



Office of
the Schools
Adjudicator

Local Authority Report
to
The Schools Adjudicator
from

North East Lincolnshire Local Authority
to be provided by
31 October 2023

Report Cleared by: Name Sally Jack

Job Title Assistant Director Education and Inclusion

Telephone number 01472 325631

Email: sally.jack@nelincs.gov.uk

Date submitted: 31 October 2023

By: Name Richard Davidson-Guiraud

Job Title School Admissions and CME Manager

Telephone number 01472 325306

Email: Richard.davidson-guiraud@nelincs.gov.uk

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

**Please email your completed report to: [Office of the Schools Adjudicator](#) by
31 October 2023 and earlier if possible**

Contents

Introduction

Guidance on completing the template

Section 1 - Normal points of admission	5
A. Co-ordination.....	5
B. Looked after and previously looked after children.....	5
C. Special educational needs and/or disabilities	6
Section 2 - In-year admissions	7
A. Looked after children and previously looked after children.....	7
B. Children with special educational needs and/or disabilities	7
C. Fair access protocol.....	8
D. Directions.....	9
E. Other points on in-year admissions	10
Section 3 - Other matters	12
Section 4 - Feedback.....	12

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 of 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.
2. **This year's report must cover the 2022/2023 academic year and be submitted to the Office of the Schools Adjudicator (OSA) by 31 October 2023.**
3. Please note that, in response to feedback on the draft template, changes have been made to section 2C of this template.
4. Please also note that the OSA and Department for Education are planning a small project to ensure that the report is as useful as possible to local authorities, the OSA, DfE and others. As a result of this, there are likely to be changes made to the template for the 2023/2024 academic year.

Guidance on completing the template

5. We have included all the guidance on completing specific parts of the template in this section. 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.
6. 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 Release¹ and the Education Middle School (England) Regulations 2002².
7. Guidance on specific questions and/or meaning of specific terms in this report:
 - a. "in-year admissions": This means admissions (that is children admitted to a school and not applications for places):
 - i. 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 primary school); and

¹ [Department for Education Statistical First Release](#)

² [The Education Middle School \(England\) Regulations 2002](#)

- ii. after the end of the statutory waiting list period (31 December) to a year group which is a normal year of admission for the schools concerned (such as Year R and Year 7).
- b. Not applicable means at questions:
 - i. Section 1: B.i. - B.iv. that there were no children falling within the relevant definition.
 - ii. Section 2: Ai - iv that there were no children falling within the relevant definition.
 - iii. Section 2: B.i. that there were no children falling within the relevant definition.
 - iv. Section 2: C.v. that there were no children falling within the relevant definition.
- 8. 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.
- 9. 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 points 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				X
Year 7				X
Other relevant years of entry				X

- ii. Please give examples to illustrate your answer if you wish:
North East Lincolnshire did not experience any problems with the coordination of admission for the normal point of admission for both secondary and primary schools.

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. 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**:
North East Lincolnshire LA and other own Admission Authorities effectively and consistently implement the DfE Admissions Guidance ensuring that looked after and previously looked after children have priority admissions status in their oversubscription criteria.

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 LA continues to have challenges in mainstream schools accepting a consultation for a child with an EHCP. They regularly experience objection (not always with reference to the legislation) and resistance, frequently having to undertake multiple consultations for the same student without a positive response and have to invest time in challenging and meeting the schools/colleges in order to progress admission.
Once named schools are confirmed, the allocation of places at normal points of entry is carried out by the LA School Admissions team as part of the coordinated phased process with the requisite top priority given as per each admission authority's published criteria.

Section 2 - In-year admissions

A. 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 does 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 the **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:

The School Admissions Team works collaboratively with the Virtual School for Children Looked After and sits within the same service area. This enables collaborative working to ensure the interests of this cohort are well served. There are instances of own Admission Authority secondary academies refusing CLA application preferences at first consideration, which require additional discussion with schools to secure placements.

