



Office of  
the Schools  
Adjudicator

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

**Haringey Local Authority**  
to be provided by  
**31 October 2023**

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**Please email your completed report to: [Office of the Schools Adjudicator](#) by  
31 October 2023 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 her 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 2022/2023 academic year and be submitted to the Office of the Schools Adjudicator (OSA) by 31 October 2023.**
3. Please note that, in response to feedback on the draft template, changes have been made to section 2C of this template.
4. Please also note that the OSA and Department for Education are planning a small project to ensure that the report is as useful as possible to local authorities, the OSA, DfE and others. As a result of this, there are likely to be changes made to the template for the 2023/2024 academic year.

## Guidance on completing the template

5. 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.
6. 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>.
7. 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. 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 primary school); and

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

<sup>2</sup> [The Education Middle School \(England\) Regulations 2002](#)

- 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 at questions:

- i. Section 1: B.i. - B.iv. that there were no children falling within the relevant definition.
- ii. Section 2: Ai - iv that there were no children falling within the relevant definition.
- iii. Section 2: B.i. that there were no children falling within the relevant definition.
- iv. Section 2: C.v. that there were no children falling within the relevant definition.

8. 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.

9. 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 points 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				X
Year 7				X
Other relevant years of entry				X

ii. Please give examples to illustrate your answer if you wish:

The Pan London co-ordinated process continues to work well and is successful in achieving its aims of eliminating multiple offers, simplifying the application process, and increasing the number of pupils who receive an offer from one of their preferred schools.

The operation of national offer days for both primary/junior and secondary admissions provide significant benefits for applicants who wish to apply for local and out of borough schools, by providing a clear, streamlined approach for the application process and reducing the stress and anxiety of having to wait for results from different local authorities issued on different dates.

The Pan London co-ordinated process also provides an efficient way for local authorities to release and offer places in a timely manner following national offer day, encouraging local authorities to work collaboratively across borough boundaries to track pupils effectively through shared robust business processes.

Each year there tends to be a small number of primary and secondary schools that don't submit their ranking list within the agreed date. This places an unnecessary burden on officers having to chase own admission authority schools for lists and also increased pressure in ensuring that rankings are entered before the Pan London iterative process begins. In some cases, there were also small inaccuracies in ranking by schools that are their own admission authority, but these were quickly resolved with intervention from the LA following our compliance checks.

#### 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. 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**:

Highest priority is given to looked after and previously looked after children in the admission arrangements for all maintained schools and academies in the area. These children are typically offered their highest preference at normal points of admission. In a very small number of cases, some may be disadvantaged because faith schools can give priority to children of the faith above looked-after and previously looked after children not of the faith. The Code should be revised to ensure that more looked-after and previously looked after children are able to access 'Good or 'Outstanding' faith schools.

We continue to encounter some difficulties with collecting information relating to the status of previously looked after children. Where a child is previously looked after we ask for a copy of the adoption, child arrangements or special guardianship order and documents or a letter showing that the child was previously in care. We do make parents aware that it is their responsibility to provide the necessary evidence and we do provide help and support, wherever possible, for example, by explaining what kind of evidence may be acceptable and where the parent might be able to find it. In some cases, parent/carers do not have access to documentary evidence, or the relevant local authority no longer retain any record of the child's previously looked after status.

In relation to priority admission for children adopted from state care outside of England, the guidance published by the DfE in July 2021 has been helpful in

understanding what evidence may be accepted for the purpose of determining eligibility. The total number of applications received under this criterion for normal points of admission remains very small.

### **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:

Where children with an Education Health and Care Plan names the school, we will work with SEN colleagues to ensure that the child is admitted in line with the requirements of the Code at paragraph 1.6.

Parent/carers of children who have disabilities and/or special educational needs who do not have an education health and care plan may apply for admission under the social/medical criterion. Parent/carers are asked to submit written professional evidence to confirm that there is an exceptional medical or social need and that the specified school is the only school that can meet the defined needs of the child. A panel of officers meet to determine whether the evidence provided is sufficiently compelling to the meet the above requirements.

## Section 2 - In-year admissions

### A. 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 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 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 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:

Highest priority is given to looked after and previously looked after children in the admission arrangements for all maintained schools and academies in the area. Where an in-year application is received for a looked after child who is out of school and the school is full, we will ask the school to go over their planned admission number.

We will always try to meet the first preference for looked after and previously looked after children, to ensure the best possible outcomes, even if this means occasionally asking a primary school to exceed 30 pupils in an infant class which is permitted for under para. 2.16 of the Code 'excepted' pupils.

In a very small number of cases placing a looked after or previously looked after child in some secondary year groups (mainly years 10 or 11) has been more challenging as a result of the shortage of school places across the borough and the complexities associated with integrating these children at such a late stage in KS4.



The change to the Code in 2021 allowing an LA to refer previously looked after children through fair access has been a welcome addition. The change sets out that previously looked after children are a vulnerable group that can now be referred via fair access, however, efforts should still be made to secure a school place quickly through the usual in-year process. Overall, this has been our experience as in the vast majority of cases, use of our fair access protocol has been unnecessary for a previously looked after child. We have been able to secure a school place promptly through the usual in-year process and schools have co-operated with this, however, it is always helpful to have the option of referral to fair access, if needed.

The needs of our looked after and previously looked after children are paramount and we do successfully manage to place them into an appropriate school or alternative provision. Furthermore, we have not had to use our powers to direct a school to admit a looked after or previously looked after child as our schools have always co-operated in admitting without delay.

