



Office of
the Schools
Adjudicator

Local Authority Report

To

The Schools Adjudicator

From

Redcar and Cleveland Local Authority

30 June 2018

Report Cleared by (Name & Title): Sue Beevers, Principal Manager, Services to Schools.

Date submitted: 29 June 2018

By (Name & Title): Mr M Sivills, School Admissions Officer

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www.gov.uk/government/organisations/office-of-the-schools-adjudicator

Please email your completed report to: osa.team@osa.gsi.gov.uk by **30 June 2018 and earlier if possible**

Introduction

Section 88P of the School Standards and Framework Act 1998 (the Act) requires every local authority to make an annual report to the adjudicator. The Chief Adjudicator then includes a summary of these reports in her annual report to the Secretary for State for Education. The School Admissions Code (the Code) sets out the requirements for reports by local authorities in paragraph 6. Paragraph 3.23 specifies what must be included as a minimum in the report to the adjudicator and makes provision for the local authority to include any other issues. The report **must** be returned to the Office of the Schools Adjudicator by **30 June 2018**.

The report to the Secretary of State for 2017 highlighted that at the normal points of admission the main admissions rounds for entry to schools work well. The Chief Adjudicator expressed less confidence that the needs of children who need a place outside the normal admissions rounds were so well met. In order to test this concern, local authorities are therefore asked to differentiate their answers in this year's report between the main admissions round and in year admissions¹. The order of this template for the annual report by local authorities reflects this.

Information requested

1. Normal point of admission

A. Determined arrangements

- i. Please specify the date your local authority determined its arrangements for admissions in 2019 for its voluntary controlled and community schools. Please state if this question is not applicable as there are no voluntary controlled or community schools in the local authority area.

DD/MM/YYYY

08/03/2018

- ii. Please specify the date the determined arrangements for voluntary controlled and community schools were published on the local authority's website. Say if not applicable.

DD/MM/YYYY

15/03/2018

¹ By in year we mean admission at the start of any school year which is not a normal point of entry for the school concerned (for example at the beginning of Year 2 for a five to eleven primary school) and admission during the course of any school year.

iii. What proportion of arrangements for own admission schools was provided to the local authority by 15 March?

Not applicable None Minority Majority All

	Primary including middle deemed primary	Secondary including middle deemed secondary	All through
iv. How many sets of admission arrangements of schools that are their own admission authority were queried directly by your local authority because they were considered not to comply with the Code?	Nil	Nil	N/A
v. If, when you considered arrangements for own admission authority schools for 2019, you had any concerns about Code compliance, please indicate which paragraphs of the Code you thought were mainly being breached. None			
vi. Further comment: please provide any comments on the determination of admission arrangements not covered above. The Admissions section did have to chase a number of schools .academies for their admission policies. As a number of schools are nlow converting to Academy statuse or joining Multi Academy Trusts at various times of the year this does pose an issue.			

B. Co-ordination

i. Provision of rankings: what proportion of own admission authority schools provided their rankings correctly undertaken by the agreed date?

Not applicable None Minority Majority All

How well did co-ordination of the main admissions round work?	Not well	A large number of small problems or a major problem	Well with few small problems	Very well
ii. Reception				Yes
iii. Year 7				Yes

iv. Other relevant years of entry				N/A
v. Please give examples to illustrate your answer: We only have a a small number of schools.academies that ranked their own admissions and there was no issue.				

C. Looked after and previously looked after children

i. How well do admission arrangements in your local authority area serve the interests of looked after children at normal points of admission?

- Not at all Not well Well Very well Not applicable

ii. How well do the admission arrangements in other local authority areas serve the interests of your looked after children at normal points of admission?

- Not at all Not well Well Very well Not applicable

iii. How well do admission arrangements in your local authority area serve the interests of previously looked after children at normal points of admission?

- Not at all Not well Well Very well Not applicable

iv. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement:

Difficulties lie around the delayed response times of academies to reply to admission requests from the Local Authority.

Further difficulties around academies, particularly at secondary level showing a lack of willingness to take LAC who have been out of education for a period of time.

D. Special educational needs and disabilities

i. How well served are children with disabilities and/or special educational needs who have an education health and care plan or a statement of special educational needs that names a school at normal points of admission?

- Not at all Not well Well Very well Not applicable

ii. How well served are children with disabilities and/or special educational needs who do not have an education health and care plan or a statement of special educational needs at normal points of admission?

Not at all Not well Well Very well Not applicable

iii. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement.

