Local Authority Report
to
The Schools Adjudicator
from

Bristol Local Authority
to be provided by
30 June 2019

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Please email your completed report to: osa.team@schoolsadjudicator.gov.uk by 30 June 2019 and earlier if possible
Contents

Section 1 – The normal admissions round

A. Determined arrangements.
B. Co-ordination.
C. Looked after and previously looked after children.
D. Special educational needs and disabilities.

Section 2 – In year admissions

A. Number of in year admissions.
B. Co-ordination of in year admissions.
C. Looked after and previously looked after children.
D. Special educational needs and disabilities.
E. Other children.
F. Fair access protocol

Section 3 – Directions

A. Directions made by the local authority to voluntary aided and foundation schools.
B. Directions made by the local authority to maintained schools in other local authorities’ areas.
C. Requests to the Education and Skills Funding Agency (ESFA) to direct an academy to admit a child.

Section 4 – Pupil, service and early years premiums

Section 5 – Electively home educated children

Section 6 – Other matters

Section 7 - Feedback
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. The report must be returned to the Office of the Schools Adjudicator by 30 June 2019.

2. Please note that the specified date for returning this form by 30 June is a Code requirement; this is why some data are asked for by financial year.

3. We have made some changes to the information and categories of information sought this year:

   a. we have removed references to “all through” schools and instead would be grateful if local authorities would follow the approach used in statutory provisions and in the Department for Education Statistical First Release ¹ and the Education Middle School (England) Regulations 2002², and

   b. we have decided not to use the term “own admission authority schools” to mean those schools for which the local authority is not the admission authority (that is foundation, voluntary aided and academy schools). This is because a large number of arrangements are now determined by multi-academy trusts. We will therefore refer to ‘schools for which the local authority is not the admission authority’.

4. Local authorities will notice that we have not included this year a number of questions which have been asked in past years. This is because we judge that we are unlikely to receive much information that adds to the existing body of knowledge and do not wish to take up local authorities’ time unnecessarily. We have not asked:

   a. for details of the particular provisions of admission arrangements determined by other admission authorities challenged by local authorities;
   b. local authorities’ views of how well the interests of children with special educational needs or disabilities are met at the normal points of admission;
   c. about the advantages and disadvantages of co-ordinating in year admissions;
   d. about the reliance on paragraph 3.12 of the Code by other admission authorities in the local authority’s area;
   e. for information about admission authorities’ approaches to deciding whether or not they had places available in year;

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¹ Department for Education Statistical First Release
² The Education Middle School (England) Regulations 2002
f. for the number of children refused admission to a school under the fair access protocol.

Local authorities are, of course, free to comment on any of these matters if they wish to do so under section 6. The views expressed by local authorities in previous years also remain a matter of public record.

5. We are asking new questions this year about:

a. the proportion of schools with other admission authorities in the local authority area for which the local authority ranks preferences for the schools concerned on the admission authorities' behalf;

b. use of oversubscription criteria which give priority to children adopted having previously been in care abroad; and

c. how well served are children who are looked after by another local authority but being educated in the area of the local authority submitting the report.

6. We continue to ask about the use of the premiums in admission arrangements but have provided further guidance on this in footnote 11. In particular, we ask local authorities to include in their responses schools using part of any of the premiums (such as free school meals eligibility). Please consider this footnote before answering the questions on this matter.

Information requested

Section 1 - Normal point of admission

A. Determined arrangements

i. Please give the date your local authority determined arrangements for admission in 2020 to its voluntary controlled and community schools.

a. This local authority has no community or voluntary controlled primary schools (please tick box if this applies)

b. This local authority has no community or voluntary controlled secondary schools (please tick box if this applies)

ii. Please specify the date the determined arrangements for voluntary controlled and community schools were published on the local authority’s website.

iii. Please provide a link to where the admission arrangements can be viewed on the local authority’s website on publication.
iv. What proportion of arrangements for schools for which the local authority is not the admission authority was provided to the local authority by 15 March 2019?

☐ None ☐ Minority ☒ Majority ☐ All

<table>
<thead>
<tr>
<th>v. How many sets of admission arrangements of schools for which the local authority is not the admission authority were queried directly by your local authority because they were considered not to comply with the Code?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
</tr>
<tr>
<td>22</td>
</tr>
</tbody>
</table>

vi. Please provide any comments on the determination of admission arrangements not covered above.

