



Office of
the Schools
Adjudicator

Local Authority Report

to

The Schools Adjudicator

from

Enfield Local Authority

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Director of Education

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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 for 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. Local authorities do not have to include this introduction and guidance in their locally published report.
2. In 2020 and 2021, we asked far fewer questions than in previous years, asking only for the minimum information required by the Code. This was in response to the pressures on local authorities and others in the light of the Covid-19 pandemic. This year, we have again sought to keep the information requested to the minimum. We have, at the request of the Department for Education, asked a small number of additional questions relating to the impact of the new Code which came into force on 1 September 2021.
3. The new Code also changes the period to be covered by reports to the adjudicator and the deadline for submitting reports to the adjudicator. **This year's report must cover the 2021/2022 academic year and be submitted to the Office of the Schools Adjudicator by 31 October 2022.**

Guidance on completing the template

4. In a departure from previous practice, we have included all the guidance on completing specific parts of the template in this section. We hope that this will be helpful. This is in response to feedback that including guidance and definitions in the body of the template could make the report harder for readers to follow and less accessible. 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. Guidance on specific questions and/or meaning of specific terms in this report:
 - a. "in-year admissions": This means admission 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

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

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

primary school) **and** admission during the course of any school year after the end of the statutory waiting list period (31 December) in normal years of admission.

b. Not applicable means at questions:

Section 1: B.i. - B.iv. that there were no children falling within the relevant definition.

Section 1: B.v. that there were no schools for which the local authority was the admission authority at 1 September 2021.

Section 1: B.vi. that there were no schools in the local authority's area for which the local authority was not the admission authority at 1 September 2021.

Section 2: B.i. - B.iv. that there were no children falling within the relevant definition.

Section 2: C.i. that there were no children falling within the definition.

Section 2: D.iv. that there were no hard to place children referred to the protocol.

7. 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.
8. 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 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:

Enfield works within the PAN London scheme for admissions, linking up with all London LAs as well as neighbouring shires. There is a very clear structure that LAs work within and a strong support network that ensures any issues/concerns are dealt with quickly. Schools work well with our Admissions Team and are clear about the actions they have to take at each stage of the process.

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. Please confirm that your local authority has included children adopted from state care outside England in its definition of previously looked after children in admission arrangements for schools for which it is the admission authority

Yes No Not applicable

- vi. How confident are you that all other admission authorities in your area have included children adopted from state care outside England in their definitions of previously looked after children in admission arrangements for schools for which they are the admission authority?

Confident all have Confident some have Not aware of whether all or some have Not applicable

vii 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 has a strong relationship with Enfield's Virtual School and work together to ensure that the arrangements for looked after and previously looked after children work well. There is a clear protocol in place across all PAN London LAs to ensure that communication is good in relation to applications from this group of children and young people.

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:

There are good links between Enfield's Admissions Team and SEN Services Team. Wherever possible, places for children and young people with EHCPs naming a particular school are 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.

Section 2 - In-year admissions

A. Effect of Code changes on in-year admissions

Please provide any comments you wish to make on the effect of the changes to the Code's provisions for in-year admissions. It would be particularly helpful to have comments on whether you think the changes have made it easier or not for parents to secure places for children in-year?

Although the Code has been strengthened to support the admission of children and young people who are out of school, Enfield would welcome further strengthening to require LAs to have responsibility for the coordination of in year applications. Our view is that this has not made the process any easier for parents.

B. 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 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

- iii. How does your **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:

Our links with Enfield's Virtual School means that the arrangements for placing Enfield LAC children in our schools work well. Whilst every effort is made to ensure that children and young people who are placed in Enfield access education as soon as possible, in some cases no contact is made prior to the

decision to place in our area and it can be challenging to identify appropriate provision for some young people.

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:

Enfield has a high number of children who are new to the country. Some of the children and young people have complex needs but have very little, if any, information about their previous educational placements/needs. In some cases, schools are concerned about their ability to meet needs and colleagues from our SEN Services Team will become involved to advise the school.

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

D. 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 2021 and 31 July 2022?

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled	1	4 +19 MM (see below)
Foundation, voluntary aided and academies	1	23 + 67 MM (see below)
Total	2	27 = 86 MM (see below)

iv. How well do you consider hard to place children are served by the fair access protocol in your area?

Not at all well
 Not well
 Well
 Very well
 Not applicable

v. Please provide any comments you wish on the protocol not covered above. It would be particularly helpful to have any comments on the impact of the Code changes on the operation of the FAP in your area and the ability to secure places for vulnerable children:

The majority of KS1 and KS2 children are placed without the need to use the Fair Access Protocol as we have more than sufficient primary school places available in our area. Nevertheless, our primary panel meets on a monthly basis. In relation to secondary, our Panel meets every two weeks and has representation from all schools in the Borough and placements are decided. In addition to this, our FAP members also agree and monitor manage move placements across the Borough. We believe it is key to have oversight of pupils who are subject to a managed move and these cases are discussed in "part 2" of our fortnightly meeting.

E. Directions

How many directions did the local authority make between 1 August 2021 and 31 July 2022 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

F. If you wish, please provide any other comments on the admission of children **in-year** not previously raised:

As overall pupil numbers reduce, many schools are considering reducing their year group capacity number after the normal point of entry. We anticipate this may lead to challenges in relation to placing in year arrivals to our area.

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 would very much welcome further progress in relation to the registration of children whose families decide to home educate and also recognition that in order to provide appropriate support and guidance for these families, LAs will need to be provided with appropriate funding.

Section 4 - Feedback

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2023.