



Office of  
the Schools  
Adjudicator

**Template for  
Local Authority Report  
to  
The Schools Adjudicator  
from**

**Havering Local Authority**

to be provided by

**31 October 2022**

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**Date submitted: 24<sup>th</sup> August 2022**

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Website: [Office of the Schools Adjudicator](#)

**Please email your completed report to: [Office of the Schools Adjudicator](#) by  
31 October 2022 and earlier if possible**

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## Introduction

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 3.30 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. Paragraphs 6 and 3.30 of the Code require that each local authority publish its report locally. Local authorities do not have to include this introduction and guidance in their locally published report.
2. In 2020 and 2021, we asked far fewer questions than in previous years, asking only for the minimum information required by the Code. This was in response to the pressures on local authorities and others in the light of the Covid-19 pandemic. This year, we have again sought to keep the information requested to the minimum. We have, at the request of the Department for Education, asked a small number of additional questions relating to the impact of the new Code which came into force on 1 September 2021.
3. The new Code also changes the period to be covered by reports to the adjudicator and the deadline for submitting reports to the adjudicator. **This year's report must cover the 2021/2022 academic year and be submitted to the Office of the Schools Adjudicator by 31 October 2022.**

## Guidance on completing the template

4. In a departure from previous practice, we have included all the guidance on completing specific parts of the template in this section. We hope that this will be helpful. This is in response to feedback that including guidance and definitions in the body of the template could make the report harder for readers to follow and less accessible. There is no requirement for local authorities to include the introduction and the guidance in their published reports, but they are free to do so if they wish.
5. We should be grateful if in completing questions which ask for information about primary and secondary schools and/or pupils, local authorities would follow the approach to classification of schools 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>.
6. Guidance on specific questions and/or meaning of specific terms in this report:
  - a. "in-year admissions": This means admission at the start of any school year to a year group 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

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

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

primary school) **and** admission during the course of any school year after the end of the statutory waiting list period (31 December) in normal years of admission.

b. Not applicable means at questions:

Section 1: B.i. - B.iv. that there were no children falling within the relevant definition.

Section 1: B.v. that there were no schools for which the local authority was the admission authority at 1 September 2021.

Section 1: B.vi. that there were no schools in the local authority's area for which the local authority was not the admission authority at 1 September 2021.

Section 2: B.i. - B.iv. that there were no children falling within the relevant definition.

Section 2: C.i. that there were no children falling within the definition.

Section 2: D.iv. that there were no hard to place children referred to the protocol.

7. We welcome all comments that local authorities make in the comment boxes and we aim to reflect those comments in the Annual Report, but we ask for the comments to be entered under the right headings. Section 3 invites comment on any other matters not specifically addressed in this template if local authorities wish to do so. The views expressed in previous years also remain a matter of public record.
8. We ask that where possible, you return the template in Word instead of PDF formatting. A number of you have commented on the formatting of the template and we have tried to make it as accessible as possible, but we are aware that some local authorities use different versions of Word.

## 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:

Having participated in the highly successful Pan London Co-Ordinated 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.

#### Secondary

For the 2021 intake Havering offered 81.6% of its residents their 1<sup>st</sup> Preference, 94.9% their 1<sup>st</sup> -3<sup>rd</sup> Preference and 96.6% one of their 6 preferences.

#### Reception

For the 2021 intake Havering offered 90.7% of its residents their 1<sup>st</sup> Preference, 97.8% their 1<sup>st</sup> -3<sup>rd</sup> Preference and 98.7% one of their 6 preferences.

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

i. How 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

ii. How 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

iii. How 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

iv. How 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

v. Please confirm that your local authority has included children adopted from state care outside England in its definition of previously looked after children in admission arrangements for schools for which it is the admission authority

Yes  No  Not applicable

vi. How confident are you that all other admission authorities in your area have included children adopted from state care outside England in their definitions of previously looked after children in admission arrangements for schools for which they are the admission authority?

Confident all have  Confident some have  Not aware of whether all or some have  Not applicable

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

The London Borough of Havering has robust systems in place to ensure that we fulfil our statutory duty as corporate parents by ensuring that all Looked After Children and Previously Looked After Children 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/or disabilities**

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

Whilst it is felt that all schools in Havering are able to adequately meet the needs of all students with SEND there may be times when due to exceptional reasons placement at a particular school is deemed more suitable than another school.

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

## Section 2 - In-year admissions

### A. Effect of Code changes on in-year admissions

Please provide any comments you wish to make on the effect of the changes to the Code's provisions for in-year admissions. It would be particularly helpful to have comments on whether you think the changes have made it easier or not for parents to secure places for children in-year?

The changes to In-Year admissions processes have provided some much needed clarity. Providing a definition for challenging behaviour has assisted the LA to ensure that schools are not misusing the provision.

Restricting the categories allowed under the Fair Access Protocol ensures that only the most vulnerable students are considered. The code also provides clarity that all pupils must be considered under the normal in-year admissions process and that FAP is not to be used as a mechanism to bypass the In-Year Admissions.

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

- i. How does the **in-year admission** 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

- ii. How 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

- iii. How does your **in-year admission** 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

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

Not at all  Not well  Well  Very well  Not applicable

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:

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**?

Not at all well  Not well  Well  Very well  Not applicable

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 well  Not well  Well  Very well  Do not know

iii. Please give examples of any 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:

Havering ensures that no restriction on admission is placed on children who have an EHCP. These children are placed by the Havering SEN Team, 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.

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:

Havering LA continues to co-ordinate applications for in-year admissions for all schools within the borough. By coordinating in-year admissions, the LA can process applications and issue outcomes to parents far more quickly for all schools and within the 15 days specified within the Code. 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 unplaced 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.

**D. Fair access protocol**

i. Do you have a fair access protocol agreed with the majority of state-funded mainstream schools in your area?

- Yes for primary
- Yes for secondary

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

iii. How many children were admitted to schools in your area under the fair access protocol between 1 August 2021 and 31 July 2022?

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled	0	0 (All Havering Secondary Schools are Academies)
Foundation, voluntary aided and academies	0	3
Total	0	3

iv. How well do you consider hard to place children are served by the fair access protocol in your area?

Not at all well applicable   
 Not well   
 Well   
 Very well   
 Not applicable

v. Please provide any comments you wish on the protocol not covered above. It would be particularly helpful to have any comments on the impact of the Code changes on the operation of the FAP in your area and the ability to secure places for vulnerable children:

**E. Directions**

How many directions did the local authority make between 1 August 2021 and 31 July 2022 to maintained schools for which the local authority is not the admission authority to admit children (including children looked after by the local authority but resident in another area)?

Total Number of children	Of which, looked after	Of which, not looked after
0	0	0

**F.** If you wish, please provide any other comments on the admission of children **in-year** not previously raised:

### **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 2023.

This simplified report is far easier and less time consuming to complete than previous OSA reports.

Thank you for completing this template.

Please return to [Office of the Schools Adjudicator](#) by 31 October 2022