The schools covered above were submitted prior to the determination deadline and were advised that parts of their policies, including in-year forms and SIFs were either non-compliant with the code or needed requests for particular personal information and processes removed.

A considerable number of the school policies either received or sourced after the submission deadline are still being reviewed so schools will be contacted regarding issues of the nature of not complying with the code.

B. Co-ordination

i. Provision of rankings:

a. What proportion of schools for which the local authority is not the admission authority provided their rankings correctly undertaken by the agreed date?

☐ None ☐ Minority ☐ Majority ☒ All

b. For what proportion of schools with other admission authorities in the local authority's area did the local authority rank preferences expressed for those schools in 2019?

☐ None ☒ Minority ☐ Majority ☐ All
ii. Please provide any comments you wish to make in respect of provision of rankings:

iii. Does the local authority charge schools for providing rank preferences?

☒ Yes ☐ No

iv. Does the local authority rank preferences for other admission authorities in OTHER local authority areas and, if so, for how many schools?

No

v. How well did coordination of the main admissions round work?

<table>
<thead>
<tr>
<th></th>
<th>Not well</th>
<th>A large number of small problems or a major problem</th>
<th>Well with few small problems</th>
<th>Very well</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Other relevant years of entry</td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

vi. Please give examples to illustrate your answer: All deadlines met to ensure offers and made on national offer day.

C. 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 applicable³

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 applicable³

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 applicable³

³ 'Not applicable' will only be appropriate if there are no children falling within this definition.
iv. How well do 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


a. Do the arrangements for any community or voluntary controlled primary schools include this priority for 2020?  ☐ Yes  ☒ No

If yes please provide the number of community or voluntary controlled primary schools that include this priority.

b. Do the arrangements for any community or voluntary controlled secondary schools include this priority for 2020?  ☒ Yes  ☐ No

If yes please provide the number of community or voluntary controlled secondary schools that include this priority.

c. Do the arrangements for any primary schools for which the local authority is not the admission authority include this priority for 2020?  ☒ Yes  ☐ No

If yes please provide the number of primary schools for which the local authority is not the admission authority that include this priority.

d. Do the arrangements for any secondary schools for which the local authority is not the admission authority include this priority for 2020?  ☒ Yes  ☐ No

If yes please provide the number of secondary schools for which the local authority is not the admission authority that include this priority.

One school. Priority Two.

e. Please comment on the use of a priority in admission arrangements for a child adopted who was previously in care abroad if you wish.

Please give any examples of good or poor practice or difficulties which exemplify your answers about the admission to schools of looked after and previously looked after children at the normal points of admission: Schools follow the School Admissions Code and meet their statutory obligations. Comment from The HOPE Virtual School: We have a key contact in Admissions who oversees normal points of admission for children in care. Neighbouring LAs generally work well with each other to ensure admission process is smooth.
i. Please provide any comments you wish to make on the admission of children with special educational needs and/or disabilities at the normal points of admission:

Comment from The HOPE Virtual School: We experience drift and delay for some children e.g. where EHCP is held by another local authority or where EHC needs assessment is part-way through (including where this process is out of timescales).

Comment from the SEND Service
• Admission for primary and secondary school places for children with special educational needs and/ or disabilities whose needs are supported at SEN Support level is in line with usual admission arrangements and application processes.
• Admission for primary and secondary school places for children with special educational needs and/ or disabilities whose needs are supported through an Education Health and Care Plan is coordinated by the SEND Casework Team.
• A parent carer is able to request a particular school when they receive a draft EHC plan or an Amendment Notice amending an EHC plan. This might be when they are getting an EHC Plan for the first time; if the EHC Plan is being amended after an annual review; or if the EHC Plan is being amended at any other time (for example, if the child has to move schools and the EHC Plan needs to be amended to reflect that).
• The parent carer has a right to request any of the following types of school or college as per Section 38 (3) and 39 (6) of the Children and Families Act 2014:
  • A maintained school or nursery (mainstream or special)
  • An Academy (mainstream or special)
  • An institution in the Further Education sector
  • A non-maintained special school
  • A section 41 school.
• Formal consultation with the school’s governing body/ proprietor or principal of any school (and LA if the school is out of area) is completed in line with the nearest most appropriate setting that can meet needs, as well as parental preference, in relation to the needs, special educational provision and outcomes described in the individual child’s EHCP before a placement is named. There is a 15 day response time and if there is a failure to respond within this timescale, the final decision rests with the LA where the child lives.
• Changes in placement for Key Stage Transfer follow the same process and deadlines set out in regulation 18 of the SEND Regulations 2014. For those transferring from secondary school to a post-16 institution, the EHC plan must be reviewed and amended by 31 March in the year of transfer; for all other phases of transfer, the deadline is 15 February in the year of transfer.

