



Office of
the Schools
Adjudicator

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

**Warrington Local Authority
to be provided by
31 October 2023**

Report Cleared by: Name: Paula Worthington

**Job Title: Director of Education and Community Services
(Deputy DCS)**

Telephone number: 01925 444021

Email: jill.harrison@warrington.gov.uk

Date submitted: 17th October 2023

By: Name: Hayley Kiss/ James Bancroft

Job Title: Admissions Manager/ Principal Manager

Telephone number: 01925 446226

Email: schooladmissions@warrington.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**

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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 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:

In relation to normal admission rounds, there has been excellent communication between all admission authorities and the local authority, with all information being exchanged within the agreed timescales.

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

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**:

There are no difficulties when offering school places to any pupils who are looked after, or previously looked, after in the normal admission round.

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:

During normal rounds, all admission authorities in Warrington indicate in their arrangements that places will be allocated to all pupils with the school named in their Statement/Education Health and Care Plan over and above the school's oversubscription criteria.

Most other admission authorities in Warrington, as well as the local authority, have a 'medical/psychological needs' oversubscription criterion which allows for special consideration to be given to children with medical/ psychological needs but do not have an Education Health and Care Plan. A child would only be ranked in this criterion if the preferred school is the only suitable school to meet the particular needs of the child. There are no other admissions related 'difficulties' regarding this matter.

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:

We have no issues with the processing of applications for children who are looked after and previously looked after. All schools are compliant with the relevant legislation and local policies, and we have not had to issue any directions.

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:

The admissions team has not encountered any difficulties in relation to the in-year admissions process for pupil with disabilities and/or special educational needs who have an Education Health and Care Plan. We communicate with our SEND service to ensure all applications for pupils with EHCP's are processed in a timely manner. The SEND Service will process those applications which cannot be dealt with by the admissions team.

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	7	2
Foundation, voluntary aided and academies	47	39
Total	54	41

- 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?

There has been no significant change to the number of children referred to the protocol from the previous year. The numbers are slightly lower than last year. Most admissions are processed through the normal in-year admissions scheme.

- 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:

Generally, there is only a small proportion of pupils requiring placing in line with Fair Access. There are some occasions where there are difficulties with some very hard to place pupils, even in line with the protocol. Challenges often relate to placing siblings using the protocol as schools sometimes find it difficult to place more than one child at the same time. Generally, the majority schools are supportive of the protocol and the process and are grateful for feedback and statistics which are provided by the local authority.

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:

The LA processes in year admissions for all schools, except for one secondary school (King's Leadership Academy Warrington).

The in-year co-ordination works well for pupils who are not looked after and do not have SEND. Following a few years of very high migration, we continue to experience a shortfall of spaces in-year in secondary schools in general, and also in primary schools in some areas. We have been working with admission authorities to provide additional school places where possible to meet the needs of the needs of our area.

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):

It is sometimes difficult to ascertain whether some schools within our area have spaces due to the PAN only applying to the relevant year group. The PAN will generally continue throughout the school for most schools, however more recently some schools have capped their numbers below their original PAN for organisational reasons, due to lower intake numbers in the normal admissions round. This, combined with the shortfall of places we are experiencing, makes it very difficult for us to advise families on the availability or to

plan for in-year admissions where the surplus capacity could be utilised for in-year admissions.

We sometimes have difficulty in receiving timely responses from some schools in relation to in-year admissions, which causes delays.

We have some schools initially refusing to admit pupils without providing reasons, which causes delays in processing applications. Our Fair Access Protocol is used when required.

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?

We have experienced shortfall of spaces following a few years of unprecedented numbers of in-year transfers and high inward migration. It has, therefore, been difficult to allocate places within a reasonable distance for certain areas in our Borough.

Most schools have been extremely supportive and understanding and have allocated places exceptionally for in-year admissions, when required to do so, in order to meet the needs of families moving into our area.

A number of families have been allocated places at their nearest available school following moving into oversubscribed areas where there are no school places. Our LA has introduced a new school bus has put in place in these areas.

Additional capacity has been sourced in some areas and we are working to increase this further with individual admission authorities for certain year groups in key areas.

Section 4 - Feedback

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

The form was easy enough to complete.

Thank you for completing this template.

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