



Office of  
the Schools  
Adjudicator

**Local Authority Report**

to

**The Schools Adjudicator**

from

**Havering Local Authority**

to be provided by

**30 June 2020**

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**Date submitted: 5 June 2020**

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**[www.gov.uk/government/organisations/office-of-the-schools-adjudicator](http://www.gov.uk/government/organisations/office-of-the-schools-adjudicator)**

**Please email your completed report to: [osa.team@schoolsadjudicator.gov.uk](mailto:osa.team@schoolsadjudicator.gov.uk)  
by 30 June 2020 and earlier if possible**

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## Introduction and guidance on completing the report – Revised April 2020

1. 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 matters. This is a revised template issued in the light of the Covid-19 pandemic.
2. This template requests local authorities only for:
  - a) information about how admission arrangements in the area of the local authority serve the interests of looked after children and previously looked after children, children with disabilities and children with special educational needs, including any details of where problems have arisen;
  - b) an assessment of the effectiveness of Fair Access Protocols and co-ordination in their area, including how many children were admitted to each school under them.
3. We would be grateful if local authorities would follow the approach used in statutory provisions and in the Department for Education Statistical First Release<sup>1</sup> and the Education Middle School (England) Regulations 2002<sup>2</sup>.
4. Local authorities are, of course, free to comment on any other matters not specifically addressed in this template if they wish to do so under section 3. The views expressed by local authorities in previous years also remain a matter of public record.
5. The report **must** be returned to the Office of the Schools Adjudicator by **30 June 2020**.

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<sup>1</sup> [Department for Education Statistical First Release](#)

<sup>2</sup> [The Education Middle School \(England\) Regulations 2002](#)

## Information requested

### Section 1 - Normal point of admission

#### A. Co-ordination

i. 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
Reception				Y
Year 7				Y
Other relevant years of entry				Y
ii. Please give examples to illustrate your answer if you wish:				
<p> Havering participates in the highly successful Pan London Admissions Scheme which enables parents/carers to apply for up to six schools within the area and surrounding boroughs. This results in as many children as possible achieving an offer of a preference school on national offer day.</p>				

#### B. Looked after and previously looked after children

- i. How well does the admissions system 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<sup>3</sup>

- ii. How well do the admissions systems in other local authority areas serve the interests of children looked after by your local authority at **normal points of admission**?

Not at all  Not well  Well  Very well  Not applicable<sup>3</sup>

- iii. How well does your admissions system serve the interests of children who are looked after by other local authorities but educated in your area at **normal points of admission**?

Not at all  Not well  Well  Very well  Not applicable<sup>3</sup>

<sup>3</sup> 'Not applicable' will only be appropriate if there are no children falling within this definition.

iv. How well does the admissions system 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<sup>3</sup>

v. Priority in admission arrangements for 2021 for adopted children previously in care abroad. Please comment on the use of a priority in admission arrangements for a child adopted who was previously in care abroad if you wish.

We have a small number of Academy's who have made provision for this, however it is not clear on the level of proof that is required and how reliable this proof will be. Without proper government guidance the criteria could be open to abuse.

vi. If you wish to please give any examples of good or poor practice or difficulties which exemplify your answers about the admission to schools of looked after and previously looked after children at the **normal points of admission**:

The London Borough of Havering has robust systems in place to ensure that we fulfil our statutory duty as corporate parent's by ensuring that all Looked After Children in our care are offered a place at the most appropriate educational provision.

Young people in the care of other local authorities being accommodated within Havering, are supported by the Havering Virtual School in conjunction with Havering Admissions to ensure that the most appropriate education provision is identified.

### C. Special educational needs and disabilities

- i. Please provide any comments you wish to make on the admission of children with special educational needs and/or disabilities at the normal points of admission:

The admissions criteria for all Havering community infant and primary schools contain a criterion for exceptional social or medical need. This can give priority, after LAC and Previous LAC, to children where evidence supports a placement at a particular school.

Some own admissions authority infant / primary schools also have a similar criterion; however the majority of Secondary Schools have removed this criterion.

Havering also has specialist provision to support students with statements / EHCPs, which consists of both special schools and Alternatively Resourced Provision (ARPs) within mainstream schools.

## **Section 2 - In-year<sup>4</sup> admissions**

### **A. Co-ordination of in-year admissions**

Please provide any comments on the co-ordination of **in year admissions** if you wish.

The Local Authority continues to co-ordinate applications for In Year admissions for all school within the borough. By coordinating in year admissions the local authority can process applications and issue outcomes to parents far more quickly for all schools. This consistent approach provides parents with one point of contact and makes the process far easier for parents to understand and follow. It also enables the LA to accurately advise on vacancies.

Co-ordination ensures the safeguarding of children, it also enables the LA to track and monitor those who are missing education, refer vulnerable children to the relevant agencies and ensure there is a fair distribution of hard to place children via the Fair Access Protocol. Co-ordination also crucially enables the LA to strategically plan for school places whilst recognising inward as well as outward migration.

