



Office of
the Schools
Adjudicator

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

**London Borough of Bromley Local Authority
to be provided by
31 October 2023**

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**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:

All on-time applications were processed and offers made on the relevant offer date. Late applications have been processed and places offered effectively on an ongoing basis.

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**:

London Borough of Bromley is not the admissions authority for any mainstream schools in the borough and, therefore, do not set any of the admission arrangements.

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:

Under the co-ordinated admission processes, EHCP pupils are accounted for before the mainstream offers are made to mitigate schools being required to admit over PAN wherever possible.

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:

Schools in the borough work collaboratively with the virtual school and the Council is quickly able to identify and secure school admission for children looked after and previously looked after.

There are some minor concerns with schools who manage their own in-year admission processes and delays in responses to request to admit looked after and previously looked after children. There is also some reticence from schools to admit Year 10 and Year 11 UASC pupils, but all cases have been resolved through discussion.

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:

There is variability in the level of inclusion demonstrated by mainstream schools in respect of admissions. A number of secondary schools do not demonstrate inclusive approaches for the admission of children and young people who have EHC Plans. In some cases, schools are not willing to make reasonable adjustments or failing to be supportive of admission simply because they may not have been the parent's preferred school. Some schools have cited other issues such as needing support at transitions between lessons; a lack of a breakout space and length of lessons with a lack of flexibility shown. When consulted some schools state they are unsuitable for the age aptitude, ability and SEN needs of the child and claim unsuitable peer groups. This can lead to parents not supporting placement and increasing the drive for independent sector schools being the only parental choice when in our view reasonable adjustments could and should be made by the mainstream school.

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	N/A	N/A
Foundation, voluntary aided and academies	0	90
Total	0	90

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 have been a number of cases referred to FAP for children who have moved into the area and there is no school place available in their year group

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:

The vast majority of secondary schools across the borough are actively and positively engaged in FAP, although there continues to be particular challenges around year 11 pupils.

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:

In year admission works well where the admissions are coordinated by the council. The Council has virtually no information in relation to the few schools who manage their own in-year admissions, they seldom update the council and so it has no clear indication of where there may be places in year groups, or the quality of admissions information provided to parents in relation to those schools, their rights of appeal or anything else.

- 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):

We have excellent practice in relation to our FAP and children unable to secure a place through in-year, are invariably accommodated through the FAP process. This includes the full participation of the schools who manage their own in year admissions.

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 LA has been working with local schools to improve attendance and inclusion, in line with the DfE guidance Working Together to Improve School Attendance. We welcome the Government actively promoting a greater focus on attendance and making sure this is everybody's business, however additional powers are required. In the views of the LA, the requirement for schools to share live attendance information with the DfE and for all schools in their local authority area should be made mandatory. Currently a small number of academy trusts choose not to share attendance data through the available systems.

If the LA had the ability to see live data returns on attendance for all schools, it could be self appraised on when children offered or placed via FAP are formally put on roll of the named school and on the latest availability of school places for in-year admissions.

This data is an important protective factor in relation to safeguarding children and Government should be encouraged to formalise its current optional approach into statutory guidance, requiring all schools to comply with data sharing and with a duty to cooperate.

Section 4 - Feedback

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

Thank you for completing this template.

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