D. Special educational needs and disabilities
Section 2 - In year admissions

A. The number of in year admissions

i. Do you know the number of in year admissions to primary schools in your local authority area? ☐ Yes ☒ No (We do not hold numbers for own admission authority schools that process their own primary and secondary admissions).

ii. If ‘no’ is this for one or more of the following reasons (tick boxes as appropriate) because:

☐ Schools with other admission authorities are not complying with the requirement in paragraph 2.22 of the Code to notify the local authority of applications for places and the outcome;

☐ the local authority does not use the information provided by schools with other admission authorities to collect the numbers of in year admissions; and/or

☐ (please specify)

☐ other?

iii. Do you know the number of in year admissions to secondary schools in your area? ☐ Yes ☒ No

iv. If ‘no’ is this for one or more of the following reasons (tick boxes as appropriate) because:

☐ Schools with other admission authorities are not complying with paragraph 2.22 of the Code;

☐ the local authority does not use the information provided by schools with other admission authorities to collate the numbers of in year admissions; and/or

☐ (please specify)

☐ other?

4 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 in normal years of admission.
v. If the local authority does know the number of in year admissions to state funded schools in its area, please complete the following table.

<table>
<thead>
<tr>
<th></th>
<th>Primary aged children</th>
<th>Secondary aged children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of in year admissions</td>
<td>1,515 (mixture of community schools and own admission authority schools that purchase our services)</td>
<td>661 (relating to own admission authority schools that purchase admission services)</td>
</tr>
<tr>
<td>between 1/9/17 and 31/8/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of in year admissions</td>
<td>1,116 (mixture of community schools and own admission authority schools that purchase our services)</td>
<td>202 (relating to own admission authority schools that purchase admission services)</td>
</tr>
<tr>
<td>between 1/9/18 and 31/3/19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Co-ordination of in year admissions

i. To what proportion of community and voluntary controlled schools did the local authority delegate responsibility for in year admissions in the academic year 2018/19?

a) Primary: ☐ Not applicable
☑ None ☐ Minority ☐ Majority ☐ All

b) Secondary: ☑ Not applicable
☐ None ☐ Minority ☐ Majority ☐ All

ii. For what proportion of schools for which the local authority is not the admission authority does the local authority co-ordinate in year admissions?

a) Primary: ☐ None ☑ Minority ☐ Majority ☐ All

b) Secondary: ☐ None ☑ Minority ☐ Majority ☐ All

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

With no duty or power to coordinate for in-year admissions it is becoming more difficult to ensure that schools are complying with the School Admissions Code and their own admission arrangements.

C Looked after children and previously looked after children

i. How well does the in year admissions system serve children who are looked after by your local authority and who are being educated in your area?

5 ‘Not applicable’ will only be appropriate if the local authority has no community or voluntary controlled primary/secondary schools.
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

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?

☐ Not at all ☐ Not well ☒ Well ☐ Very well ☐ Not applicable

iv. How well does your in year admissions system serve the interests of previously looked after children?

☐ Not at all ☐ Not well ☒ Well ☐ Very well ☐ Not applicable

v. Please give examples of any good or poor practice or difficulties which support or exemplify your answers about looked after and previously looked after children:

vi. Comment from The HOPE Virtual School. In-year admissions co-ordinated via Bristol LA – very well. Bristol schools who are their own admission authority e.g. academies – can be slower and may not meet stat timescales despite clear guidance given by LA and prompt follow-up by the Virtual School. Year 11 in-year admissions more difficult, especially for EAL pupils e.g. Unaccompanied Asylum Seeking Children. In other LA areas – there can be a lack of co-ordination between other LA schools and their local admissions departments. In-year admissions for children in care are frequently subject to delay.

vii. SEND – in-year admission for children in care with an EHCP is the most challenging area; the consultation process adds delay and children can be without education for unacceptably long periods.

viii. ALP – Other LA areas have a wide range of different systems for accessing ALP; again this can cause unacceptable drift and delay for children in care.

D 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?

