

The Auriga Academy Trust

Admissions Policy

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1. Aims

This policy aims to:

- Explain **how to request** a place at the school
- Set out the school's **arrangements for offering places in response to consultations from appropriate Local Authorities**

2. Legislation and statutory requirements

This policy follows relevant advice from the Department for Education (DfE):

- SEN Code of Practice (2014)
- [School Admissions Code](#)
- [School Admission Appeal Code](#)

As a Trust, each school within the Trust is required by its funding agreement to comply with these codes, and with the law relating to admissions as set out in the School Standards and Framework Act 1998.

This policy complies with the Trust's Funding Agreement and Articles of Association.

3. Admissions Process

Prior to deciding if you wish to send your child to any of the Trust schools, you should contact the individual school directly and enquire about a visit. Each school has different arrangements for hosting visits.

Schools within The Auriga Academy Trust will admit pupils where the school is named by a local authority on the child's Education, Health and Care Plan (EHCP).

Children are placed at schools by the LA through a process that includes parental preference and professional advice, followed by consultation with the Auriga Academy Trust who delegate this responsibility to the school's Local Governing Body. This process seeks to ensure that the school can meet the individual child's needs and that such a placement is in keeping with the guidance laid

down by the SEN Code of Practice, particularly regarding the educational needs of other children in the school.

The majority of places at our schools 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.

Parents must make a request to their Local Authority for a place at their preferred school. All requests for places must come from the pupil's own Local Authority. Where the pupil lives outside of Richmond and Kingston, that Authority must consult Achieving for Children.

Any places which remain unfilled by February 15th in the academic year preceding a September start date will be available to any other Local Authority.

Prior to naming the school, the Local Authority must consult with the school in line with their statutory obligations. The school will respond to formal consultations within 15 days unless school holidays require a delay in responding which the school will request.

The response will also indicate the level of support the school assesses the pupil to need (Banding Level) and any specific arrangements the Local Authority is required to provide to cater for the pupil's needs (e.g. commissioning additional therapy or specialist equipment).

The school will also consider all documents submitted by the Local Authority, including the Education, Health and Care Plan (with appendices), and 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

These documents will then be considered by the school's admissions team, which will include the Headteacher.

To formulate a response to the Local Authority's formal consultation request, the team will assess if they can meet the needs of the pupil (which will usually involve visiting the pupil in their current setting or at home). The school will then offer a place providing that:

1. The placement is appropriate for the age, ability, aptitude and special educational needs of the child or young person
2. The attendance of the child or young person is compatible with efficient education of others, and the efficient use of resources

Where a pupil does not have an EHCP, the Local Authority will consult the School on an Assessment Placement. Where the pupil lives outside of Richmond and Kingston that Authority must also consult Achieving for Children. On receiving this request, the school will (in agreement with parents / carers) undertake a home visit to initially assess if we can meet the pupils needs. If the school believes that it is appropriate for an Assessment Placement, we will inform the Local Authority and arrange for the pupil to begin attending as soon as possible. An assessment will be completed within the 20 weeks set out in the SEND Code of Practice (2014) and a Banding Level allocated indicating the level of support the school assesses the pupil to need.

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

4. Admissions Criteria

The needs of the pupils will meet one or more of the below criteria

- The pupil will have an Education, Health and Care Plan.

- The pupil's main presenting need is one of either
 - persistent speech, language and/or communication difficulty and that this is the primary barrier to learning and the development of life and social skills (primarily met by Capella House School).
 - moderate learning difficulties and additional complex needs including Autism (primarily met by Clarendon School and The Gateway).
 - or Severe and Profound Learning Difficulties including those with a dual diagnosis of autism and / or physical / sensory disabilities (primarily met by Strathmore School).
- The pupil requires integrated speech and language and occupational therapy intervention to support their learning and developmental needs.
- There is an appropriate peer group for the pupil.

