, delivery and assessment of progress. The majority of therapeutic interventions will be class based. Some pupils with very specific needs may have some individual therapist intervention. Given the number of therapists that will be working at Capella House when full, we will be appointing therapists with a range of specialisms and strengths.

Q: What is the largest number of pupils for the first year?

AAT - We are currently looking at an intake of 14 pupils (potentially from years 6, 7 and 8) who will be arranged in two classes. At this stage we retain the flexibility to open with 21 pupils in 3 classes of 7 if a large number of appropriate referrals are made.

Q: How difficult do you expect teacher recruitment to be?

AAT - not as hard as some special schools because we have teachers already in the Trust that we can share across the sites, including a number of subject specialists. We can also take teachers from mainstream and train them up on the job. Working within the Auriga Academy Trust, and with our co-located schools, is an attractive option for many staff who wish to develop their skills and experience.

Q: Will teachers be specialist SLCN and for example a specialist maths teacher?

AAT- We will be looking for special needs trained teachers mainly from primary so their teaching across the curriculum is fantastic in the first instance. However if a teacher is fantastic with our pupils and an excellent teacher then that is more important. The Trust has trainers who can provide appropriate SEN training, and Capella House teachers will be working alongside Speech and Language Therapists every day to help them develop their specialist knowledge and expertise further. As the Capella House Secondary Centre fills up, we will then be looking to appoint more specialist teachers to provide excellent subject specific teaching leading to qualifications.

Q: What should parents do if they want to send their child here?

AAT- Ensure that your preference is clearly stated at your child's annual review, and speak directly with your SEN case worker. For further advice, please contact Lynn Majakas.

Q: Can a parent change their mind on a school if they want to on the choice form due in by Feb 15th 2019?

AAT - Not a problem. Put it in writing to your SEND Team and follow up in writing. Then alert Lynn here that you are interested. The AAT has the advantage of having four provisions that all meet different needs. This means we stand a very good chance of being able to accommodate and educate children with an EHCP and a broad range of cognitive abilities irrespective of SLCN or other need.

Monday 14th January 2019

Q: Will the new school be able to meet the needs of pupils with higher average cognitive levels but who would be too vulnerable in mainstream schools?

AAT - Yes, the proposed school will be able to meet a range of cognitive abilities for pupils with an EHCP and with speech, language and communication difficulties as their main presenting need. We aim for the Trust to be able to meet a broad range of cognitive needs across their settings. The small class groups that we are proposing will enable us to differentiate our teaching at an individual level. We acknowledge that some pupils present with a “spiky” cognitive profile and may have several different special educational needs. We will look very carefully at each referral to ensure that the child will benefit from the collaborative, therapeutically-rich environment we will be offering.

Q: How do you plan to reduce anxiety on transition into the school?

AAT - We will be following a largely primary teaching model in years 7 and 8, with the classteacher teaching the majority of lessons. This model is increasingly used in mainstream secondary schools who find it helps ensure a smooth transition from a primary setting. As pupils move up the school the amount of specialist subject teaching will increase to ensure we have the expertise necessary to deliver the curriculum at the level necessary for examination syllabi. We know that some of our pupils will have heightened anxiety and will find change challenging. We will aim to minimise change where possible, and ensure that the staff team for each class remains as stable as possible. However, we will also be challenging the pupils as we wish them to develop their resilience and ability to cope with some change. Being part of a Trust, and co-located with another Trust school, gives us the ability to use existing specialist staff to deliver specific subjects where necessary, which would otherwise be difficult in the first years of opening whilst the Capella House staff team is relatively small.

Q - Therapists and EP's are hard to appoint and to retain in Richmond - how do you propose to do this, and what will therapy actually look like in class?

AAT - Educational Psychology - Capella House will buy dedicated a package of dedicated EP time from AfC as Clarendon has done for many years. This provides effective support which can be directed by the school, separate from any statutory tasks.

OT - Occupational Therapy is now managed directly by the Trust (not as part of a wider AfC contract). At present we have budgeted for a full time Occupational Therapist in Capella once the school is full. A needs analysis is completed every two or three years, or if we see a significant change in the needs of pupils. Trust schools have seen a very significant uplift in the quantity and quality of occupational therapy since becoming Academies.

Physiotherapy will be provided through the AfC commissioning process and will be needs led as identified in the EHCP.

SALT - the commissioning process between AfC and providers has recently been reviewed - and Capella House will be part of the new arrangements. Each class at Capella House will have at least 0.5FTE speech and language therapist, and as the team grows we will be ensuring that new appointments to the team have a range of specialisms to meet the needs of our pupils.

