Local Authority Report
to
The Schools Adjudicator
from

East Riding of Yorkshire  Local Authority
to be provided by  
30 June 2020

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Date submitted:  17 June 2020

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

Please email your completed report to:  osa.team@schoolsadjudicator.gov.uk
by 30 June 2020 and earlier if possible
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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\(^1\) and the Education Middle School (England) Regulations 2002\(^2\).

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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\(^1\) Department for Education Statistical First Release
\(^2\) The Education Middle School (England) Regulations 2002
Information requested

Section 1 - Normal point of admission

A. Co-ordination

<table>
<thead>
<tr>
<th>i.</th>
<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></td>
<td>Reception</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 7</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other relevant years of entry</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

ii. Please give examples to illustrate your answer if you wish:

All applications were processed and determined in time to despatch the allocation information on the national offer days, despite the difficulties due to the national pandemic in March and April 2020.

All applicants were offered a place at a school. All schools were notified of the allocations to their schools before the national offer day. Very high percentages of applicants were allocated places at their preferred schools.

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

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

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

3 ‘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

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.

Some admissions authorities have made this change outside a requirement of the School Admissions Code on the basis of the ministerial letters; however, some admission authorities have indicated that they would make this change only well included in a future version of the School Admissions Code.

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 School Admissions Team work closely with the Education Welfare Service and the Virtual School for Looked After Children and others to identify children eligible for priority due to their current or previously looked after status.

The practice in other local authorities concerning the admission of East Riding children looked after varies considerably by LA. In some, the process and procedures work well and children are placed quickly and efficiently at a suitable school. In others, considerable difficulties occur in getting children looked after places at suitable schools, or within a reasonable timeframe.

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 admission to school of children who have an EHCP are subject to a different code of practice and legislative provision from that applied to the admission of children without an EHCP, and coordination for these children works well between School Admissions and SEND colleagues. With different procedures and processes, some applicant parents do not feel that these arrangements take into account the needs of children without EHCPs.
Section 2 - In-year\(^4\) admissions

A. Co-ordination of in-year admissions

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

Coordinating in year admissions, reduced the burden on schools of processing applications and informing parents of outcomes in compliance with the Code and means parents do not have to submit multiple applications if they are applying for more than one school. It increases consistency in the way applications are administered and (as research has shown) there is a higher level of abuse of maladministration where admissions are not coordinated. Coordinating admissions also minimises the risks of children missing education.

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\(^5\)

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\(^6\)

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\(^6\)

\(^4\) 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.

\(^5\) ‘Not applicable’ will only be appropriate if there are no children falling within this definition.

\(^6\) ‘Not applicable’ will only be appropriate if there are no children falling within this definition.
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

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:

For admissions to schools in the East Riding of Yorkshire, for both East Riding and other local authorities’ children in care, schools’ normal admission arrangements comply with the requirement to give these children a high priority. For in year admissions, the Fair Access Protocol is used quickly and effectively in concert with other admission authorities to ensure that children in care and those formerly in care can be placed at the most suitable school, even when that school is full in the child’s year group, without recourse to the lengthy and uncertain powers of direction.

For admissions of East Riding children looked after to schools in other local authority areas, the practice is variable.

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 ☐ 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 ☐ 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:

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

Parental expectations of the service has increased considerably, with the LA looking to constantly improve this service to residents in an increasingly fragmented educational landscape. Requiring coordination within the Admissions Code and associated funding from central government would be welcome on the evidence basis collated in these reports and in the Department's pupil movement data.

D. Fair access protocol

i. Has your fair access protocol been agreed\(^7\) 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 April 2019 and 31 March 2020?

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Number of children admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary aged children</td>
</tr>
<tr>
<td>Community and voluntary controlled</td>
<td>41</td>
</tr>
<tr>
<td>Foundation, voluntary aided and academies</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
</tr>
</tbody>
</table>

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\(^8\)

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\(^7\) An existing protocol remains binding on all schools up until the point at which a new one is adopted.

\(^8\) ‘Not applicable’ would mean that there were no hard to place children for which the protocol was required.
Please make any relevant comment on the protocol not covered above if you wish.

The Fair Access Protocol provides a mechanism to ensure that every child can be found a suitable school place quickly. The Protocol also ensures that schools’ requests to refuse admission to children with histories of challenging behaviour are not used to any actor’s advantage: such requests are determined by a Fair Access Panel of eight school representatives and four local authority representatives, and not by the admission authority for the school. There is recourse in some circumstances to a Review Panel to ensure there are opportunities for a review of all allocations.

The East Riding Protocol, which has been slightly amended and added to in the current school year, with work from all parties represented on the Fair Access Panel, also provides for the admission of many other categories of children including for example, of children looked after to oversubscribed schools where that school is the most appropriate, avoiding the need to use the powers of direction within the local authority area.

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

The system of coordination of in-year school admissions generally works well, and delivers for the needs of children and parents; but this workload has increased and has simultaneously become more complicated as places have become scarcer in some preferred schools and in areas of high demand and the number of schools where the LA is not the admission authority has increased.

Resources to deliver in year coordination are stretched, particularly at the time of peak admissions workload alongside the coordination of the national offer days, and this only increases in terms of complexity if not also in terms of aggregate number of applications, year on year. In particular elective changes of school through preference rather than circumstance are recommended to occur at the start of the next but one half term where possible in order for a smooth transition of pupils between schools.

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?

Work has been undertaken in the current school year, to increase the amount of coordination between the LA and other school admission authorities with a view of aligning admissions policies and procedures, to mutual benefit. More such work is planned to take place in the next school year.
Section 4 - Feedback

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

A simplified version of the report and information required in light of the current national pandemic, is much appreciated.

Thank you for completing this template.

Please return to Lisa Short at OSA.Team@schoolsadjudicator.gov.uk by 30 June 2020