



Office of
the Schools
Adjudicator

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

Enfield Local Authority

to be provided by

31 October 2023

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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				√
Year 7				√
Other relevant years of entry				√

ii. Please give examples to illustrate your answer if you wish:
Enfield operates within the PAN London Scheme for admissions for the main admission rounds. This enables full coordination with all London LAs and neighbouring shires. There is a clear structure and agreed schemes in which LAs work. Any areas of concern are highlighted very quickly and resolved to ensure the smooth running of the system. Schools in Enfield are very aware of their responsibilities and work well with the LA to ensure timescales are met.

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**:

The PAN London LAs have a clear protocol in place to ensure that there is a consistent approach to the way in which applications are determined across London. There are very strong links between Enfield's Admission Team and Enfield's Virtual School which enables good communication in relation to the needs of this group of children.

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:

Enfield's Admissions Team and SEN Services Team work together to share information about Children with SEN and/or disabilities. Places for children and young people with EHCPs naming a particular school are usually known prior to allocation and this avoids admitting over PAN in many cases. The timing of the issue of some EHCPs does, however, mean that schools may have to exceed PAN.

In relation to children without an EHCPs, most schools are able to meet the needs of all children because of our "ordinarily available provision" support arrangements. In some cases, where it is not possible to make reasonable adjustments to meet the needs of a child, priority of admission may be given at an alternative school.

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:

Strong links between Enfield's Virtual School and the Admissions Team ensure that applications for looked after/previously looked after are determined quickly. Where necessary, support is offered through the Virtual School to ensure a successful transition between schools.

We do face challenges when children are placed in Enfield with no contact prior to placement, particularly when the child concerned has complex needs and it is not always clear whether the placement should be at an alternative provision/pupil referral unit.

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:

We have an increasing number of children who locate to Enfield with high levels of additional needs. For example, some children with very complex needs are new to the country and very little information is available about their previous educational placement. In some cases, a specialist placement will need to be sought but this is challenging when there is no EHCP. We also have children who have experienced multiple moves of area and school that have impacted on their emotional wellbeing and ability to cope in a mainstream setting without additional support. External support agencies need to be involved and it is not always possible to achieve this before the child is admitted to 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	1	7+18 (MM

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Foundation, voluntary aided and academies	2	35+56 MM (see below)
Total	3	42 + 74 MM

- 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?

We have seen an increase in the number of children with complex needs who need to be placed in school. Our FAP process enables schools to alert colleagues to potential challenges they may face in meeting the needs of the student whilst still proceeding with their admission to the school requested by the parent.

- 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:

There are sufficient places available in KS1 and KS2 across our area and this results in the majority of children being placed without the need to use our primary FAP process. Nevertheless, the Panel meets every month and will often offer advice and guidance to colleagues in schools who may be considering putting in place suspensions or permanent exclusions.

In relation to secondary, we feel that it is important to oversee and monitor managed move placements across the Borough as well as considering complex in year cases. Our Secondary Panel meets every two weeks with senior representation from schools across the Borough and manage move cases are discussed in part 2 of our meeting.

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:

Enfield, like many other LAs, would like to see full coordination of in year admissions as a mandatory requirement.

A number of children live in temporary accommodation and experience multiple changes of address across different LAs. Schools will act quickly in relation to admission but frequent moves can impact on children's mental health and wellbeing, often requiring schools to ensure they have put in place appropriate resources to support their placement. In some cases, children remain at the school for no more than two to three months (and so not appearing on any census).

Where schools are experiencing a reduction in pupil numbers, year group numbers other than at the normal point of entry are being adjusted. This is beginning to impact on our ability to meet parental choice in Enfield.

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):

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?

We very much hope that progress is being made in relation to the registration of children whose families decide to educate electively home and that resources will be made available for LAs to support these children and families.

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