We have, however, experienced some difficulties in placing Haringey looked after children in other local authority areas, where there is delay and drift in places being offered. In some cases, this is related to children that require an alternative provision or a place in a PRU due to the lack of provision in their home authority. Some Local Authorities have told us that they do not have a suitable provision for Haringey looked after children living in their area. These cases are escalated to senior management and the issues tend to be resolved successfully following negotiations with the relevant local authority.

## B. 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:

Where children with an Education Health and Care Plan (EHCP) names the school, we will work with SEN colleagues to ensure that the child is admitted in line with the requirements of the Code at paragraph 1.6.

Parent/carers of children who have disabilities and/or special educational needs who do not have an Education Health and Care Plan may apply for admission under the social/medical criterion. Parent/carers are asked to submit written professional evidence to confirm that there is an exceptional medical or social need and that the specified school is the only school that can meet the defined needs of the child. A panel of officers meet to determine whether the evidence provided is sufficiently compelling to the meet the requirements.

The admission of children without an EHCP to school also falls within the scope of our in-year fair access protocol. These children can be referred to the in-year fair access panel for allocation and take precedence over those on any waiting list. We have found that referral to fair access tends to be necessary in these types of cases for children arriving from overseas without an EHCP. Some schools refuse to admit arguing that they are not able to support needs due to limitations in funding or the children have such a high level of need that is better catered for in a special school. This is usually resolved at fair access where we are able to invite SEND representation from the LA and support can be offered to ensure schools are equipped to cater for need within mainstream settings whilst an EHCP is progressed.

### **c. 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 2022 and 31 July 2023?

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled	0	48
Foundation, voluntary aided and academies	0	127
Total	0	175

- iv. If you have seen a change in the number of children referred to your Fair Access Protocol between 1 August 2022 and 31 July 2023 compared to the previous academic year please indicate what you consider the key reasons for this change to be?

There has been very little change compared to previous academic year. We have not been required to hold a primary fair access panel this year owing to the large surplus of places and the willingness from schools to admit challenging pupils that fall within the scope of the protocol.

- v. 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

- vi. Please provide any comments you wish on the protocol not covered above:

Overall, the application of the Fair Access Protocol (FAP) has been very successful in ensuring that pupils without a school place are placed quickly. Our mechanisms for implementing our FAP have once again proved effective this year, both at primary and secondary phase.

It is very rare for Haringey schools to refuse admission for pupils allocated a school place through the protocol. In the one or two cases this has happened, we have sought a local resolution and where necessary met with the headteacher of the school concerned to set out the provisions of the protocol, to illustrate the transparency and equity with which these young people are shared across all schools, and to work with the school concerned to secure admission.

We monitor the length of time it takes to admit pupils and where there is delay, for whatever reason, we ask a representative from the relevant school to provide an update at the next fair access meeting. The sharing of proportional data with headteachers has ensured the process is seen to be fair and open to scrutiny and challenge by peers.

We have also established a process by which new admissions to Haringey in Key Stage 4 (or KS3 if likely to be referred to AP) are invited to the Haringey Learning Partnership for an assessment process before being referred to fair access. The assessment helps to determine whether these pupils could be successful in a mainstream school or within provisions offered as part of Haringey Learning Partnership or in other alternative provision commissioned by the LA.

The LA has continued to commission alternative provision for some Year 10 and 11 learners. A number of schools have also enabled Year 11 students who are new to the borough to join outside their chronological age group in Year 10 as it was determined that this was in the best educational interests of the child.

#### D. Directions

How many directions did the local authority make between 1 August 2022 and 31 July 2023 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

#### E. 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 2022 and 31 July 2023 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 schools in your area did the local authority co-ordinate in-year admissions during the 2022/2023 academic year
  - None
  - All
  - Some but less than or equal to half
  - More than half but less than all

iii. 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:

In-year admissions works well, however, co-ordination of in-year admissions would be improved significantly if it were mandatory for LAs to be responsible for full co-ordination across **all** schools. Whilst we have tried to minimise any confusion and frustration for parents choosing to apply for places at schools who have opted out of in-year co-ordination, it still proves confusing due to the different application processes.

Some of the changes in the new 2021 Code, such as the requirement for own admission authority schools that administer their own in-year admissions to swiftly process in-year applications received directly by the LA has been very welcome and has made it easier for some parents to secure a place more quickly. Previously an Academy Trust in Haringey refused to process an application submitted to the LA for schools in the area. There was an unfair expectation on parents to approach the schools directly to request an application form, causing unnecessary drift and delay.

Whilst only a small number of schools for which the Local Authority is not the admission authority have decided not to participate in in-year co-ordination, it is still difficult for the LA to determine whether these schools are fulfilling their safeguarding and other duties of notifying the LA of any unplaced children who have been refused a place.

Frequently the LA does not have sight of any unlawful practise taking place, however, there is anecdotal evidence to suggest 'cherry picking' and parents not being informed of the reasons for refusal or their right of appeal. In the small number of instances where we have become aware that this has happened, we have challenged schools and pointed to the relevant part of the Code and advised families of their right of appeal. However, we believe that a centrally co-ordinated in-year process would significantly improve process and equity for families.

iv. 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):

No further comments

### **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 2024.

Thank you for completing this template.

Please return to [Office of the Schools Adjudicator](#) by 31 October 2023