Local Authority Report

To

The Schools Adjudicator

From

Havering Local Authority

30 June 2018

Report Cleared by (Name & Title): Janet James
Admissions and Inclusions Manager

Date submitted: 30 June 2018

By (Name & Title): Jonathan Goodwin
Senior School Admissions Officer

Contact email address: Schooladmissions@havering.gov.uk
Telephone number: 01708 434600

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 admissions. 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.

      ☒ 15/02/2018

   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.

      ☒ 01/03/2018

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

      □ Not applicable □ None □ Minority ☒ Majority □ All

---

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.
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?

<table>
<thead>
<tr>
<th>Primary including middle deemed primary</th>
<th>Secondary including middle deemed secondary</th>
<th>All through</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

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.

Failure to consult – 1.42

vi. Further comment: please provide any comments on the determination of admission arrangements not covered above.

We have seen an increase in schools wishing to add a selection on aptitude, one school missed the deadline to consult but still wanted to include the criteria, the LA contacted the school and after discussion the school removed the criteria with the agreement that they would consult for the 2020/21 academic year.

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

<table>
<thead>
<tr>
<th>How well did co-ordination of the main admissions round work?</th>
<th>Not well</th>
<th>A large number of small problems or a major problem</th>
<th>Well with few small problems</th>
<th>Very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii. Reception</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Year 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Other relevant years of entry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

v. Please give examples to illustrate your answer:
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:

Havering have robust systems to ensure that we fulfill 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 are supported by the Havering Virtual School in conjuction with Havering Admissions to ensure that the most appropriate education provision is correctly identified.

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.

We have also faced issues where another Admissions Authority were not prepared to admit a Havering LAC pupil which led to Havering requesting the Secretary of State issue a direction notice.

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

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

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.
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

<table>
<thead>
<tr>
<th>iii. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No restriction on admission is placed on children with disabilities who do not have a statement or EHCP where a mainstream school place is deemed appropriate. The admissions criteria for the majority of Havering community and voluntary controlled 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.</td>
</tr>
<tr>
<td>Some own admissions authority infant / primary schools also have a similar criterion; however the majority of Secondary Schools have removed this criterion.</td>
</tr>
<tr>
<td>Provision is also made for children with a disability of special educational needs to be placed through the Fair Access Protocol.</td>
</tr>
<tr>
<td>The admission of children with a statement of special educational needs or education health and care plan (EHCP) is separate from mainstream admissions. Where a school is named on a statement or EHCP, admission to the school is confirmed by the SEND team. This team organise SEND/EHCP admissions and any additional support packages, to schools as a result of the specific needs of individual students as defined in their statement or EHCP.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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 | 1159 | 602 |
Number of in year admissions between 1/9/16 and 31/8/17 | 1964 | 857 |
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? | We have seen an increase in new to borough applications. | We have seen an increase in new to borough applications and a slight increase in pupils seeking to transfer between Havering schools. |

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 have very good relationships with all our schools, we have therefore not encountered this, any reduction in PAN has been formally complete via In-Year Variations.

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)?

   Please see answer to ii..

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)?

By coordinating in year admissions the local authority can process applications and issue outcomes to parents far more quickly for all schools. This 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.

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:

There is confusion about the appropriateness of placing LAC / PLAC pupils on waiting lists where schools are already over their PAN, there is conflicting information regarding this area which needs clarification by the DfE.

We are also being advised by some schools that there are often disproportionate / very high numbers of LAC / PLAC pupils in some schools which places added pressure and strain on schools.
### 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:

No restriction on admission is placed on children with disabilities who do not have a statement or EHCP where a mainstream school place is deemed appropriate. The admissions criteria for the majority of Havering community and voluntary controlled 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.

The admission of children with a statement of special educational needs or education health and care plan (EHCP) is separate from mainstream admissions. Where a school is named on a statement or EHCP, admission to the school is confirmed by the SEND team. This team organise SEND/EHCP admissions and any additional support packages, to schools as a result of the specific needs of individual students as defined in their statement or EHCP.

