



Office of
the Schools
Adjudicator

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

**Ealing Local Authority
to be provided by
31 October 2025**

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**Please email your completed report to: [Office of the Schools Adjudicator](#) by
31 October 2025 and earlier if possible**

Contents

Introduction

Guidance on completing the template

Section 1 - Normal points of admission.....	5
A. Co-ordination.....	5
B. Looked after and previously looked after children.....	5
C. Special educational needs and/or disabilities.....	6
Section 2 - In-year admissions.....	7
A. Overall level of challenge for your in-year admissions.....	7
B. Looked after children and previously looked after children.....	7
C. Children with special educational needs and/or disabilities.....	8
D. Fair access protocol.....	8
E. Directions to maintained schools to admit children.....	10
F. Other points on in-year admissions.....	10
Section 3 - Other matters.....	12
Section 4 - Feedback.....	12

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 2024/2025 academic year and be submitted to the Office of the Schools Adjudicator (OSA) by 31 October 2025.**
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 Release¹ and the Education Middle School (England) Regulations 2002².
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

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

² [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 24/25 compared to 23/24?**

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**:

We have robust verification processes in place to ensure that all claims relating to looked after and previously looked after children are thoroughly checked. Where sufficient evidence has not been provided, we follow up with parents, carers, or social workers to ensure that priority under the school's oversubscription criteria is appropriately awarded.

We received 36 on-time applications to Reception and Year 7 for looked after or previously looked after children. Of these, 34 were allocated a place at their first preference school.

Under the current regulations, faith schools are not required to give highest priority to looked after or previously looked after children of other religions. This resulted in two children not receiving offers at their first preference faith schools.

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) 2024: Children and Young People with and 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. 7 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. School consultations are sent to schools in year and a vast majority of pupils are placed without delay or direction. Schools work well with the LA to ensure timely and appropriate placement. Placement for children with an EHCP transitioning to reception and High School are finalised by February 15th. Similarly, young people transitioning to Post 16 have had their placement secured by March 31st.

Section 2 - In-year admissions

A. Which of the following best describes the overall level of challenge for your in-year admissions in 24/25 compared to 23/24?

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:

In most cases, looked after and previously looked after children are successfully allocated a place at one of their preferred schools, even when those schools are full. We work closely with schools and social workers to ensure that applications are well-supported. Oversubscribed schools are expected to admit above their published admission number for these children, and the majority respond promptly and positively to such requests.

However, this expectation does not apply to faith schools unless the child meets the religious criteria outlined in the school's admissions policy. If a child does not meet these criteria, they cannot be awarded top priority and may not be admitted over number if other children are placed higher on the waiting list. As a result, some looked after or previously looked after children may not be offered a place at their preferred faith school, even though other schools would be required to admit them.

A recent case highlighted serious concerns around transparency and safeguarding. An application was received from an out-of-borough authority for a looked after child, but key background information—relating to significant safeguarding risks—was withheld. This omission directly impacted the receiving school's ability to safeguard both the young person and others within the school community. The lack of disclosure delayed essential planning and risk assessment, placing undue pressure on the school and potentially compromising safety. This case underscores the critical importance of full and timely information-sharing between authorities to ensure safe and appropriate placements.

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.

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 2024 and 31 July 2025?

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled	0	4
Foundation, voluntary aided and academies	0	37
Total	0	41

- ii. If you have seen a change in the number of children referred to your Fair Access Protocol between 1 August 2024 and 31 July 2025 compared to the previous academic year, please indicate what you consider the key reasons for this change to be?

There has been an increase in the number of children placed through Fair Access for the 2024/25 academic year due to a far higher number of re-integrations from Ealing Alternative Provision (EAP). In-year referrals decreased from 19 in 2023-24 to 17 in 2024-25. EAP referrals increased from 11 in 2023-24 to 32 in 2024-25.

- 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:

E. Directions to maintained schools to admit children³

How many directions did the local authority make between 1 August 2024 and 31 July 2025 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 2024 and 31 July 2025 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 2024/2025 academic year
- Between 0% and 24% ☐
 - Between 25% and 49% ☐
 - Between 50% and 74% ☐
 - Between 75% and 100% ☒

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

- iii. For what proportion of **secondary** schools in your area did the local authority co-ordinate in-year admissions during the 2024/2025 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:

- 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?

Section 4 - Feedback

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2026.

Thank you for completing this template.

Please return to [Office of the Schools Adjudicator](#) by 31 October 2025.