As the Trust grows, and with it the diversity of needs within Trust schools, we will be able to offer an increasing range of personal development opportunities to therapy staff, making us an attractive working environment. In time, the Trust will be looking to appoint a Director of Therapies to ensure consistency of approach and delivery across Trust schools.

Q: Has the Trust considered being a teaching school for paediatric Occupational Therapists?

AAT - Yes, we are investigating links with training providers so that we can provide placements for trainee OT's (in addition to our qualified therapists), since OT's do not receive paediatric training in the UK.

Q: How will you decide which children to take into the new school?

AAT - We will continue to work in close cooperation with the SEN team. Once parents have indicated their preference for the school, paperwork will be submitted to us. This will need to include the EHCP, annual reviews and reports from the EP and therapists (particularly speech and language therapy). The papers will then be reviewed by the admissions panel within the school to ensure that the pupil would be a good match for the school and will benefit from the therapeutic offer. We will also consider the cognitive ability of the child - if necessary we may suggest other schools within the Trust which we may consider to be a better match. In addition, we will always try to see the child in their current setting, since we recognise that the EHCP provides a snapshot and does not always reflect the full abilities or needs of a child. We then notify SEN whether or not we believe we will be able to meet the needs of the child.

Q: When will you know whether you are opening in September 2019?

AAT - We are aiming to have more certainty in advance of the notional deadline for naming schools on the 15th February. This is dependent on the results of this

consultation, and the DfE agreeing a Supplemental Funding Agreement with the Trust. Although there is a notional deadline, in practice we will still be accepting referrals after this date. Whilst Richmond and Kingston are commissioning 14 places, any unfilled spaces will be available to other authorities after the 15th February. We are in the unusual situation of opening a new school in a newly completed building for our secondary pupils; we would consider pupils in years 6, 7 and 8 from September 2019. The Primary site is proposed to open in September 2020. In the event of a large number of additional appropriate referrals being made in years 6, 7 and 8, we are prepared to consider opening with three classes of seven (21 pupils) rather than two classes (14 pupils), though we would need to make this decision in time to appoint additional staff.

Q: Is there anything parents of outborough pupils can do to help secure a placement?

AAT - at present, it seems likely that there may be places remaining after the February deadline. Ensure that your case worker is aware of your preference for the school, and that the paperwork has been submitted via the SEN team in your home authority to the Richmond SEN team ready for consideration later in February.

Q: How does the proposed school compare with The Rise in Feltham?

AAT - The Rise is an autism specific setting. Whilst there will be some similarities, our pupils will have speech, language and communication as their main presenting need (though they may have a diagnosis of ASD too).

Q: How will you manage the gender balance? My daughter was the only girl in an autism provision which led to issues.

AAT - Nationally the proportion of boys receiving EHCP plans is very much higher than girls. However, the cohort for Capella House will be very important given the small class sizes. We will always try to ensure that we have a balanced gender mix in each class, and if necessary will consider mixed age groups to ensure that, for example, where possible a girl is not on her own in a class. Friendships will also be considered when making decisions about class groups if we have mixed age classes, since it will be important for pupils to fit in well with their immediate cohort.

Q: Will the new school be actively developing social interaction in and beyond the class settings?

AAT - Yes. In particular we will be ensuring that playtimes and other traditionally less-structured times are used to develop each pupil's social skills, through careful planning and the provision of some structured activities. We will ensure that we have expertise on the staff to develop the social use of language throughout the curriculum. We will also have opportunities for inclusion with the other schools on the campus, both Clarendon, (a special school for moderate learning difficulties) and

Richmond upon Thames School (a mainstream secondary). Pupils with communication difficulties often struggle with non-verbal communication, understanding nuance and with having a very literal understanding. This can make socialising and friendships very challenging and so it will be a priority to develop these skills. Where necessary we will be using makaton to reinforce our verbal communication - there is a makaton trainer within the Trust.

Q: How will you manage pupil behaviour? My daughter was bullied in her previous school and this was not well dealt with, leaving her with significant anxiety.

AAT - all staff at Capella House will have been trained in Team Teach, which will underpin our ethos. The programme teaches staff how to de-escalate situations effectively and, when necessary, to physically intervene with pupils safely and with dignity for the child. In the event of a physical intervention, parents will always be informed and will be involved in developing a personal handling plan to mitigate the risk of the behaviour reoccurring. We will also be training staff in restorative justice techniques, so that pupils are given the skills to start thinking through and resolving issues under the guidance of staff, rather than staff simply imposing sanctions for poor behaviour without tackling the underlying cause. We want our pupils to develop their resilience so that they are prepared for their transition to adulthood. We will be seeking opportunities for the class cohorts to develop as a team, and plan to offer Outward Bound in year 9 as a means of developing their teamwork skills and self-esteem.

Summary

In total, the Section 10 Consultation for Capella House School was completed by **103** respondents.