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6 ‘Not applicable’ will only be appropriate if there are no children falling within this definition.
ii. How well served are children with special educational needs and/or disabilities that 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  ☐ Not applicable

Please give examples of good or poor practice or difficulties which support or exemplify your answers: Comment from the SEND Service:

- In year special school places are limited due to the fact that most are already operating at maximum capacity and settings are 95% full from the beginning of the year – the Educational capital strategy is due to go to Cabinet in September 2019 to look at long term sufficiency planning. Numbers of Pre 16 children with EHCPs requiring INM/ ISS out of area placements has increased over the past 12 months, but post 16 places have reduced significantly. More children with EHCPs attend special schools (1022) compared to mainstream primary (237) and secondary (341) settings in Bristol.

- Specialist placement place planning takes place every 6 weeks to ensure that projected numbers are forecasted accurately prior to ESFA submissions in November each year and that where places can be increased through minor education capital investment, reorganisation or changes to provision, these opportunities are maximised in a timely fashion.

- Special schools and resource bases work closely with mainstream settings and alternative providers to plan successful transition between settings, supported by specialist service where appropriate.

- Alternative Learning provision is used by mainstream and specialist providers when permanent education placements cannot be agreed due to lack of space in schools in the city – children with EHCPs can only access 12.5-15 hours of alternative provision per week in non-registered provisions

- Special Schools have commissioned 12 Alternative provision places in 2018-2019 to prevent permanent exclusion.

- There have been no permanent exclusions for children with EHCPs for 3 years. Permanent exclusions for primary pupils at SEN Support level are higher than statistical neighbours.

- Fixed term exclusions are still high in comparison with statistical neighbours for pupils at SEN Support Level and for those EHCP in

7 ‘Not applicable’ will only be appropriate if there are no children falling within this definition.
mainstream as well as special schools.

- Persistent absence rates have fallen for pupils with EHCPs as well as those supported at SEN Support Level.
- Mainstream children going through EHC Needs Assessment with existing SEN Support Plans can access Needs Assessment Places in more specialist settings or through outreach support.
- Parent carers, young people and local area professionals can self-refer to specialist services across education, health and social care for support and advice – this information is held on Bristol’s Local Offer website: https://www.bristol.gov.uk/web/bristol-local-offer.
- Mainstream early years settings and schools can apply for High Needs Funding to meet additional needs on a termly basis and once a SEN Support Plan has been initiated and needs met through a graduated response (No EHCP is needed for this). This is where needs exceed schools’ notional SEN budgets.

E Other children

i. How well served are other children when they need a new school place in year?

☐ Not at all ☒ Not well ☐ Well ☐ Very well ☐ Don’t know

iii. Please provide any comments you wish to make in respect of other children:

With no duty or power to coordinate for in-year admissions it is becoming more difficult to ensure that schools are complying with the School Admissions Code and their own admission arrangements. The Local Authority has introduced the ‘Bristol Standard’ for in-year admissions to support a fair and transparent admissions process across all schools which comply with the School Admissions Code.

F Fair access protocol

i. Has your fair access protocol been agreed with the majority of state-funded mainstream schools in your area?

☒ Yes for primary

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8 Other children are those not looked after, previously looked after or with special educational needs and/or disabilities.

9 An existing protocol remains binding on all schools up until the point at which a new one is adopted.
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 2018 and 31 March 2019?

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Number of children admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary aged children</td>
</tr>
<tr>
<td>Community and voluntary controlled</td>
<td>9</td>
</tr>
<tr>
<td>Foundation, voluntary aided and academies</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>

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

Please make any relevant comment on the protocol not covered above.

For the very small number of children who have not secured school places following the use of the protocol, provision is (occasionally) made for these children in commissioned (state funded or jointly commissioned) alternative learning provision (pupil referral unit or similar early intervention base) pending further assessment, intervention work and where relevant statutory needs assessment for EHCP.

Section 3 - Directions

A. How many directions did the local authority make between 1 April 2018 and 31 March 2019 for children in the local authority area?

<table>
<thead>
<tr>
<th></th>
<th>Primary aged children (not looked after)</th>
<th>Primary aged looked after children</th>
<th>Secondary aged children (not looked after)</th>
<th>Secondary aged looked after children</th>
</tr>
</thead>
</table>

10 ‘Not applicable’ would mean that there were no hard to place children for which the protocol was required.
| Voluntary aided or foundation | 0 | 0 | 0 | 0 |

**B.** Please add any comments on the authority’s experiences of making directions in these circumstances.

**C.** How many directions did the local authority make between 1 April 2018 and 31 March 2019 for a maintained school in another local authority area to admit a looked after child?

