Local Authority Report

To
The Schools Adjudicator

From

Cheshire East Borough Council Local Authority

30 June 2018

Report Cleared by Claire Williamson: Head of Service: Education Participation and Pupil Support

Date submitted: June 2018

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www.gov.uk/government/organisations/office-of-the-schools-adjudicator
Introduction

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 issues. The report must be returned to the Office of the Schools Adjudicator by 30 June 2018.

The report to the Secretary of State for 2017 highlighted that at the normal points of admission the main admissions rounds for entry to schools work well. The Chief Adjudicator expressed less confidence that the needs of children who need a place outside the normal admissions rounds were so well met. In order to test this concern, local authorities are therefore asked to differentiate their answers in this year’s report between the main admissions round and in year admissions1. The order of this template for the annual report by local authorities reflects this.

Information requested

1. Normal point of admission

   A. Determined arrangements

   i. Please specify the date your local authority determined its arrangements for admissions in 2019 for its voluntary controlled and community schools. Please state if this question is not applicable as there are no voluntary controlled or community schools in the local authority area.

   16/02/2018

   ii. Please specify the date the determined arrangements for voluntary controlled and community schools were published on the local authority’s website. Say if not applicable.

   26/02/2018

   iii. What proportion of arrangements for own admission schools was provided to the local authority by 15 March?

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1 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.
iv. How many sets of admission arrangements of schools that are their own admission authority were queried directly by your local authority because they were considered not to comply with the Code?

<table>
<thead>
<tr>
<th>Primary including middle deemed primary</th>
<th>Secondary including middle deemed secondary</th>
<th>All through</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2</td>
<td>n/a</td>
</tr>
</tbody>
</table>

v. If, when you considered arrangements for own admission authority schools for 2019, you had any concerns about Code compliance, please indicate which paragraphs of the Code you thought were mainly being breached.

Main concerns related to notification to consultees. The home LA and bordering LAs were overlooked on several occasions and we were aware that generally only consulted with home LA schools and own parents. A small number of schools tried to consult outside the statutory timeline. As mentioned below only 40% of own admission authority schools submitted their determined admission arrangements on time. As more schools become their own Admissions Authorities then the task of ensuring compliance is more difficult.

vi. Further comment: please provide any comments on the determination of admission arrangements not covered above.

There continues to be a general lack of awareness of the statutory requirements around consultation and determination for schools who are their own admission authority and at the point schools change their status. Cheshire East Council reminds schools early each autumn term about their responsibilities and information via a school bulletin and Director’s report as to what is required. On conversion to academy status schools are also given information about their new obligations on becoming their own admissions authority.

Cheshire East Council now has 70% plus schools who are their own admission authority, a considerable amount of time has been spent liaising with schools around the consultation of arrangements. Advice has been given where arrangements are not necessarily non-compliant with the Code, but where criteria may not seem logical (e.g. in regard to their order), or do not include references to places offered to children with EHCP, how they deal with waiting lists, or appeals etc. We have also found that schools, although consultation has not taken place, have made changes and therefore are advised to consult at the next opportunity and to retain their previous policy. Since closer scrutiny has been required, schools are being advised
to include more detail to make their policy more informative and relevant to parents e.g. again to include information on appeals, waiting lists, children from multiple births (last place offered to one sibling) etc. This advice is, as mentioned previously, sometimes followed, but not always.

Only 40% of schools submitted their arrangements by the 15 March. Due to the lateness of receipt of arrangements from some schools it would also be impossible to refer these to the OSA if this had been felt appropriate.

At least 1 high school and 6 primary schools did not follow the statutory process in relation to consultation and determination of their admission arrangements. This is in addition to those highlighted above.

B. Co-ordination

i. Provision of rankings: what proportion of own admission authority schools provided their rankings correctly undertaken by the agreed date?