2. In year admissions

A. The number of in year admissions. We are asking for two years' data for comparative purposes. If you do not have the data for the year 1/9/16 to 31/8/17 available, please still provide the data for 1/9/17 to 31/3/18.

i.	Primary aged children	Secondary aged children
Number of in year admissions between 1/9/17 and 31/3/18	To date 384	To date 190
Number of in year admissions between 1/9/16 and 31/8/17	523	241
The reasons for children seeking in year admission will vary across the country. What do you consider to be the main reasons in your area?	Parents not happy or falling out with current school	Parents not happy or falling out with current school

ii. The Code requires the setting of a published admission number (PAN) for each normal year of entry. In the annual reports for 2017 several local authorities referred to problems in relation to in year admissions when schools which are their own admission authority refuse to admit applicants even if the year group concerned contains fewer children than the relevant PAN suggested could be accommodated. This was referred to sometimes as 'capping' in-year admissions and local authorities observed that it reduced the number of places available below that anticipated by the local authority. Please comment on your experience as a local authority.

We are not aware of "capping" in any school within this authority. We do, however, have instances where some schools refuse admission even though there is a place available within the PAN. This is usually where the child concerned has behaviour or attendance issues. Most of these cases are resolved by discussion with the school concerned, but we do have cases that have to go

through the appeal process.

B. Co-ordination of in year admissions

i. To what proportion of community and voluntary controlled schools does the local authority delegate responsibility for in year admissions?

- a) Primary: Not applicable None Minority Majority All
b) Secondary: Not applicable None Minority Majority All
c) All-through: Not applicable None Minority Majority All

d) What do you consider to be the advantages and disadvantages of delegating responsibility for in year admissions (where applicable)?

N/A

ii. For what proportion of own admission authority schools does the local authority co-ordinate in year admissions?

- a) Primary: Not applicable None Minority Majority All
b) Secondary: Not applicable None Minority Majority All
c) All-through: Not applicable None minority Majority All

d) What do you consider are the advantages and disadvantages of the local authority co-ordinating in year admissions (where applicable)?

With the local authority co-ordinating, we can keep track of children and ensure they attend school.

C. Looked after children and previously looked after children

i. How well do in year admission arrangements in your local authority area serve the interests of looked after children?

- Not at all Not well Well Very well Not applicable

ii. How well do the in year admission arrangements in other local authority areas serve the interests of your looked after children?

- Not at all Not well Well Very well Not applicable

iii. How well do in year admission arrangements in your local authority area serve the interests of previously looked after children?

Not at all Not well Well Very well Not applicable

vii. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement:

Difficulties lie around the delayed response times of academies to reply to admission requests from the Local Authority.

Further difficulties around academies, particularly at secondary level showing a lack of willingness to take LAC who have been out of education for a period of time.

D. Children with disabilities and children with special educational needs

i. How well served are children with disabilities and/or special educational needs who have an education health and care plan or a statement of special educational needs that names a school when they need to be admitted in year?

Not at all Not well Well Very well Not applicable

ii. How well served are children with disabilities and/or special educational needs who do not have an education health and care plan or a statement of special educational needs when they need to be admitted in year?

Not at all Not well Well Very well Not applicable

iii. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement:

iii. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement.

Each school has a dedicated SEND Link Officer which allows for working relationships to be built and consistency in joint working with the LA and schools. Annual Reviews are planned in accordance with statutory timescales and any issues or concerns can be discussed with the Link Officer to provide a joint response. When necessary an interim review will be arranged, advice sought from specialist services.

The Link Officers host 'Cluster' meetings on a termly basis. This is an opportunity for a number of schools to get together, share examples of good

practice around SEND and receive information, support and guidance.

For children with SEND who do not have an EHCP, the Link Officer and the LA's Inclusion Service provide advice, support and guidance to schools. Children will have a SEN Support Plan which highlights their support needs and the resources required. This is monitored and reviewed by the school; if progress is not being made then consideration will be given if an EHCP is necessary.

The SEND Ranges Guidance has been developed as a resource for all educational settings.

E. Other children

i. How well served are other children when they need to be admitted in year?

Not at all Not well Well Very well Not applicable

ii. Paragraph 3.12 of the Code - several local authorities referred to paragraph 3.12 in their annual report for 2017 stating that this was being used "*inappropriately*" by some admission authorities. Please could you comment on your experience as a local authority:

This authority has a fair Access Protocol agreed by all schools. All children who fall under the protocol policy are automatically referred for admission under the protocol. There are cases where schools refuse to admit a child with challenging behaviour that do not fall within the protocol policy. These are usually resolved by discussion with the school concerned.

