



Office of  
the Schools  
Adjudicator

**Local Authority Report**

to

**The Schools Adjudicator**

from

**Gateshead Local Authority**

to be provided by

**30 June 2021**

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**[www.gov.uk/government/organisations/office-of-the-schools-adjudicator](http://www.gov.uk/government/organisations/office-of-the-schools-adjudicator)**

**Please email your completed report to: [osa.team@schoolsadjudicator.gov.uk](mailto:osa.team@schoolsadjudicator.gov.uk)  
by 30 June 2021 and earlier if possible**

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## 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.

2. This template requests the same information as that set out in the revised template we sent on 15 April 2020:

- a) information about how admission arrangements in 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;
- b) an assessment of the effectiveness of Fair Access Protocols and co-ordination in their area, including how many children were admitted to each school under them.

3. We should be grateful if local authorities would follow the approach 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>.

4. In the template last year we did not ask about the determination of admission arrangements because of continued constraints on local authorities. Again, we have not asked for that information this year, but we intend to return to this area in future years given the importance of determination and checking compliance of all admission authorities. It is a key role for the local authority's leadership to encourage schools to determine arrangements in line with the provisions in the Code.

5. 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.

6. 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.

7. The report **must** be returned to the Office of the Schools Adjudicator by **30 June 2021**.

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

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

## 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:

#### 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<sup>3</sup>

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<sup>3</sup>

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<sup>3</sup>

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**?

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<sup>3</sup> 'Not applicable' will only be appropriate if there are no children falling within this definition.

Not at all  Not well  Well  Very well  Not applicable<sup>3</sup>

- v. Priority in admission arrangements for 2022 for adopted children previously in care abroad. Please comment on the use of a priority in admission arrangements for a child adopted who was previously in care abroad if you wish:

We added this to our admission policies following the original request as a category 2 priority. Our cabinet meets in July to refine our policy to make this category 1. To date we have not had any applicant that fits into this category.

- vi. If you wish, please give any 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 work closely with our virtual head to identify all LAC children so we do not miss any that have recently been taken in to care. We ensure that their social workers are aware of timescales for the submission of application forms.

### 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: We work closely with our SEN team to ensure that all plans are finalised by the February deadline so we can give schools accurate admission numbers and allocate places correctly in accordance with agreed admission limits. In Gateshead due to lack of secondary school places we have agreed an enhanced PAN with our schools and do not want to exceed this by naming a school later than agreed.

## Section 2 - In-year<sup>4</sup> admissions

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<sup>4</sup> 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 (31 December) in normal years of admission.

**A. Co-ordination of in-year admissions**

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

We do not co-ordinate 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<sup>5</sup>

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<sup>5</sup>

iii. How well 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<sup>5</sup>

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<sup>5</sup>

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:

As head of school admissions I am copied in to all LAC and PLAC transfer requests to ensure that any issues that arise are dealt with in a timely way to avoid any drift or delay in their admission.

**C. Children with special educational needs and/or disabilities**

<sup>5</sup> 'Not applicable' will only be appropriate if there are no children falling within this definition.

- 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  Not well  Well  Very well  Not applicable<sup>5</sup>

- 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  Not well  Well  Very well  Don't 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:  
Placement changes for EHC learners can be challenging but through the SEND panel and efficient transferring processes between LAs these are managed in a timely and efficient manner where possible. Where placement difficulties arise the maintaining of current placement is supported where practicable with consultations initiated through SEND panel directions.

- iv. If you wish, please provide any comments about **in-year admissions** in respect of other children:  
Schools admit children in a timely manner when places are available. The issue in Gateshead as mentioned earlier is a lack of secondary school places. We have very few places in KS3 across the borough and currently have no Year 7 places. We are therefore currently taking all year 7 out of borough applications through our fair access process to try and fairly distribute these children and give them access quickly to a school place. This situation will continue into Year 8 from September and will have an effect on the number of managed moves that schools can put through our fair access process.

#### D. Fair access protocol

- i. Has your fair access protocol been agreed<sup>6</sup> with the majority of state-funded mainstream schools in your area?

Yes for primary  
 Yes for secondary

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<sup>6</sup> 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 2020 and 31 March 2021?

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled	83	10
Foundation, voluntary aided and academies	7	98
Total	90	108

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<sup>7</sup>

v. Please make any relevant comment on the protocol not covered above if you wish:  
We now have well established protocols with both our own Housing Asylum and Refugee Support Service and Mears, the Home Office accommodation provider, to ensure that they refer all asylum families to us in order to allocate a school place via our fair access process. We also have a small support team for Fair Access that provide both practical and language support to access school places that is highly regarded by our schools.

E. If you wish, 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?

<sup>7</sup> 'Not applicable' would mean that there were no hard to place children for which the protocol was required.



## **Section 4 - Feedback**

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2022.

This concise nature of this revised form still gives us the opportunity to continue to raise issues which is much appreciated.

Thank you for completing this template.

Please return to [OSA.Team@schoolsadjudicator.gov.uk](mailto:OSA.Team@schoolsadjudicator.gov.uk) by 30 June 2021