



Office of
the Schools
Adjudicator

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

Sefton Local Authority

to be provided by

31 October 2024

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Please email your completed report to: [Office of the Schools Adjudicator](#) by 31 October 2024 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 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 template asks, "how well does the admission system serve the needs of

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

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

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	√				
Year 7		√			
Other relevant years of entry					

Please give examples to illustrate your answer if you wish:

Reception - due to the falling birth rate resulted in availability at most schools other than the usual oversubscribed schools. All children could be accommodated in local schools. Secondary – the number of overall applications decreased so the number allocated their first preference increased by 3%. The number of pupils who could not be offered any of their preferences more than halved in comparison to 2023.

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**:

The admissions team work closely with the Virtual School in Sefton to ensure all our cared for children have made applications – regular checks are done to ensure the relevant care status, and they also link with our social care system to check for students who have applied as previously looked after.

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 admissions team work closely with the SEN team and have a process in place to identify those children who have EHCP's - the team can then either ensure they are placed appropriately in their named school, or they are removed from the transfer group to be placed by the SEN team in specialist provision.

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:

Shortage of places in some areas and some year groups – we still manage to place as we have an effective fair access panel. We do have an increase in appeals also due to this.

B. Looked after children 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:

Sefton have an officer who deals with all in-year admissions for cared for children who require a school place in Sefton – the process in place is to ensure all information is shared with all involved so the young person gets the best start at their new school.

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 children supported with an Education, health and care plan that names a Sefton school are automatically admitted to the school that is named in the plan, even if this is above the agreed admission number. If the application is for someone moving into the area, the application is passed to the SEN team to process – these applications are monitored through our monitoring and placement panel.

The number of children seeking a new school place in year, who have complex SEN difficulties, but are without an EHCP is increasing. We now have a senior early help worker who will identify when children and their families may require additional family support.

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:

- 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	44	N/A
Foundation, voluntary aided and academies	24	160
Total	68	160

- 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?
 The change in numbers is around secondary aged children. More applications were received from applicants who moved into the area and more schools were full. The primary reason for referring to FAP was under the 'Shortage of Places' category.

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:

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
Nil		

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

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

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

- 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:

Children moving into the area are admitted quickly, transfers from schools to schools can sometimes take a little longer.

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):

Due to shortage of places in some areas, we do refer to our fair access panel on a regular basis – there is no resistance from Sefton schools to admit over PAN when referred from panel.

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 requirement for the Local Authority to contact all children in Year 9 to advise of their options in choosing a school with a Year 10 admission point is a costly & time-consuming administrative burden placed upon the LA. There is an excessive amount of time needed to organise, compile and manually send approx. 3,000 letters to pupils' home addresses by 12 Sept each year. The cost of posting this volume of letters is also increasing each year. Exploring other ways to reach parents perhaps via social media or electronic notifications via parent apps would be a better use of resources.

Section 4 - Feedback

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

Report easy to complete

Thank you for completing this template.

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