3. Fair Access Protocol

A. Has your Fair Access Protocol been agreed with the majority of state-funded mainstream schools in your area?

Yes for primary
 Yes for secondary

B. If you have not been able to tick both boxes above, please explain why:

C. How many children have been admitted or refused admission under the Fair Access Protocol to schools in your area between 31 March 2017 and 31 March 2018? The figures below are from 1 September 2017 to date.

Type of	Number of children admitted	Number of children refused
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School	admission			
	Primary aged child	Secondary aged child	Primary aged children	Secondary aged children
Community and voluntary controlled	2	4	NIL	NIL
Own admission authority schools	NIL	14	NIL	1
Total				

D. If a number of children have not secured school places following the use of the protocol, please indicate what provision is made for these children.

The child refused is on role at our Pupil Referral Unit.

E. How well do you consider hard to place children are served by the Fair Access Protocol in your area?

Not at all Not well Well Very well Not applicable

F. Please explain your answer giving examples of good and poor practice, successes and difficulties as appropriate.

All school but one admitted under the protocol.

4. Directions

A. How many directions did the local authority make between 31 March 2017 and 31 March 2018 for children in the local authority area?

	Primary aged children (not looked after)	Primary aged looked after children	Secondary aged children (not looked after)	Secondary aged looked after children
Voluntary aided or foundation	NIL	NIL	NIL	NIL

B. Please add any comments on the authority's experiences of making directions.

N/A

C. How many directions did the local authority make between 31 March 2017 and 31 March 2018 for a maintained school in another local authority area to admit a looked after child?	
For primary aged children	For secondary aged children
NIL	NIL
D. Please add any comments on the authority's experiences of making directions. N/A	

E.	How many requests to the ESFA to direct an academy to admit a child did the local authority make between 31 March 2017 and 31 March 2018?	How many children were admitted to school as a result of the request for a direction by the local authority to the ESFA between 31 March 2017 and 31 March 2018?	How many requests were outstanding as at 31 March 2018?
For primary aged children (not looked after)	NIL	N/A	NIL
For primary aged looked after children	NIL	N/A	NIL
For secondary aged children (not looked after)	NIL	N/A	NIL
For secondary aged looked after children	NIL	N/A	NIL
F. Please add any comments on the authority's experiences of requesting directions. N/A			

G. Any other comments on the admission of children in year.

5. Pupil, service and early years pupil premiums (the premiums)

A. How many community	Primary	Secondary	All through
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or voluntary controlled schools in the local authority area will use a premium as an oversubscription criterion for admissions in 2019?	including middle deemed primary	including middle deemed secondary	
Pupil premium	NIL	NIL	N/A
Service premium	NIL	NIL	N/A
Early years pupil premium	NIL	N/A	
Total number of schools using at least one premium in their oversubscription criteria	NIL	NIL	N/A

B.		How many own admission authority schools in your area will use one of the premiums as an oversubscription criterion for 2019?	Total number of own admission authority schools using at least one of the premiums in their oversubscription criteria for 2019
Primary including middle deemed primary	Early years	NIL	NIL
	Pupil	NIL	
	Service	NIL	
Secondary including middle deemed secondary	Pupil	NIL	NIL
	Service	NIL	
All through	Early years	N/A	N/A
	Pupil	N/A	
	Service	N/A	
C. Do you have any further comments on the use of premiums?			

6. Electively home educated children

A. How many children were recorded as being electively home educated in the local authority area on 29 March 2018?

95

B. Any comments to make relating to admissions and children electively home educated?

There are concerns about the increase of the number of children now been Home

Educated. It is felt that it is too easy for parents to elect for Home Education. This is often done by parents who have no idea of what Home Education involves, often done in haste after a minor falling out with the school and then within a short while apply for a place back in mainstream school.

7. Other matters

Are there any other matters that the local authority would like to raise that have not been covered by the questions above?

The Local Authority and Schools and Academies in the Borough are concerned by the number of Mid term admission requests that parents are submitting. It is the view of the Authority and its schools that the number of mid year transfers can have a destabilising effect on both the school and the individual child's education.

8. Feedback on the Local Authority Report template

In previous years we have asked for feedback on the process of completing the template in the following November to inform what is asked in the following year. We are aware that it may be easier to provide feedback on providing information for the annual report at the time rather than later. We would therefore be grateful if you could provide any feedback on completing this report to inform our practice for 2019.

It is difficult getting figures from March to March. It is far easier to get figures for an academic year.

Thank you for completing this template.

Please return to Lisa Short at OSA.Team@osa.gsi.gov.uk by 30 June 2018