B. 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:

Children with special educational needs and/or disabilities who do not have an education, health and care plan are dealt with in the same manner as all other children with regard to in-year admissions. Clear and transparent invocation of allocation criteria in processing of preferences for schools which have Service Level Agreements for administration by the local authority School Admissions team ensures that placements are fairly allocated. Discussion with other own-admission authority academies can usually overcome instances of reluctance or delay in processing such preference requests.

C. 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 2022 and 31 July 2023?

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled	0	0
Foundation, voluntary aided and academies	0	28
Total	0	28

- iv. If you have seen a change in the number of children referred to your Fair Access Protocol between 1 August 2022 and 31 July 2023 compared to the previous academic year please indicate what you consider the key reasons for this change to be?

- v. How well do you consider children referred to the fair access protocol are served in in your area?

☐ Not at all well ☐ Not well ☒ Well ☐ Very well ☐ Not applicable

vi. Please provide any comments you wish on the protocol not covered above:
In North East Lincolnshire the FAP is maintained as an exceptional process whereby reasonable attempt to secure a place via the normal in-year admissions process have been unsuccessful. All FAP cases in the LA have been for secondary school placement, particularly in the case of later year groups (Y10/11) where students are moving into the area and preference refusals are made on grounds of prejudice.

Changes in the pre-FAP processes for attendance and behaviour collaboratives (previously facilitated by the LA) have placed responsibility with academies to make liaise locally and establish their own arrangements for off-site directions and managed moves. This has led to a number of permanently excluded children being returned to the in-year admissions process with the effect that these cases are often requiring consideration at FAP following refusals at applied schools.

Through LA facilitated FAP meetings, greater emphasis is being placed upon academies (as own admission authorities) identifying eligible cases and making FAP referrals at the point of refusal, in order to provide a more efficient consideration of cases and to reduce the delay in securing a school place.

D. Directions

How many directions did the local authority make between 1 August 2022 and 31 July 2023 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

E. Other points on in-year admissions

- i. For the schools for which the local authority co-ordinates in-year applications, in the year between 1 Aug 2022 and 31 July 2023 did you receive

- ☐ Significantly fewer applications than last year
☐ slightly fewer applications than last year
☒ about the same
☐ slightly more than last year
☐ significantly more than last year

- ii. For what proportion of schools in your area did the local authority co-ordinate in-year admissions during the 2022/2023 academic year

- ☐ None
☐ All
☐ Some but less than or equal to half
☒ More than half but less than all

- iii. If you wish, please provide any comments about how **well in-year admissions** works for children who are **not** looked after or previously looked after and/or do not have SEND:

Primary in-year admissions work well in North East Lincolnshire; the overall majority of primary schools have a Service Level Agreement with the LA to provide administration of their school admissions, so fair and proper application of their admissions policies can be made centrally, with good working relationships with local academies. We are seeing increasing issues of difficulties in securing places within reasonable distance of home address in some areas due to movement of children into peripheral locations and new housing developments.

The majority of secondary academies manage their own in-year admissions and whilst there is good working relationship between the LA admissions team and own admission authorities, there are occasional issues encountered in their timely responses to preference requests and propensity to refuse in later year groups (Y10 and Y11 particularly), leading to the LA admissions team identifying and referring via Fair Access Protocol for placement.

iv. If you wish, please provide any other comments on the admission of children **in-year** not previously raised (you may wish to include here any comments about cases where it has not proved possible to find places for children):

There is a 14-16 provision establishment in the LA area which sits outside of the requirements and obligations of the School Admissions Code (as applies to all other secondary academies). There have been several cases where this provision has removed students from roll following 20 days of non-attendance (which would equate to “off-rolling” by any other secondary academy). In attempting to return to roll with a secondary academy, subsequent in-year admission requests often experience difficulties in securing places, leading to invocation of the Fair Access Protocol. Furthermore, the length of time these students are out of education and issues in matching of subject options at later stages of study can result in a lack of engagement in their returning to school.

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?

Section 4 - Feedback

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2024.

No issues in completing this report.

Thank you for completing this template.

Please return to [Office of the Schools Adjudicator](#) by 31 October 2023