☐ Not applicable  ☐ None  ☐ Minority  ☐ Majority  ☐ All

<table>
<thead>
<tr>
<th>How well did co-ordination of the main admissions round work?</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>ii. Reception</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Year 7</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Other relevant years of entry</td>
<td></td>
<td></td>
<td></td>
<td>n/a</td>
</tr>
</tbody>
</table>

v. Please give examples to illustrate your answer:

The Coordination process for Reception and Year 7 is now well embedded. The majority of schools are familiar with the timescales involved. However, difficulties arise when schools first convert and do not understand their responsibilities despite the local authority advising and providing guidance that this will be required. In addition, there are problems when there are staff absences or changes and new staff or staff covering roles do not understand the work required in relation to Admissions. On occasion (probably fewer than five schools), it was noted that applicants had been initially been allocated the incorrect criteria by school staff and the admissions team worked with schools to correct this and ensure that the appropriate criteria was applied so no applicant was disadvantaged.

The only other year of entry for Cheshire East is year 10. The LA does not co-ordinate for this year group. The LA liaises with the UTC and Studio School to ensure that it has a record of pupils admitted.

C. Looked after and previously looked after children

i. How well do admission arrangements in your local authority area serve the interests of looked after children at normal points of admission?
ii. How well do the admission arrangements in other local authority areas serve the interests of your looked after children at normal points of admission?

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

iii. How well do admission arrangements 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

iv. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement:

To clarify within Cheshire East Looked After children are generally referred to as Cared for. Cared for and previously cared for children are prioritised appropriately under Admissions Arrangements within Cheshire East in accordance with the Schools Admissions Code. Discretion is used appropriately to support cared for and previously cared for children, for example, an application for a late change of preferences for a newly adopted child was treated sympathetically. Where there is an application for a cared for or previously cared for child, the local authority will also consider whether it is appropriate to admit over the published admission number or as an excepted pupil where Infant Class Size Regulations apply. There can be a difficulty when processing applications in obtaining confirmation of previously cared for status. The onus is generally on the applicant to provide this but the Admissions team does also liaise with other local authorities to verify this.

D. Special educational needs and disabilities

i. How well served are children with disabilities and/or special educational needs who have an education health and care plan or a statement of special educational needs that names a school at normal points of admission?

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

ii. How well served are children with disabilities and/or special educational needs who do not have an education health and care plan or a statement of special educational needs at normal points of admission?

☐ Not at all ☐ Not well ☒ Well ☐ Very well ☐ Not applicable
iii. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement.

Place planning for children and young people transferring from primary to secondary school will now start as early as year 4. Transition events will be held to ensure that any necessary training / adaptations/ reasonable adjustments required are highlighted as early as possible so that the schools can respond accordingly and parents /carers can be reassured that appropriate provision is in place for their child. Meetings take place early on in the academic year of transfer to discuss Nursery children and Post 16 transitions. Students in Cheshire East with EHCPs attain good outcomes, higher than the national average. Pupils with an EHCP are prioritised in accordance with the Admissions Code. However for pupils without an EHCP then places will be allocated according to the oversubscription criteria for the relevant school. Therefore it is a potential difficulty that the confirmed school will not be known for main round admissions until national offer day of the preceding academic year (1st March: Secondary and 16th April :Primary). There can also be a difficulty for oversubscribed schools if an EHCP is finalised too late to be taken into account for the main allocation of places that places will have been allocated up to the published admission number and pupils with an EHCP that was finalised after this would still need to be admitted. The national date for EHCPs to be finalised for September transition(15th February) is incompatible with the Admissions timeline as to comply with national offer day as the LA needs to have all data checked and be co-ordinating with other authorities in ample time to ensure that offer day can run smoothly. The work described above about early pupil planning is seeking to address this issue and limit the circumstances in which late (i.e. not in time for offer day) notifications of EHCPs can arise.

2. In year admissions

A. The number of in year admissions. We are asking for two years’ data for comparative purposes. If you do not have the data for the year 1/9/16 to 31/8/17 available, please still provide the data for 1/9/17 to 31/3/18.

