



Office of
the Schools
Adjudicator

**Template for
Local Authority Report
to
The Schools Adjudicator
from
Lancashire Local Authority
to be provided by
31 October 2024**

Report Cleared by: Name Aby Hardy

Job Title: Head of Education Improvement

Telephone number 01772 531878

Email: Aby.Hardy@lancashire.gov.uk

Date submitted:

By: Name : Debbie Ormerod

Job Title: Access to Education Lead

Telephone number: 01772 531878

Email: Debbie.ormerod@lancashire.gov.uk

Website: [Office of the Schools Adjudicator](#)

Please email your completed report to: [Office of the Schools Adjudicator](#) by 31 October 2024 and earlier if possible

Contents

Introduction

Guidance on completing the template

Section 1 - Normal points of admission.....	5
A. Co-ordination.....	5
B. Looked after and previously looked after children.....	5
C. Special educational needs and/or disabilities	6
Section 2 - In-year admissions	7
A. Overall level of challenge for your in-year admissions.....	7
B. Looked after children and previously looked after children	7
C. Children with special educational needs and/or disabilities.....	8
D. Fair access protocol.....	9
E. Directions to maintained schools to admit children	11
F. Other points on in-year admissions	11
Section 3 - Other matters	13
Section 4 - Feedback.....	13

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 the 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 2023/2024 academic year and be submitted to the Office of the Schools Adjudicator (OSA) by 31 October 2024.**
3. Please note that, in response to feedback on the previous template and in the light of consultation with a group of local authorities, changes have been made to various sections of this year's template.

Guidance on completing the template

4. 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.
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. The Code sets out some minimum requirements on the contents of each local authority report stating that each must cover as a minimum "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."
7. The Department for Education's aim through the annual reports from local authorities is to understand how well the admissions system is working nationally, rather than to hold individual local authorities to account. By understanding the effectiveness of the system, including outcomes, the Department hopes to identify areas where the admissions system is working well and areas where it could be improved. With that in mind, when the

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

² [The Education Middle School \(England\) Regulations 2002](#)

template asks, “how well does the admission system serve the needs of children,” the Department appreciates that it is asking local authorities to make a subjective judgement, in the understanding that everyone’s experience with the admission system will be different. The Department encourages local authorities in responding to the open questions and spaces for open comments to set out challenges that are proving difficult to overcome.

8. 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. to a year group which is not a normal point of entry for the school concerned (for example to Year 2 for a five to eleven primary school); and
 - 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 that there were no children falling within the relevant definition.
9. 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.
10. 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.
11. Where questions request a comparison with the previous year, any new local authorities formed as a result of reorganisation should note this on the form.

Information requested

Section 1 - Normal points of admission

A. Co-ordination

Which of the following best describes the level of challenge for your **main admissions round in 23/24 compared to 22/23?**

Year Group	Much less challenging	Less challenging	No change	More challenging	Much more challenging
Reception			X		
Year 7			X		
Other relevant years of entry			X		

Please give examples to illustrate your answer if you wish:

N/A

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

- 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

- 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

- 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**?

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**:

LCC contacts the social workers of all Year 6 pupils to remind them of the need to make an on time secondary application with an explanation of the priority that their children will have for places, even at very popular schools.

C. 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 at **normal points of admission**?

Not at all Not well Well Very well Not applicable

- 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:

The significant and unprecedented rise in the number of children receiving an EHCP has led to an increase of both primary and secondary pupils not being placed at the beginning of the academic year in Reception and Year 7. There have been insufficient Lancashire special school places to accommodate the growing number of children and independent special schools have also responded negatively to consultations due to capacity. The delay in the identification of a school that can meet individual pupils' needs led to some children being without provision in the Autumn Term 2024.

Section 2 - In-year admissions

A. Which of the following best describes the overall level of challenge for your in-year admissions in 23/24 compared to 22/23?

Phase	Much less challenging	Less challenging	No change	More challenging	Much more challenging
Primary				X	
Secondary				X	

If you wish, please explain the factors that have changed the level of challenge for your in-year admissions:

There is significant pressure for school places in some parts of the County. In year admissions are more challenging at both primary and secondary due to rapid house building without the appropriate infrastructure in place. In some districts, all year groups are full, resulting in higher numbers of admission appeals and the need to use the provisions of the Fair Access protocol to negotiate places. The CME list is growing with priority given to the increasing number of asylum seekers and Forces children, due to their vulnerabilities.