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.

### 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:

We have very good relationships with all our schools.

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?

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number of children admitted</th>
<th>Number of children refused admission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary aged child</td>
<td>Secondary aged child</td>
</tr>
<tr>
<td>Community and voluntary controlled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Own admission authority schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

E. How well do you consider hard to place children are served by the Fair Access Protocol in your area?
F. Please explain your answer giving examples of good and poor practice, successes and difficulties as appropriate.

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.

Havering operates a two stage approach to Fair Access cases.

Pupils are referred initially to the Vulnerable Children’s Co-ordinator (VCC), the VCC will then gather initial information and present this to the pre IYFAP panel (stage one) where further information will be obtained.

If the child is out of education then in these circumstances the VCC 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 (stage two) which are held monthly.

(Stage One) The Pre IYFAP gathers all the information shared by a multi-agency panel around the child/young person referred to make a proposal to be taken to the main IYFAP. This is invaluable as it is often at Pre IYFAP that significant vulnerabilities are highlighted and shared which would have otherwise been unknown. This allows for the best placement to be proposed and ensures that no school, even though they have spaces available, are asked to admit a disproportionate number of children with challenging behaviour or specific vulnerabilities.

(Stage Two) The secondary IYFAP consists of representatives from all Havering maintained schools and academies and the primary IYFAP is represented by two Headteachers 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 Pre IYFAP. Panels will be chaired by a senior local authority officer. Staff from the School Admissions team and Education Inclusion and Support 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.

4. Directions

<p>| 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 | Primary | Secondary | Secondary |</p>
<table>
<thead>
<tr>
<th></th>
<th>aged children (not looked after)</th>
<th>aged looked after children</th>
<th>aged children (not looked after)</th>
<th>aged looked after children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary aided or foundation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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?

<table>
<thead>
<tr>
<th></th>
<th>For primary aged children</th>
<th>For secondary aged children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Please add any comments on the authority’s experiences of making directions.

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?

<table>
<thead>
<tr>
<th></th>
<th>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?</th>
<th>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?</th>
<th>How many requests were outstanding as at 31 March 2018?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For primary aged children (not looked after)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>For primary aged looked after children</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>For secondary aged children</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>For secondary aged children (not looked after)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>For secondary aged looked after children</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
F. Please add any comments on the authority’s experiences of requesting directions

We have good relationships with all our schools, direction is the last resort and we are able to avoid direction by having honest and meaningful conversations with head teachers regarding the expectations of the school admissions code and the LA.

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

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

<table>
<thead>
<tr>
<th>A. How many community or voluntary controlled schools in the local authority area will use a premium as an oversubscription criterion for admissions in 2019?</th>
<th>Primary including middle deemed primary</th>
<th>Secondary including middle deemed secondary</th>
<th>All through</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil premium</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Service premium</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Early years pupil premium</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total number of schools using at least one premium in their oversubscription criteria</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. How many own admission authority schools in your area will use one of the premiums as an oversubscription criterion for 2019?</th>
<th>Total number of own admission authority schools using at least one of the premiums in their oversubscription criteria for 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary including middle deemed primary</td>
<td>0</td>
</tr>
<tr>
<td>Pupil</td>
<td>0</td>
</tr>
<tr>
<td>Service</td>
<td>0</td>
</tr>
<tr>
<td>Secondary including middle deemed secondary</td>
<td>0</td>
</tr>
<tr>
<td>Pupil</td>
<td>0</td>
</tr>
<tr>
<td>Service</td>
<td>0</td>
</tr>
</tbody>
</table>
All through Early years | 0 | 0
| Pupil | 0 |
| Service | 0 |

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?  

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

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?

Havering would appreciate if the DfE could look at revising the School Admissions Code sooner in respect of Summer Born Children. We are concerned that parents still mistakenly believe that their request to delay their child’s admission to reception class will be automatically agreed and that there is no requirement for them to provide the admissions authority with evidence to support their request.

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.

Thank you for completing this template.

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