



Office of  
the Schools  
Adjudicator

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

**London Borough of Bromley  
Local Authority**

to be provided by

**31 October 2022**

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Website: [Office of the Schools Adjudicator](#)

**Please email your completed report to: [Office of the Schools Adjudicator](#) by  
31 October 2022 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 for 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. Local authorities do not have to include this introduction and guidance in their locally published report.
2. In 2020 and 2021, we asked far fewer questions than in previous years, asking only for the minimum information required by the Code. This was in response to the pressures on local authorities and others in the light of the Covid-19 pandemic. This year, we have again sought to keep the information requested to the minimum. We have, at the request of the Department for Education, asked a small number of additional questions relating to the impact of the new Code which came into force on 1 September 2021.
3. The new Code also changes the period to be covered by reports to the adjudicator and the deadline for submitting reports to the adjudicator. **This year's report must cover the 2021/2022 academic year and be submitted to the Office of the Schools Adjudicator by 31 October 2022.**

## Guidance on completing the template

4. In a departure from previous practice, we have included all the guidance on completing specific parts of the template in this section. We hope that this will be helpful. This is in response to feedback that including guidance and definitions in the body of the template could make the report harder for readers to follow and less accessible. 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. Guidance on specific questions and/or meaning of specific terms in this report:
  - a. "in-year admissions": This means admission 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

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

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

primary school) **and** admission during the course of any school year after the end of the statutory waiting list period (31 December) in normal years of admission.

b. Not applicable means at questions:

Section 1: B.i. - B.iv. that there were no children falling within the relevant definition.

Section 1: B.v. that there were no schools for which the local authority was the admission authority at 1 September 2021.

Section 1: B.vi. that there were no schools in the local authority's area for which the local authority was not the admission authority at 1 September 2021.

Section 2: B.i. - B.iv. that there were no children falling within the relevant definition.

Section 2: C.i. that there were no children falling within the definition.

Section 2: D.iv. that there were no hard to place children referred to the protocol.

7. 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.
8. 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 point 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:

All on-time applications were processed and offers made on the relevant offer date. Late applications have been processed and places offered effectively on an ongoing basis.

#### 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. Please confirm that your local authority has included children adopted from state care outside England in its definition of previously looked after children in admission arrangements for schools for which it is the admission authority

Yes  No  Not applicable

vi. How confident are you that all other admission authorities in your area have included children adopted from state care outside England in their definitions of previously looked after children in admission arrangements for schools for which they are the admission authority?

Confident all have  Confident some have  Not aware of whether all or some have  Not applicable

vii 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**:

London Borough of Bromley is not the admissions authority for any mainstream schools in the borough and, therefore, do not set any of the admission arrangements.

### **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:

Under the co-ordinated admission processes, EHCP pupils are accounted for before the mainstream offers are made to mitigate schools being required to admit over PAN wherever possible.

## **Section 2 - In-year admissions**

### **A. Effect of Code changes on in-year admissions**

Please provide any comments you wish to make on the effect of the changes to the Code's provisions for in-year admissions. It would be particularly helpful to have comments on whether you think the changes have made it easier or not for parents to secure places for children in-year?

Bromley feel that the changes provide clarity for parents on the timescales they can expect to secure a school place. It has also aided the Council in challenging schools for faster responses and outcomes.

Work with schools is ongoing to ensure a response within the SA Code timeframes, to avoid delays for families. Some central communication from the DfE or the OSA would assist in emphasising the importance and mandatory nature of these timeframes with some academy chains.

### **B. 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 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 does your **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:

Schools in the borough work collaboratively with the virtual school and the Council is quickly able to identify and secure school admission for children looked after and previously looked after.

There are some minor concerns with schools who manage their own in-year admission processes and delays in responses to request to admit looked after and previously looked after children. There is also some reticence from schools to admit Year 10 and Year 11 UASC pupils, but all cases have been resolved through discussion.

### 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:

Difficulties: Several secondary schools do not demonstrate appropriate inclusive behaviours towards children with EHCP plans. We have experience of schools failing to be supportive of admission simply because they may not have been the parent's preferred school. Some schools have cited other issues such as needing support at transitions between lessons; a lack of a breakout space and length of lessons (to long at 100 minutes and won't adapt). When consulted some schools state they are unsuitable for the age aptitude, ability and SEN of the child and claim unsuitable peer groups. This can lead to parents not supporting placement and increasing the drive for independent sector schools being the only parental choice when in our view reasonable adjustments could be made.

iv. If you wish, please provide any comments about **in-year admissions** in respect of other children:

In year admissions operate effectively in the borough, with the vast majority of schools empowering the LA to coordinate in year admissions. One academy chain has

refused this arrangement. Consequently there can be delays in offers or at least the council's understanding as to whether a place has been secured and the point at which admission has taken place.

**D. 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 2021 and 31 July 2022?

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled	N/A	N/A
Foundation, voluntary aided and academies	3	84
Total	3	84

iv. How well do you consider hard to place children are served by the fair access protocol in your area?

- Not at all well applicable     Not well     Well     Very well     Not applicable

v. Please provide any comments you wish on the protocol not covered above. It would be particularly helpful to have any comments on the impact of the Code changes on the operation of the FAP in your area and the ability to secure places for vulnerable children:

The changes have had a positive impact, although the Bromley Fair Access Protocol is well established and been working efficiently prior to the changes. The timeline given in the SA Code has aided faster resolution of the majority of cases.

The vast majority of secondary schools across the borough are actively and positively engaged in FAP however sadly we have experienced one academy school failing to make contact with the family of a pupil allocated to them via the FAP. This is being followed up accordingly.

### E. Directions

How many directions did the local authority make between 1 August 2021 and 31 July 2022 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. If you wish, please provide any other comments on the admission of children **in-year** not previously raised:

### 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 2023.

Thank you for completing this template.

Please return to [Office of the Schools Adjudicator](#) by 31 October 2022