B. Looked after children and previously looked after children

(see comments box for split comments between LAC and Previously Looked After Children)

- i. How well 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 well 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 well 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 well 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 is a separate application form that is used for the admission of CLA pupils and there is an expectation that this is completed by the social worker and submitted with the latest PEP. On receipt of comprehensive background information, the LA will coordinate a professionals meeting with representatives from the preferred school to progress admission. This process works well for Lancashire CLA.

Delays occur when independent childrens homes make direct contact with an individual schools for out of county CLA and where key information is either not held or not shared with the admissions team or the school that has been approached. There can also be delays when there is significant funding needed to support the CLA and the home LA will only contribute Pupil Premium funding.

Lancashire CLA placed out of county often experience some delay due to the reluctance of schools to admit / support. There are Education Consultants based in the Virtual School that seek to expediate school places and provide appropriate ongoing support.

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:

All of the maintained and independent special schools in Lancashire are full and out of county independent schools are also responding negatively to consultations, citing capacity. Pupils seeking specialist provision may therefore face delays in the admissions process.

Consultations with mainstream schools can also take longer due the pressure for places and issues with capacity.

As Lancashire do not coordinate in year admissions, most pupils with SEN but not an EHCP, will make an application and will be admitted to a local school without reference to the LA. Where a place is refused, negotiations can sometimes be protracted, and the Fair Access protocol used to secure admission.

There is a small number of new to country, with complex SEN and no plan, where the LA struggles to secure a school place due to the high levels of support needed.

D. Fair access protocol

What proportion of the state-funded mainstream schools in your area have said that they agree to the local authority fair access protocol?

Primary

Between 0% and 49%

Between 50% and 74%

Between 75% and 89%

Between 90% and 99%

100%

Secondary

Between 0% and 49%

Between 50% and 74%

Between 75% and 89%

Between 90% and 99%

100%

If you have below 75% for either phase, please explain why:

N/A

- i. How many children were admitted to schools in your area under the fair access protocol between 1 August 2023 and 31 July 2024?

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled	Not recorded.	19
Foundation, voluntary aided and academies	Not recorded.	186
Total		205

- ii. If you have seen a change in the number of children referred to your Fair Access Protocol between 1 August 2023 and 31 July 2024 compared to the previous academic year please indicate what you consider the key reasons for this change to be?

Although, the primary Fair Access figures are not held centrally, it is known that the provisions within the School Admissions Code are being used routinely to place new to area pupils, where there is not a school place within a reasonable distance.

Similarly, the Fair Access admissions recorded for the secondary schools, include an increasing number of pupils, without a school offer after 20 days, due to all of the schools being full.

iii. 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

iv. Please provide any comments you wish on the protocol not covered above:

There will have been a significant number of pupils, who met the Fair Access criteria, who have been admitted to schools, but are not recorded. LCC only co-ordinates the admissions to community schools. Some own admission authorities report retrospective Fair Access admissions, but many do not.

E. Directions to maintained schools to admit children³

How many directions did the local authority make between 1 August 2023 and 31 July 2024 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

F. 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 2023 and 31 July 2024 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

³ It is important that only Directions to maintained schools are included here. Numbers of Directions to academies are already held by the Department.

- ii. For what proportion of **primary** schools in your area did the local authority co-ordinate in-year admissions during the 2023/2024 academic year

Between 0% and 24%

Between 25% and 49%

Between 50% and 74%

Between 75% and 100%

- iii. For what proportion of **secondary** schools in your area did the local authority co-ordinate in-year admissions during the 2023/2024 academic year

Between 0% and 24%

Between 25% and 49%

Between 50% and 74%

Between 75% and 100%

- iv. 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:

Refer to previous response.

- v. 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):

Refer to previous response(s)

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?

Section 4 - Feedback

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2025.

Thank you for completing this template.

Please return to [Office of the Schools Adjudicator](#) by 31 October 2024