



Office of  
the Schools  
Adjudicator

**Local Authority Report**

to

**The Schools Adjudicator**

from

**Enfield Local Authority**

to be provided by

**30 June 2020**

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**Date submitted: 28.7.20**

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**[www.gov.uk/government/organisations/office-of-the-schools-adjudicator](http://www.gov.uk/government/organisations/office-of-the-schools-adjudicator)**

**Please email your completed report to: [osa.team@schoolsadjudicator.gov.uk](mailto: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 Release<sup>1</sup> and the Education Middle School (England) Regulations 2002<sup>2</sup>.
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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<sup>1</sup> [Department for Education Statistical First Release](#)

<sup>2</sup> [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:<br><br>Enfield is part of the PAN London scheme which again worked well in relation to the 2020 admission rounds. |          |   |                              |           |

#### 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<sup>3</sup>

- 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<sup>3</sup>

- 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<sup>3</sup>

- 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**?

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

Not at all  Not well  Well  Very well  Not applicable<sup>3</sup>

- 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.

Enfield was not minded to include this criterion as there was a lack of clarity about the evidence that could be collected to support applications under this criterion. We are intending to wait for changes to be made to the Schools Admissions Code so that such the criterion has a legal basis.

- 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:

It is not always possible to agree EHCP placements before allocations are finalised and this does result in some schools exceeding their PANs.

## **Section 2 - In-year<sup>4</sup> admissions**

### A. Co-ordination of in-year admissions

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<sup>4</sup> 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.

Enfield coordinates the in-year admissions process for most schools in our area. This does ensure the LA can more easily track children without a school place and take appropriate action.

**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<sup>5</sup>

- 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<sup>6</sup>

- 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<sup>6</sup>

- 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<sup>6</sup>

- 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:

Some learners come into in our area without any contact having been made prior to placement. This can sometimes prove challenging for the LA when trying to identify an appropriate placement for the young person.

<sup>5</sup> 'Not applicable' will only be appropriate if there are no children falling within this definition.

<sup>6</sup> 'Not applicable' will only be appropriate if there are no children falling within this definition.

### 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<sup>6</sup>

- 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:

The majority of schools admit children with SEN and /or disabilities as a matter of course. In some cases, an admission may be delayed, though, whilst appropriate provision is put in place to support the learner's placement (for example, agreeing a medical care plan with the parent).

- 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 agreed<sup>7</sup> 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:

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<sup>7</sup> 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  | 1                           | 40                      |
| Foundation, voluntary aided and academies   | 1                           | 121                     |
| Total   | 2                           | 161                     |

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<sup>8</sup>

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

The majority of KS1 and KS2 children are placed without the need to refer to our Fair Access Protocol.

In relation to secondary age children, a Fair Access Panel meets every two weeks and has representation from all schools at either Head Teacher or SLT all schools. The Panel is chaired by a Secondary Head Teacher and placement decisions made in accordance with our protocol. All schools are committed to the arrangements we have in Enfield.

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

### **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 impact of COVID19 on schools and pupils in our area is not yet known. We are anticipating an increase in the number of parents who decide to electively home educate their children. It's likely that more reception parents of will ask for delayed admission for

<sup>8</sup> 'Not applicable' would mean that there were no hard to place children for which the protocol was required.

their children and some will ask for their children to be considered for admission out of cohort. Like many LAs, we are concerned about eh possible increase in CME cases.

## **Section 4 - Feedback**

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

In future, would it be possible to provide any data by academic year rather than financial year?

Thank you for completing this template.

Please return to Lisa Short at [OSA.Team@schoolsadjudicator.gov.uk](mailto:OSA.Team@schoolsadjudicator.gov.uk) by 30 June 2020