

## **Capella House Free School**

### **Admissions Policy**

**Capella House is part of The Auriga Trust Academy which delegates the admissions to the Capella House School's Admissions Panel.**

#### **Age Range and Pupils Provided For:**

Capella House is a day, co-educational special school for pupils aged 4-19 whose primary or main presenting needs relate to difficulties with speech, language and communication.

Pupils will be in classes of 7, with mixed age groups in the primary years, discrete year groups in KS3 and 4, and a total of 9 post-16 students in Years 12-14.

On opening, the school will admit 14 - 21 pupils. This will increase annually to a total capacity of 72 pupils in the fourth year of operation.

The school offers:

- Specialist teaching and support staff with additional appropriate qualifications, training and experience
- A collaborative, classroom-based approach to the delivery of speech and language therapy
- Occupational therapy led by an Occupational Therapist trained in the delivery of Sensory Integration Therapy
- Access to a differentiated mainstream curriculum
- A variety of approaches to the development of literacy skills through programmes and strategies based on clinical research and best practice
- Inclusion opportunities with mainstream peers if appropriate
- A broad range of nationally recognised qualifications
- Outreach work and the sharing of good practice
- A broad range of specialist support from other professionals and staff from across the Auriga Academy Trust

#### **Admissions Process:**

Capella House will admit pupils where the school is named by a local authority on the child's Education, Health and Care Plan (EHCP).

Parents wishing their children to benefit from our provision should ask their local authority to name our school in their child's EHCP.

The majority of places at Capella House will be commissioned by Achieving for Children (AfC) who act for the Local Authority for the London Borough of Richmond-upon-Thames and the Royal Borough of Kingston. Any places which remain unfilled by February 15<sup>th</sup> in the academic year preceding a September start date will then be available to any other Local Authorities.

These arrangements are set out in a Memorandum of Understanding between the Auriga Academy Trust and AfC. This is reviewed annually and has clear routes for any escalation and resolution of disputes.

Prior to naming the school, the LA must consult with the school in line with their statutory obligations. The school will consider all documents submitted by the LA, including the Education, Health and Care Plan (with appendices), the most recent annual review report which must include a Speech and Language Therapist's report (from within the previous 12 month period). In addition, the following documentation will be considered where available:

- Other school reports, including assessments of attainment and any standardised test results
- The most recent Educational Psychologist's report
- The most recent Occupational Therapist's report
- The most recent reports from other medical professionals
- Therapy and Education reports completed by independent professionals

(All preferably within the last two years).

At this stage, a senior member of Capella House staff may visit the pupil at their current placement.

These documents will then be considered by the school's admissions team, which will include the Headteacher and a speech and language therapist. To formulate a response to the Local Authority, the team will determine whether Capella House would be suitable for the age, aptitude or special educational needs of the child, and whether a placement at Capella House would be compatible with the efficient education of others and an efficient use of resources. In order to make this judgement, the team will consider the following criteria;

#### **Admissions Criteria:**

- The pupil will have an Education, Health and Care Plan
- The pupil's main presenting need is a persistent speech, language and/or communication difficulty and that this is the primary barrier to learning and the development of life and social skills
- The pupil requires integrated speech and language therapy intervention to support their learning and developmental needs
- The pupil has speech, language or communication needs that are at least one standard deviation lower than their non-verbal cognitive ability
- The pupil has the academic ability to access a mainstream curriculum, with cognitive abilities that are at least in the lower average range
- The pupil is able to participate in a social learning environment
- There is an appropriate peer group for the pupil

In addition, the following may be considered;

- Parents have expressed a preference for a placement at Capella House.
- Whether the pupil might require additional supervision or support in order that the pupil and/or others may not be put at risk. This would be individually assessed.
- Any needs in addition to their main presenting need of speech, language and communication difficulties for which we can cater and which may include;
  - Anxieties
  - Autism
  - Difficulties with attention and memory
  - Difficulties with friendships and social relationships
  - Medical needs
  - Motor dyspraxia

- Poor problem-solving and independence skills
- Poor self-image and low self-esteem
- Sensory impairments
- Social, emotional and mental health difficulties\*
- Specific learning difficulties

*\*Capella House will carefully consider the placement of pupils displaying some neuroatypical behaviour within the context of the overall needs of the pupil's potential cohort and the school as a whole. A maximum of two pupils per class with these social, emotional and mental health needs in addition to their SCLN, may be admitted.*

The Capella House School's admissions team will then write a response to the LA for their careful consideration prior to a decision being made on whether or not to name Capella House in the Education, Health and Care Plan.

**NB:** In exceptional cases, Capella House may accept referrals for pupils to be assessed for an EHCP. Such assessment places would cease at the end of the assessment process unless the assessments demonstrate that the pupil's difficulties make a permanent placement at Capella House appropriate.

Any assessment should be completed within the 20 weeks set out in the SEND Code of Practice (2014).

Children being assessed for an EHCP will be dual registered and return, full time, to their mainstream school if the LA decides not to issue an EHCP.

Details of the arrangements for assessment placements are also outlined in the Memorandum of Understanding.

#### **Late Applications:**

The school will take referrals for any unfilled places at any point in the academic year. Intake is not restricted to September only.

#### **Appeals:**

If a Local Authority decides not to name Capella House on the child's Education, Health and Care Plan, or if the school is named against the parent's wishes, parents should first approach the Local Authority to discuss the decision. They may also have the right of appeal to the First-tier Tribunal (SEN and Disability) operated in accordance with the SEND Code of Practice. The application forms and guidance can be found on [www.justice.gov.uk/tribunals/send](http://www.justice.gov.uk/tribunals/send)

#### **Equal Opportunities:**

Capella House adheres to all applicable education and equality legislation including The Education Act 1996, The Children and Families Act 2014, the SEND Code of Practice (2014) and The Equality Act 2010 and any future amendments.

Other school policies and further information can be found via the Capella House School website: [www.capellahouse.org.uk](http://www.capellahouse.org.uk)

## Will Capella House School be right for your child?