A total of **48** people attended the two consultation events.

All comments received, whether as part of a formal response or during the two consultation events, are recorded in this report. The Auriga Academy Trust has also provided their responses to those comments.

Responses to all questions were largely positive, as summarised below:

- **Question 1:** Do you support the proposal to open a new special school (Capella House School) for pupils with speech, language and communication needs from within Richmond and Kingston?

93.2% of respondents supported the proposal to open Capella House School.
1% did not support the proposal.

5.8% were unsure whether or not they supported the proposal.

- **Question 2:** Funding Agreement: in order for the school to open it will need to enter into a funding agreement with the Department for Education. Do you agree that the Department for Education should enter into a funding agreement with the Auriga Academy Trust to open Capella House School?

86.4% of respondents agreed that the DfE should enter into a funding agreement with the AAT to open Capella House School.

1.9% did not agree.

11.7% (most of whom were parents of pupils with SEND) were unsure.

- **Question 3: Vision and Values:** Capella House will be the third special school within the Auriga Academy Trust and will share the values of the Trust.

These are:

- For pupils to make outstanding progress
- To value the contribution of all
- To provide a personalised curriculum in real life contexts
- To develop and enhance communication skills
- To provide outstanding teaching and care
- To be an integral part of the local community

Do you support these visions and values?

94.2% of respondents supported the visions and values of the Trust.

0% did not support them.

5.8% were unsure.

- **Question 4:** There is an identified need for additional special school places for pupils with an Education, Health and Care Plan locally. There is no local state funded special school provision for pupils with speech, language and communication needs. Do you agree that Capella House School will provide much needed special school places for these pupils locally?

89.3% of respondents agreed that the new school will provide much needed school places

1.9% did not agree.

8.7% were unsure.

- **Question 5:** Do you agree that opening the proposed Capella House School will provide extra choice for parents with Special Educational Needs in Richmond and Kingston?

90.3% of respondents agreed that the new school will provide extra choice for parents

1% did not agree.

8.7% were unsure.

- **Question 6:** Do you have any comments and feedback on the draft admissions policy? (this can be viewed on the Auriga Academy Trust website aurigaacademytrust.org.uk)

13.6% of respondents made comments or gave feedback on the proposed admissions policy.

86.4% did not.

- **Question 7:** We want Capella House to be an integral part of the local community. Are there any services or facilities that you would like the school to offer the community?

38% of respondents would like access to sports facilities

33.1% would like access to adult learning opportunities

28.9% would like access to rooms and spaces.

These responses will be considered by the Trust's Outreach co-ordinator and Lettings Manager to ensure that the proposed school's buildings and expertise are available to the community.

Conclusion and next steps

Feedback received as part of this consultation has been predominantly supportive and positive. We are confident our school will provide additional much needed places for the parents/carers of pupils with SEND in the community we serve. This has been a common response received from those in support of the school. The Trust will now begin the process of agreeing a Funding Agreement for Capella House School with the Secretary of State for Education. We would like to thank all stakeholders who have taken the time to read and hear about our plans and provide feedback. We will continue to work with you to consider further feedback about the development of the school and to address concerns raised.

Appendix 1:

Distribution List

Hard copies of the consultation were delivered to individual dwellings in roads close to the proposed sites:

- Heathfield North
- Heathfield South
- Court Way
- Craneford Way
- Egerton Road
- Amyand Park Road
- Arragon Road
- Cornwall Road
- Devon Gardens
- Oak Lane
- Trafford Road
- Cheltenham Avenue

Copies were also placed in the following locations:

- Twickenham Library
- Richmond upon Thames Civic Centre
- Richmond upon Thames Children's Workforce Development Centre
- Kingston Guildhall
- All schools and centres within the Auriga Academy Trust

Electronic versions of the Consultation were sent to:

- All Richmond and Kingston schools
- All Richmond and Kingston SENCO's
- Richmond upon Thames College
- AfC Officers
- Members of the AfC SEN team
- SEN parent advocacy groups within the AfC area
- Therapy Managers within the AfC area

An advertisement publicising the consultation was placed in the Richmond and Twickenham Times and

A link to the online version of the consultation was placed on the Auriga Academy Trust Website, with links from all Trust school websites.

Trust schools also included information on the consultation in their newsletters to parents.

Appendix 2: Consultation document

We invite all interested parties to respond to this consultation questionnaire. Please return the completed form to: Auriga Academy Trust c/o Clarendon School, Egerton Road, Twickenham, TW2 7SL

Alternatively, an online version is available at aurigaacademytrust.org.uk. We look forward to receiving your views. The consultation will run from Friday 7th December 2018 until Friday 18th January 2019.

What is Capella House School?

