



Office of
the Schools
Adjudicator

**LOCAL AUTHORITY REPORT
TO
THE SCHOOLS ADJUDICATOR
FROM
WANDSWORTH BOROUGH COUNCIL**

**Report Cleared by: Ana Popovici,
Director of Children's Services**

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Contents

Introduction

Guidance on completing the template

Section 1 - Normal point of admission..... 3

- A. Co-ordination 3
- B. Looked after and previously looked after children 4
- C. Special educational needs and disabilities 5

Section 2 - In-year admissions 7

- A. Co-ordination of in-year admissions 6
- B. Looked after children and previously looked after children 6
- C. Children with special educational needs and/or disabilities 7
- D. Fair access protocol..... 8
- E. Directions9
- F. General comments on in-year admissions.....10

Section 3 - Other Matters10

Section 4 – Feedback 10

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				Y
Year 7				Y
Other relevant years of entry				Y

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

- **A simpler system for parents to understand**
 - **Common closing dates and offer date**
 - **One form/online application**
 - **One offer of school place on National Offer Day thereby increasing offer of preferred school to more families**
 - **LA Admissions Team as main point of contact.**
- **Close partnership working with all state funded schools and the LA**
 - **Co-operation of all schools**
 - **Open accountability for own admission authority schools including quality assurance of ranked application lists. All late submissions and queries were resolved in good-time ahead of pan-London deadlines for submission.**
 - **LA continues to administer waiting lists from National Offer Day to 31 August with school input where necessary eg faith or medical/social applications.**
- **Inter LA working**
 - **A prime example of close working between LAs on a regional basis leading to the development of the Pan London Admissions Hub and London Eadmissions Portal.**

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**:

As required by the Admissions Code, looked after children and previous looked after children have first priority in the published admission criteria of maintained schools and academies. In the main managed rounds (Reception and Secondary Transfer), this has served

the interests of LAC and previous LAC very well. All have been offered their first preference school.

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:

Pupils with an EHCP or statement of SEN are not considered under the mainstream admissions process and are covered by separate legislation. Six of Wandsworth’s seven special schools are judged outstanding or good by Ofsted. There are also 18 resource bases, meaning that overall children are extremely well served in terms of admissions options. Mainstream schools and standalone academies accept statemented children readily where they can demonstrably meet their needs but there are some difficulties placing children in academies run by larger chains.

For children who have disabilities and/or special educational needs but who do not have an education health and care plan or a statement of special educational needs, most admission authorities have an exceptional social/medical need criterion if there is an exceptional need to attend a particular school.

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?

The changes to the provisions of the Admissions Code on in year admissions are welcomed and the whole have helped make this is a more positive experience for parents seeking to secure places for children in-year.

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:

As required by the Admissions Code, looked after children and previous looked after children have first priority in the published admission criteria of maintained schools and academies. This has served the interests of LAC and previous LAC well.

It would be helpful to have clarity within the Admissions Code, around the expectation that schools should admit LAC and previous LAC over number where they are the preferred school.

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:

Pupils with an EHCP are not considered under the mainstream admissions process and are covered by separate legislation. Six of Wandsworth’s seven special schools are judged outstanding or good by Ofsted. There are also 18 resource bases, meaning that overall children are extremely well served in terms of admissions options.

For children who have disabilities and/or special educational needs but who do not have an education health and care plan or a statement of special educational needs, most admission authorities have an exceptional social/medical need criterion if there is an exceptional need to attend a particular school.

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

Wandsworth continues to operate a centralised application system so parents need only make one application. Where it is not possible to offer a preferred school, applicants will be offered an alternative school or advised of schools with vacancies as appropriate.

This has been effective in seeking to ensure that all children changing schools or moving into the area can secure a school place. Following on from statutory co-ordination, it has enabled the monitoring and tracking

of applications in order to safeguard pupils at a time when they can be most vulnerable to missing education.

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:

N/A

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	1	18
Foundation, voluntary aided and academies	0	46
Total	1	64

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:

Wandsworth LA co-ordinates the secondary phase in-year fair access protocol through the Wandsworth Improving Behaviour & Attendance Partnership which includes representation from all secondary schools, the secondary PRU and officers from the LA Inclusion Service. There is generally a good level of engagement by schools and very few cases are discussed at meetings as work to place pupils is conducted between times as an early intervention to prevent drift and delay. This is also effective as not all schools attend partnership meetings on a regular basis.

At primary level, Fair Access Panel members are drawn from headteacher nominations together with representatives from the Primary PRU and LA Inclusion Service and Pupil Services section. As with the secondary protocol, there is good level of engagement from schools. The level of vacancies within primary schools and active participation of schools has meant that it has only once been necessary to formally place a pupil through the primary FAP in 2021-22.

A challenge in both primary and secondary phases lies in ensuring the system is equitable and fair with all schools participating fully in the process. Whilst the related changes in the Code are welcome this has had little impact on practice.

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:

None

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?

None

Section 4 - Feedback

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2023.

None
