



Office of
the Schools
Adjudicator

Local Authority Report

to

The Schools Adjudicator

from

Gloucestershire Local Authority

to be provided by

31 October 2022

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**Please email your completed report to: [Office of the Schools Adjudicator](mailto:osa@gloucestershire.gov.uk) 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 Release¹ and the Education Middle School (England) Regulations 2002².
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

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

² [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			x	
Year 7			x	
Other relevant years of entry			x	

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

The LA continues to have good relationships with all schools and academies in the co-ordination of the main admissions round. We continue to provide an admissions service to academies through our Traded Services scheme which all parties sign up to through a service level agreement. This enables us to ensure key deadlines and milestones are met and to ensure the success of the co-ordinated scheme.

We continue to experience delays in receiving data from neighbouring LA's which is frustrating and time consuming. We gave feedback last year on the need to consider a national data exchange for all local authorities. We still believe this would be a valuable and efficient approach, as it would underpin the success of the co-ordinated scheme whilst ensuring admissions staff across LAs can work more effectively and collaboratively, minimising delays and stress to staff.

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**:

Children in care and their families/carers continue to have a positive experience at normal points of interest.

This year 23 children in care were in the secondary transfer group and all received their first preference

For primary we received 21 applications and they all received their first preference.

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:

There has been a delay in obtaining school places for children transitioning from Year 6 to Secondary school when that student has an EHCP, particularly for children with Social Emotional Mental Health (SEMH) needs. A new 11-16 SEMH school has opened in the county this year, so we expect this situation to improve in the future.

ection 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?

It has made it easier for parents having a time limit for schools to process applications ensures parents get a response in a timely manner. As we do not co-ordinate in-year admissions, this also speeds up the process as we receive the notifications from schools quicker.

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 have been delays for children in care who have returned to Gloucestershire from other authorities both with an EHCP or with Special Educational Needs and no EHCP as an education search cannot take place until

they are living in Gloucestershire and then the consultation period means there is a delay in finding a suitable placement.

We are seeing an increase for In Year Requests for Looked After Children from Out of County placed in Gloucestershire, who require additional support in schools or an Alternative Provision School placement. This is challenging, as the processes for funding and supporting for these placements varies between Local Authorities. One Authority has agreed to pay for and support the placement as the child is Looked After by their Authority, and other Local Authorities considered that as the pupil is now residing in Gloucestershire then the funding responsibility lies with the receiving County. Definition on this would be useful.

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:

There have been delays for children in care who have returned to Gloucestershire from other authorities both with an EHCP or with Special Educational Needs and no EHCP as an education search cannot take place until they are living in Gloucestershire and then the consultation period means there is a delay in finding a suitable placement.

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

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	1	0
Foundation, voluntary aided and academies	3	29
Total	4	29

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

☐ Not at all well

☐ 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:

We work well with all Gloucestershire schools to ensure that children are supported through a FAP transition. The Code has strengthened our position around those vulnerable children who may not have been included before; these children may have had challenges in securing a school place outside of the protocol.

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:

A large influx of migrants and Ukraine students this year has put a lot of pressure on schools and in-year admissions as there is a lack of places available in some of our towns and cities.

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?

The DFE Return for “School placements for children from outside of the UK” has been challenging to complete as information collected on the GCC In Year and CAF application forms only gather data relating to the admissions arrangements, Nationality and Country of Birth. This may not reflect the Country where the pupil is moving from eg Hong Kong, Ukraine, Afghanistan. If this return to gather information is to continue, it would be useful to have a standard phrase which is permitted on the application form for all authorities to use. This can then ensure that we comply with the Code and cannot be seen as being discriminatory within the application process.

Section 4 - Feedback

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2023.

Thank you for completing this template.

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