



Office of  
the Schools  
Adjudicator

**Local Authority Report**

to

**The Schools Adjudicator**

from

**Nottingham Local Authority**

to be provided by

**30 June 2021**

**Report Cleared by: Name Nicholas Lee**

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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 2021 and earlier if possible**

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## Introduction and guidance on completing the report

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.

2. This template requests the same information as that set out in the revised template we sent on 15 April 2020:

- a) information about how admission arrangements in 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 should 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. In the template last year we did not ask about the determination of admission arrangements because of continued constraints on local authorities. Again, we have not asked for that information this year, but we intend to return to this area in future years given the importance of determination and checking compliance of all admission authorities. It is a key role for the local authority's leadership to encourage schools to determine arrangements in line with the provisions in the Code.

5. 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.

6. 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.

7. The report **must** be returned to the Office of the Schools Adjudicator by **30 June 2021**.

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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:

#### **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**?

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

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

- v. Priority in admission arrangements for 2022 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:

There are no schools within this authority, which have included this in their over-subscription criteria.

- vi. If you wish, please give any 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**:

Many schools in the Nottingham City area are their own admission authority. Consequently, we cannot direct these schools to accept requests for an in-year admission, we therefore use the Fair Access route to secure in-year places for looked after children where we are unable to broker a place from an academy in advance. We do not always manage to secure education provision for our looked after children within the 20 school days' statutory timeframes, as often academies that can admit may prefer to await making a decision until it is discussed at Fair Access.

We often have significant issues securing education provision in-year for looked after children requiring specialist education and or a special school within the 20 school days' statutory timeframes, this is a challenge both in and out of area. Many academy and maintained special schools are full, and consequently we often go beyond the statutory timeframes for securing provision for children requiring specialist provision, and have to fund interim provision (often tuition) whilst we are awaiting a school place to become available.

### **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:

## **Section 2 - In-year<sup>4</sup> 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 (31 December) in normal years of admission.

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

Please provide any comments on the co-ordination of **in-year admissions** if you wish:

It continues to be an issue gaining information from academies who do not co-ordinate with the LA on applications and outcomes.

## 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<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>5</sup>

- iii. How well 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<sup>5</sup>

- 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<sup>5</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:

A number of Looked After children who arrive in the city in KS4 require AP. Funding for this provision is always difficult; however, we have managed to work with some OLA's in order to agree funding between us.

Looked after children are of course a priority group for school admissions, however, there have been occasions where the process used to facilitate in-year admissions has caused delay in securing education provision for this priority group.

<sup>5</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>5</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 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:

In-year admissions to mainstream schools for children and young people with an EHC plan is almost always due to a house move into the City. The vast majority of Nottingham City mainstream schools are inclusive and welcoming. However, on rare occasions, there have been incidences where a school has been less welcoming, and has negatively affected parental confidence in their ability to meet need. The SEN Service works with schools through the consultation process specified in the SEN Code of Practice and case manages admission. Where there are concerns about supporting children and young people with particularly complex needs, the City's central Inclusion Support Service are able to advise and support with transition. The City's High Needs funding allocation mechanism is responsive and flexible. The SEN Service has a very close relationship with City Special Schools, and in-year admissions are coordinated to maximise the use of this resource.

- 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>6</sup> with the majority of state-funded mainstream schools in your area?

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<sup>6</sup> An existing protocol remains binding on all schools up until the point at which a new one is adopted.

- ☒ 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 April 2020 and 31 March 2021?

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled	50	
Foundation, voluntary aided and academies	55	91
Total	105	91

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>7</sup>

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

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

### **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?

<sup>7</sup> 'Not applicable' would mean that there were no hard to place children for which the protocol was required.



## **Section 4 - Feedback**

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2022.

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Thank you for completing this template.

Please return to [OSA.Team@schoolsadjudicator.gov.uk](mailto:OSA.Team@schoolsadjudicator.gov.uk) by 30 June 2021