<table>
<thead>
<tr>
<th>For primary aged children</th>
<th>For secondary aged children</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**D.** Please add any comments on the authority’s experiences of making directions in these circumstances.

**E.**

<table>
<thead>
<tr>
<th>How many requests to the ESFA to direct an academy to admit a child did the local authority make between 1 April 2018 and 31 March 2019?</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many children were admitted to an academy school as a result of the request for a direction by the local authority to the ESFA between 1 April 2018 and 31 March 2019?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>How many</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
requests were outstanding as at 31 March 2019?

F. Please add any comments on the authority’s experiences of requesting directions in these circumstances.

G. Any other comments on the admission of children in year not previously rose. The Local Authority supports to re-introduction of coordination of in-year admissions across the local authority area to make the admissions process as straightforward as possible for parents and carers, ensuring compliance with the School Admissions Code.

It is extremely problematic to secure in-year school places for Year 6 pupils (especially but not limited to own admission authority schools) during their SATs year. Schools are tacitly and openly resistant to taking pupils who they feel will impact on their KS2 results. This even applies when using the Primary Fair Access Protocol.

Section 4 - Pupil, service and early years pupil premiums (the premiums)

<table>
<thead>
<tr>
<th>A. How many community or voluntary controlled schools in the local authority area will use each premium as an oversubscription criterion (including the tiebreaker) for admissions in</th>
<th>Primary</th>
<th>Secondary(^\text{12}) excluding grammar</th>
<th>Grammar(^\text{12})</th>
</tr>
</thead>
</table>

\(^{11}\) Please include in these figures all schools whose arrangements give priority on the basis of eligibility for one or more of the premiums or part thereof except where the only sub-group is looked after and previously looked after children as all schools must give first priority to these children. Admission authorities can limit priority to specific sub-groups of those who attract a premium. Examples are:

- children of parents who are currently serving in the UK regular armed forces (rather than all children who attract the service premium); or
- Children who are eligible for free school meals at the time of application (rather than all children who attract the pupil premium).

If such sub-groups have priority at any point within the oversubscription criteria, they should be included in the totals for this table even if there is no specific use of the terms, ‘pupil premium,’ ‘early years premium’ or ‘service premium’ in the arrangements. Paragraphs 1.39A and 1.39B of the Code provide the relevant exceptions to paragraph 1.9f (which prohibits giving a priority to a child according to the occupational or financial status of parents applying).

\(^{12}\) Do not include use in post 16 arrangements
<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Secondary exclusion grammar</th>
<th>Grammar exclusion grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early years pupil premium</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Pupil premium</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Service premium</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Total number of schools using at least one premium in their oversubscription criteria</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**B. How many schools for which the local authority is NOT the admission authority in your area will use each premium as an oversubscription criterion (including the tiebreaker) for 2020?**

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Secondary exclusion grammar</th>
<th>Grammar exclusion grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early years pupil premium</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Pupil premium</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Service premium</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Total number of schools using at least one premium in their oversubscription criteria</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Section 5 - Electively home educated children**

**A.** How many children were recorded as being electively home educated in the local authority area on 29 March 2019?

371

**B.** Any comments to make relating to admissions and children electively home educated that you have not previously raised?

Increasing numbers of children becoming home educated for short term periods of time impacts LA resources and the admissions system. An increasing number of schools are requesting that families returning to school after a period of time EHE are dealt with via the Negotiated Transfer process rather than straightforward admission to parental preference school.
Section 6 - Other matters

Are there any other matters that the local authority would like to raise that have not been covered by the questions above?

The Local Authority supports to re-introduction of coordination of in-year admissions across the local authority area to make the admissions process as straightforward as possible for parents and carers, ensuring compliance with the School Admissions Code.

Whilst the Local Authority fully supports the principle of including children adopted from outside England and Wales in the oversubscription criteria, a lack of clear guidance around verifying documentation has prevented this being introduced into our admission arrangements.

Section 7 - Feedback

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2020.

Thank you for completing this template.

Please return to Lisa Short at OSA.Team@schoolsadjudicator.gov.uk by 30 June 2019