In addition, the following may be considered;

- Parents have expressed a preference for a placement in one of our schools.
- Whether the pupil might require additional supervision or support in order that pupil's learning needs can be met.
- Any needs in addition to their main presenting need for which one of our schools cater and which may include;
 - Autism
 - Specific learning difficulties
 - Sensory impairments
 - Medical needs
 - Motor dyspraxia
 - Anxieties
 - Difficulties with attention and memory
 - Difficulties with friendships and social relationships
 - Poor problem-solving and independence skills
 - Poor self-image and low self-esteem

Each school will carefully consider the placement of pupils displaying some neurotypical behaviour within the context of the overall needs of the pupil's potential cohort and the school as a whole with reference to the attendance of the child or young person being compatible with efficient education of others, and the efficient use of resources.

5. In-Year Applications

You can enquire about a place for your child at any time. If there are no spaces available at the time of your enquiry, you will need to find alternative appropriate provision and liaise with the Local Authority.

6. Appeals

If a Local Authority decides not to name the school 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

7. Monitoring arrangements

This policy will be reviewed and approved by the Trust annually, following a review of each schools admissions arrangements.

8. Equal Opportunities

The Auriga Academy Trust 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 school's website:

www.capellahouse.org.uk

www.clarendon.richmond.sch.uk

www.strathmore.richmond.sch.uk

Appendices: School Specific Admission Arrangements

Appendix 1: Capella House Admissions Arrangements

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

Capella House is a day, co-educational special school for pupils aged 4-16 whose primary or main presenting needs relate to difficulties with speech, language and communication.

The school opened 1 September 19 with 14 pupils and is expected to reach its total capacity of 70 pupils in the fourth year of operation. Pupils are in classes of 7, with mixed age groups in the primary years, discrete year groups in KS3 and 4.

In addition to their main presenting need of speech, language and communication difficulties, the school can cater for additional needs, which may include a range of specific difficulties that impact on a pupil's learning. Capella House School considers admissions based on three questions:

- Can the school meet the needs of the child?
- Will the child flourish at the school?
- Will the child's admission to the school have a detrimental impact on others attending the school?

This provision provides a supportive and safe environment where young people and staff will learn and enjoy their school days together. Partnerships between home and school will also play a key role; we will empower our pupils to shine.

We welcome and expect parents / carers to visit school prior to requesting a placement. We recommend that when they visit, parents / carers bring someone who knows the child well.

The Auriga Academy Trust is the admission authority and is also responsible for arranging and providing the appeals process against a refusal.

Appendix 2: Clarendon School Admissions Arrangements

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

Clarendon is a school for 140 pupils aged 4-16 with **moderate learning difficulties and additional complex needs, including autistic spectrum disorder (ASD).**

In addition to their main presenting need of moderate learning difficulties, the school can cater for additional needs, which may include;

- Anxieties
- Speech, language and communication
- 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

The Gateway Centre is a secondary provision situated adjacent to Twickenham School but managed by Clarendon. There are 20 places available for young people who have ASD.

Our team work together provides the best education and pastoral care to ensure that Clarendon is a place of learning for everyone. We want our pupils to achieve their full potential in their academic, social, creative, personal, physical and moral development and to grow in confidence and become as independent as possible.

We welcome and expect parents/carers to visit school prior to requesting a placement. We recommend that when they visit, parents/carers bring someone who knows the child well.

The Auriga Academy Trust is the admission authority and is also responsible for arranging and providing the appeals process against a refusal.

Appendix 3: Strathmore School Admissions Arrangements

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

Strathmore is a happy, thriving, oversubscribed and growing special school for children and young people aged 4 -19 with **severe or complex learning difficulties**.

In addition to their main presenting need of severe or complex learning difficulties, the school can cater for additional needs, which may include;

- Autistic Spectrum Disorders (ASD)
- Physical Disabilities
- Sensory Impairments
- Specific Syndromes, e.g. Rett's, Down's

We are committed to supporting all our pupils to achieve and enjoy and be stimulated and challenged to fulfil their potential. Our highly qualified and dedicated staff have high expectations of our pupils and we all have the highest expectations of ourselves.

We welcome and expect parents/carers to visit school prior to requesting a placement. We recommend that when they visit, parents/carers bring someone who knows the child well.

The Auriga Academy Trust is the admission authority and is also responsible for arranging and providing the appeals process against a refusal.