



Office of
the Schools
Adjudicator

Local Authority Report

to

The Schools Adjudicator

from

North Tyneside Local Authority

to be provided by

30 June 2020

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**Please email your completed report to: osa.team@schoolsadjudicator.gov.uk
by 30 June 2020 and earlier if possible**

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Introduction and guidance on completing the report – Revised April 2020

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 Release¹ and the Education Middle School (England) Regulations 2002².
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**.

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

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				√
Year 7				√
Other relevant years of entry				√
ii. Please give examples to illustrate your answer if you wish: <i>High % of residents receiving one of their 3 preferred schools.</i>				

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 applicable³

- 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 applicable³

- 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 applicable³

- 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**?

³ 'Not applicable' will only be appropriate if there are no children falling within this definition.

Not at all Not well Well Very well Not applicable³

- 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.

These children have been included in the highest criteria of oversubscription criteria used in North Tyneside and are the same as other looked after children.

- 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**:

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:

Section 2 - In-year⁴ admissions

A. Co-ordination of in-year admissions

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.

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

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 applicable⁵

- 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 applicable⁶

- 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 applicable⁶

- 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 applicable⁶

- 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:

C. Children with special educational needs and/or disabilities

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.

- 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 applicable⁶

- 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:

In the main things work well. However, there can be some reluctance (very rarely) when mainstream schools refuse to admit a child due to SEN/challenging behaviours without a plan as they deem mainstream is not appropriate. This can cause delays in getting a child assessed and appropriate provision identified.

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

D. Fair access protocol

- i. Has your fair access protocol been agreed⁷ 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:

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

iii. How many children were admitted to schools in your area under the fair access protocol between 1 April 2019 and 31 March 2020?		
Type of school	Number of children admitted	
	Primary aged children	Secondary aged children
Community and voluntary controlled	0	0
Foundation, voluntary aided and academies	0	20
Total	0	20

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 applicable⁸

v. Please make any relevant comment on the protocol not covered above if you wish.

A Fair Access Panel is held every week in North Tyneside. The panel consists of 5 Headteachers and a representative from Early Help. Panel members change in line with a three-week rolling rota. The Headteacher of the current school is required to attend Panel and present the case for all their children and young people who are discussed. This is to ensure a meaningful and thorough conversation is held and decisions made are with the full knowledge of the particular needs of each child or young person. If a child is allocated a school or PRU they should start attending within 10 days, ensuring the amount of time they are out of education is minimal.

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

Good practice across admission authorities within the area continues however in some cases applications are delayed by schools and this puts increased pressure on the Local Authority and other schools in the area. Clear guidance/legislation is required for all admission authorities (Headteachers/Governing Bodies) to make the process and reasons for refusal clearer. Some schools with capacity do see an increase in requests for in- year admissions but this is unavoidable especially when they border other LA areas. There is sometimes a difficulty in balancing schools who have available capacity to take additional students with a Fair Access Protocol which aims to ensure that no school including those with available places is asked to take a disproportionate number of children.

⁸ 'Not applicable' would mean that there were no hard to place children for which the protocol was 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?

Deferred entry to reception class is still an issue in that there is no consistency due to lack of legislation. Some Headteachers are willing to accept these requests but others are not. It can leave the Local Authority with nowhere to go with these requests at the point of allocation and with no right of appeal this can be very frustrating for parents who have kept their child in a nursery setting but cannot access the school of their choice even when they live in that particular area.

Section 4 - Feedback

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

Thank you for completing this template.

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