Capella House is a new special school proposed to open in September 2019 and is part of the Auriga Academy Trust. The school, based in Twickenham, will offer places to 72 pupils aged 4 to 19 who have speech, language and communication difficulties and are within the average cognitive ability range.

It will be based on two sites:

Capella House Secondary Centre is proposed to open in September 2019 in Egerton Road, Twickenham. Initially it will offer places to between 14 and 21 pupils and reach its capacity of 44 pupils aged 11 to 19 by 2022/23. This building is complete and ready for occupation.

Capella House Primary Centre is proposed to open in September 2020 in Amyand House, Amyand Park Road, Twickenham (subject to further consultation and planning consent). Initially it will offer places to 14 pupils and will reach its capacity of 28 pupils aged 4 to 11 by 2022/23.

Why is a new special school needed?

There is an increase in the number of children who have speech, language and communication needs who require specialist provision. Currently, there are no special schools in Richmond or Kingston who meet the needs of these children within the average cognitive ability range; they have to travel further afield. These children and their families deserve a specialist educational setting within the local community.

What will it offer?

Capella House School will offer a specialist language-focused environment with a collaborative, class-based approach to the delivery of speech and language therapy. It will provide specialist teaching, speech & language and occupational therapies. Class sizes will be small and will enable learners to focus on a differentiated curriculum, including aspects of the national curriculum, designed to support their individual needs. All pupils will work towards nationally recognised accreditations including GCSEs, BTECs and vocational courses.

What is the Auriga Academy Trust?

The Auriga Academy Trust was established on 1st October 2016 and aims to provide outstanding special needs provision for the local community. The Trust already successfully operates the highly regarded Strathmore and Clarendon Schools, both recently relocated in new state of the art facilities. Each school maintains its unique identity and ethos.

Through the Trust, the schools work together to ensure maximum benefit for all pupils through shared best practice, resources and economies of scale. Importantly, we aim to ensure that we provide an outstanding local school for children with special educational needs (SEN) who might otherwise have to travel far beyond their own communities to attend independent specialist schools.

If you wish to find out more, you are invited to attend on either Friday 11th January 2019 from 5 to 7pm (presentation at 6pm) or Monday 14th January from 6 to 8pm (presentation at 7pm) at the proposed site for Capella House Secondary Centre, Egerton Road, Twickenham TW2 7SL



Capella House

Section 10 Consultation Capella House School

We are pleased to announce the launch of our Section 10 Consultation. The consultation is a required part of the process of opening a new school (set out under section 10 of the Academies Act 2010).

Section 10 Consultation Questionnaire

The consultation will run until Friday 18th January 2019. Please return your responses by this date either by post to the address overleaf, or by completing the online form at aurigaacademytrust.org.uk

1. Do you support the proposal to open a new special school (Capella House School) for pupils with speech, language and communication needs from within Richmond and Kingston?

YES NO UNSURE

Any Comments:

2. Funding Agreement: In order for the school to open it will need to enter into a Funding Agreement with the Department for Education. Do you agree that the Department for Education should enter into a Funding Agreement with the Auriga Academy Trust to open Capella House School?

YES NO UNSURE

Any Comments:

3. Vision and Values: Capella House will be the third special school within the Auriga Academy Trust and will share the values of the Trust:

- for pupils to make outstanding progress
 - to value the contribution of all
 - to provide a personalised curriculum in real life contexts
 - to develop and enhance communication skills
 - to provide outstanding teaching and care
 - to be an integral part of the local community
- Do you support these Visions and Values?

YES NO UNSURE

Any Comments:

4. There is an identified need for additional special school places for pupils with an Education Health and Care Plan locally. There is no local state-funded special school provision for pupils with speech, language and communication needs. Do you agree that Capella House School will provide much needed special school places for these pupils locally?

YES NO UNSURE

Any Comments:

5. Do you agree that opening the proposed Capella House School will provide extra choice for parents of pupils with Special Educational Needs in Richmond and Kingston?

YES NO UNSURE

Any Comments:

6. Do you have any comments and feedback on the draft admissions policy? (This can be viewed on the Auriga Academy Trust website: aurigaacademytrust.org.uk)

Comments:

7. We want Capella House to be an integral part of the local community. Are there any services or facilities that you would like the school to offer the community? Please tick all that apply:

- Use of Sports Facilities
 Use of Rooms/Halls
 Access to Adult Learning

8. About you: Please tick one box that best describes the capacity in which you have completed this form

- Local Resident
 Parent of a pupil with SEND
 Member of staff or Governor in a local school
 Professional working with children with SEND

Other: _____

Optional: If you would like us to stay in touch and to provide you with the outcome of this consultation, please provide your contact details below:

Your name:

Your email address: