



Office of  
the Schools  
Adjudicator

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

**Ealing Local Authority**  
to be provided by  
**31 October 2024**

**Report Cleared by: Name Kim Price**

**Job Title: Head of Education Planning, Resources and Sustainability**

**Telephone number: 020 8825 8698**

**Email: [kprice@ealing.gov.uk](mailto:kprice@ealing.gov.uk)**

**Date submitted: 04/112024**

**By: Name: Joanne Bradley**

**Job Title: Head of Admissions & Fair Access**

**Telephone number: 0208 825 9662**

**Email: [jbradley@ealing.gov.uk](mailto:jbradley@ealing.gov.uk)**

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:

There has been no change in the process for co-ordination to reception and year 7, however due to falling numbers in reception it has been less challenging to make reasonable offers to all applicants.

#### 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**:

All applications that are received with a looked after or previously looked after claim are checked. In cases where sufficient evidence has not been provided, we follow up with parent's / carer's / social workers to make sure that priority under the school's oversubscription criteria will be awarded. Except for grammar schools and some of the faith schools looked after/previously looked after children are given the highest priority and are therefore allocated a place at the 1st preference school.

### 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:

Admissions for children with an EHC Plan is carried out in line with legislation:

**Section 33 of the Children and Families Act (CFA) 2014:** Children and Young People with an EHCP, must be educated in a mainstream setting unless: it is against the wishes of the child's parent or the young person or it is incompatible with the provision of efficient education of others and the LA shows that there are no reasonable steps that it could take to prevent the incompatibility

**Section 39 (3) of the Children and Families Act (CFA) 2014:** The local authority must secure that the EHC plan names the school or other institution specified in parental request, unless (a) the school or other institution requested is unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned, or (b) the attendance of the child or young person at the requested school or other institution would be incompatible with the provision of efficient education for others, or the efficient use of resources.

**Section 39 (4) of the Children and Families Act (CFA) 2014:** Where exceptions as above apply, the Local Authority must name a school or other institution which the local authority thinks would be appropriate for the child or young person.

The majority of children and young people are placed in line with parental preference, with the majority placed in mainstream provision. Increasing demand for specialist provision nationally has resulted in more demand than places. The Local Authority maintains and regularly reviews place planning arrangements to ensure that those with the most complex needs are prioritised for placements when they become available. In such cases, we work closely with families to secure alternative placements, with appropriate levels of funding.

Children with EHCP may be admitted throughout the academic year as following EHC needs assessment or an annual review of the EHCP, a specialist provision may be deemed more appropriate.

Placement for children with an EHCP transitioning to reception and High School are finalised by February 15<sup>th</sup>. Similarly, young people transitioning to Post 16 have had their placement secured by March 31<sup>st</sup>

## **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?**

<b>Phase</b>	<b>Much less challenging</b>	<b>Less challenging</b>	<b>No change</b>	<b>More challenging</b>	<b>Much more challenging</b>
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:

In cases where none of the preferred schools have vacancies and sufficient evidence has not been provided, we follow up with parent's / carer's / social workers to make sure that priority under the school's oversubscription criteria will be awarded. The preferred school(s) will also be advised that they are expected to take a looked after child even when full and, in most cases, they are admitted over number.

When Ealing CLA are placed outside of Ealing and school places are being secured, in most cases other LA admissions processes are very responsive. There can be circumstances, which may involve Academy processes, where the admission of CLA may be delayed.

### 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:

Children with special educational needs but no Education Health and Care Plans or who are undergoing assessment and require a place in a school in-year are allocated a place via admissions.

For children with an Education Health and Care Plan in the majority of cases, parental preference is to remain in the school where children are already on roll and attending.

For those who require a specialist school placement or a placement in an Additionally Resourced Provision (ARP), consultations are made to settings requested by parents in addition to the LA's recommended setting if different to parental preference. In cases where the schools are oversubscribed, children are placed on a planning list which is regularly (at least 3 times year or when a place becomes available) reviewed in collaboration with settings. During this time, appropriate levels of funding is allocated to ensure that their needs are suitably met.

*There have been delay's in allocating provision in a small number of cases where children have arrived from abroad and have had to wait for an EHCP to be issued before an appropriate placement can be found.*

## 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	1
Foundation, voluntary aided and academies	0	18
Total	0	19

- 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?  
N/A The number of referrals has remained consistent.

- 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 in-year admissions team work very closely with Ealing Alternative Provision and the Head of EAP. This ensures that difficult to place children are able to access services quickly and efficiently. The Panel members include the mainstream school Head's/SLT, who are fully involved and committed to working co-operatively in making decisions that are in the best interests of the children that are referred.

## 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)?

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

<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.

- 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:

The in-year admissions scheme works very well for schools that co-ordinate. Parents complete one application form and can apply for up to 3 co-ordinating schools. In cases where a child is unplaced and there are no available vacancies at a preferred school, a place is allocated within 21 days at the nearest school with a vacancy. All parents receive a letter within 10 days of an application to confirm the outcome, advise them of their right of appeal and direct them to the published vacancies on the council website. As there is no oversight of the in year admissions process for schools that do not co-ordinate we cannot comment on how well this works.

- 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?

**Regarding Section 1 question C and Section 2 question C:**

School admissions for CLA is generally strong. However, where a CLA has an EHCP, this process can be more challenging due to the interaction with SEND processes. Admissions process and time taken for CLA with an EHCP in borough versus out of borough can be quite different.

Therefore, can a CLA specific question be added to question C in sections 1 and 2.

### **Section 4 - Feedback**

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

Thank you for completing this template.

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