



Office of  
the Schools  
Adjudicator

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

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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**

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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 Release<sup>1</sup> and the Education Middle School (England) Regulations 2002<sup>2</sup>.
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

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<sup>1</sup> [Department for Education Statistical First Release](#)

<sup>2</sup> [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			x		
Year 7			x		
Other relevant years of entry			x		

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

- 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**:

For most schools in the North Somerset Council area, looked after children and previously looked after children who are subject to adoption or special guardianship order, are given priority in the oversubscription criteria. The only exception is our three Catholic schools who place non-Catholic looked after and previously looked after children after all other Catholic criteria. This is in line with their Trust requirements.

Such children have would be allocated places over number as permitted exceptions infant class size limits.

### 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:

As per the School Admissions Code, any child with an Education, Health and Care Plan (EHCP), is given priority at the school named in their plan.

We are improving our communications internally regarding those children who have been named a school in an EHCP. The timescales between the SEND offer day on 14<sup>th</sup> February and secondary offer day 1<sup>st</sup> March proved challenging.

North Somerset schools do not have a criterion for children with disabilities and/or special educational needs who do not have an Education Health and Care Plan. These children are allocated places in the same way as any other child. All mainstream schools are equally able to manage children with additional needs. If these children cannot travel to their school due to their additional needs, they may appeal to the Council's Transport Appeal Panel for assistance.

## 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:

## **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:

Admissions Authorities in North Somerset would typically admit a looked after child if they felt they were able to accommodate them.

### 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:

As per the School Admissions Code, any child with an Education, Health and Care Plan is given priority at a school that has been named in their plan.

North Somerset schools do not include a criterion in their over subscription criteria for children with disabilities and/or special educational needs who do not have an Education Health and Care Plan. These children are allocated places in the same way as any other child, including use of the Fair Access Protocol, where appropriate.

We have seen increasing queries from schools where a child with special educational needs who does not have an education health care plan has been offered a place in-year, then stating that they are unable to meet need.

### 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	0	0
Foundation, voluntary aided and academies	1	22
<b>Total</b>	<b>1</b>	<b>22</b>

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 numbers of applications considered under the FAP has doubled for secondary places since 2022/23 from 11 to 22. Some of the reasons for this have been:

- We had an increase of asylum seekers in North Somerset where placements were made using the Fair Access Protocol.

- The overall number is also a reflection of how many permanent exclusions there have been across the year.

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:

The majority of schools in North Somerset are Academy schools. The Local Authority is therefore reliant on these own-admission authorities agreeing to admit children considered under the Fair Access Protocol. If a school refuses to do so, this causes a delay in placing some of our most complex and vulnerable students. Often parents will change their school preference(s) to ensure their child is not out of education.

If the LA, as the facilitator, could be granted powers of direction for Fair Access cases to all schools and academies, this would mean that pupils would miss less full-time education, and their re-integration could be administered more quickly and effectively and serve hard to place children "Very Well".

Additionally, being able to identify the relevant vulnerable children is exceptionally difficult when admission authorities are not allowed to ask questions on the CAF which would enable vulnerable children to be identified. The LA is also reliant on school that process their own in year applications to notify the LA of all applications and their outcomes.

## **E. Directions to maintained schools to admit children<sup>3</sup>**

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)?

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

Total number of children	Of which, looked after	Of which, not looked after
0	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

- 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:

Generally the system works well, although the LA does have some concerns about the notification (or lack of) to the LA of unsuccessful applications made to own-admission authority schools.

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):

### **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?

Some may argue that In-Year applications should be covered by LAs in the future. We see some value in this provide LAs are resourced appropriately to do so.

### **Section 4 - Feedback**

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

The form is clear, and the data requested is easily identifiable.

Thank you for completing this template.

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