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<sup>4</sup> 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 after the end of the statutory waiting list period (ie 31 December) in normal years of admission.

## B. Looked after children and previously looked after children

- i. How well does the **in-year admissions** system serve children who are looked after by your local authority and who are being educated in your area?

Not at all  Not well  Well  Very well  Not applicable<sup>5</sup>

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

Not at all  Not well  Well  Very well  Not applicable<sup>6</sup>

- iii. How well does your **in-year admissions** system serve the interests of children who are looked after by other local authorities but educated in your area?

Not at all  Not well  Well  Very well  Not applicable<sup>6</sup>

- iv. How well does your **in-year admissions** system serve the interests of previously looked after children?

Not at all  Not well  Well  Very well  Not applicable<sup>6</sup>

- v. If you wish please give examples of any good or poor practice or difficulties which support or exemplify your answers about **in-year admissions** for looked after and previously looked after children:

Variable practices within other LA's can result in confusing messages being sent to admissions authorities, this causes unnecessary delays in the child's admission.

There is confusion about the appropriateness of placing LAC / PLAC pupils on waiting lists, there is conflicting information regarding this issue which still needs clarification by the DfE.

We are also being advised by some schools that there are often disproportionate / very high numbers of LAC / PLAC which places added pressure and strain on schools. These schools are often reluctant to admit further LAC / PLAC pupils.

## C. Children with special educational needs and/or disabilities

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

<sup>5</sup> 'Not applicable' will only be appropriate if there are no children falling within this definition.

<sup>6</sup> 'Not applicable' will only be appropriate if there are no children falling within this definition.

Not at all  Not well  Well  Very well  Not applicable<sup>6</sup>

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

Not at all  Not well  Well  Very well  Don't know

- iii. Please give examples of good or poor practice or difficulties which support or exemplify your answers about **in-year admissions** for children with special educational needs and/or disabilities:

No restriction on admission is placed on children who have an EHCP. These children are placed by SEN, following consultation with schools, at the most appropriate school for the child's needs.

The admissions criteria for all Havering community infant and primary schools contain a criterion for exceptional social or medical need. This can give priority, after LAC and Previous LAC, to children where evidence supports a placement at a particular school.

Some own admissions authority infant / primary schools also have a similar criterion; however the majority of Secondary Schools have removed this criterion. Provision is also made for children with a disability of special educational needs to be placed through the Fair Access Protocol.

Havering also has specialist provision to support students with statements / EHCPs, which consists of both special schools and Alternatively Resourced Provision (ARPs) within mainstream schools.

- iv. If you wish please provide any comments about **in-year admissions** in respect of other children:

#### D. Fair access protocol

- i. Has your fair access protocol been agreed<sup>7</sup> with the majority of state-funded mainstream schools in your area?

Yes for primary  
 Yes for secondary

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<sup>7</sup> An existing protocol remains binding on all schools up until the point at which a new one is adopted.



ii. If you have not been able to tick both boxes above, please explain why:  
 N/A

iii. How many children were admitted to schools in your area under the fair access protocol between 1 April 2019 and 31 March 2020?

Type of school	Number of children admitted	
	Primary aged children	Secondary aged children
Community and voluntary controlled		N/A
Foundation, voluntary aided and academies	1	53
Total	1	53

iv. 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<sup>8</sup>

v. Please make any relevant comment on the protocol not covered above if you wish.

Havering's In Year Fair Access Protocols are testament to the excellent and effective partnership work between local schools/academies and the local authority to maximise the life chances and choices for local children and young people. Education should not be in isolation from the wider range of support and services already provided and should be available to meet the needs of all local children, young people and families.

The protocol reflects the Local Authority responsibility for safeguarding and promoting the welfare of children and young people as well as educational attainment and achievement.

If the child is out of education then in these circumstances an officer will identify a suitable school based on the initial information and secure a school place within a reasonable time frame (10 school days) which will be ratified at the main IYFAP meeting which are held monthly.

The secondary IYFAP consists of representatives from all Havering maintained schools and academies and the primary IYFAP is represented by two Head Teachers from each primary cluster (12 in total). Both panels meet on a monthly basis to discuss those cases referred and to agree/debate the proposals made by

<sup>8</sup> 'Not applicable' would mean that there were no hard to place children for which the protocol was required.

the LA officers. Panels will be chaired by a senior local authority officer. Staff from the Admissions and Inclusion team also attend. Cases are brought to the panel by the Vulnerable Children's Team who are the point of referral. The cases must be submitted under one of the categories highlighted in the Fair Access Protocol. Decisions are reached by consensus, whenever possible, with the chair mandated to take action where this has not proved possible.

**E.** Any other comments on the admission of children **in-year** not previously raised if you wish.

None

### **Section 3 - Other matters**

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

None

### **Section 4 - Feedback**

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2021.

This report is far simpler and less time consuming to complete than previous OSA report.

Thank you for completing this template.

Please return to Lisa Short at [OSA.Team@schoolsadjudicator.gov.uk](mailto:OSA.Team@schoolsadjudicator.gov.uk) by 30 June 2020