<table>
<thead>
<tr>
<th>i.</th>
<th>Primary aged children</th>
<th>Secondary aged children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of in year admissions between 1/9/17 and 31/3/18</td>
<td>1484</td>
<td>895</td>
</tr>
<tr>
<td>Number of in year admissions between 1/9/16 and 31/8/17</td>
<td>1511</td>
<td>679</td>
</tr>
<tr>
<td>The reasons for children seeking in year admission will vary across the country. What do you</td>
<td>House move either within Cheshire East or moving into the borough (including from abroad)</td>
<td>House move either within Cheshire East or moving into the borough (including from abroad)</td>
</tr>
</tbody>
</table>
consider to be the main reasons in your area? Dissatisfaction with current school Dissatisfaction with current school

ii. The Code requires the setting of a published admission number (PAN) for each normal year of entry. In the annual reports for 2017 several local authorities referred to problems in relation to in year admissions when schools which are their own admission authority refuse to admit applicants even if the year group concerned contains fewer children than the relevant PAN suggested could be accommodated. This was referred to sometimes as ‘capping’ in-year admissions and local authorities observed that it reduced the number of places available below that anticipated by the local authority. Please comment on your experience as a local authority.

This has only been limited issue in Cheshire East with only a small number of schools refusing to admit or delaying admission. Where this has been a difficulty then this has been addressed directly with the school. The local authority has also worked in partnership with schools to have a collaborative Fair Access protocol and process. Schools are encouraged to refer to Fair Access where appropriate.

B. Co-ordination of in year admissions

i. To what proportion of community and voluntary controlled schools does the local authority delegate responsibility for in year admissions?

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Secondary</th>
<th>All-through</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Not applicable</td>
<td>None</td>
<td>Minority</td>
</tr>
<tr>
<td>b)</td>
<td>Not applicable</td>
<td>None</td>
<td>Minority</td>
</tr>
<tr>
<td>c)</td>
<td>Not applicable</td>
<td>None</td>
<td>Minority</td>
</tr>
</tbody>
</table>
| d) What do you consider to be the advantages and disadvantages of delegating responsibility for in year admissions (where applicable)?

This is not delegated but a disadvantage would be that as a local authority we can offer additional information to parents about other schools that may have vacancies and not just the preference school. If parents were approaching schools directly then that school could only advise on vacancies at their own school. We publish a weekly vacancy spreadsheet to assist parents.

ii. For what proportion of own admission authority schools does the local authority co-ordinate in year admissions?

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Not applicable</td>
<td>None</td>
</tr>
<tr>
<td>b)</td>
<td>Not applicable</td>
<td>None</td>
</tr>
</tbody>
</table>
c) All-through: ☒ Not applicable  ☐ None ☐ minority  ☐ Majority ☐ All

d) What do you consider are the advantages and disadvantages of the local authority co-ordinating in year admissions (where applicable)?

Advantages

Parents must complete the form provided by Cheshire East for schools in its area. This form is then sent electronically to the preference school(s) and the LA for an admission authority decision on the application and for LA records on applications and outcomes. This process allows the LA to have an overview of applications made and provides the data for both schools and managers. This gives the LA opportunities to monitor and follow up applications within a set timeframe to ensure that children are not out of school for long periods of time. It also gives the LA information as to which schools are favoured by parents and which schools may have some parental dissatisfaction which may be an indication of wider issues within the school.

From a safeguarding point of view, it also assists in identifying children who have moved into the area who may not have a school place so these can be monitored.

Disadvantages

This creates more work for the Admissions team. The LA sometimes finds itself in a difficult position where schools with vacancies in the year groups requested are refused admission which puts parents at a disadvantage. The LA challenges schools initially, and if there is no change in the decision, contacts governing bodies via an e mail communication to the Head and Chair of Governors. The LA would be happy to share with the OSA further details of schools where this has been an issue if required.

A small number of schools are not adhering to timescales agreed for decision on applications. This can lead to delays for pupils in accessing a school place. The LA has systems in place to follow up applications where a response from the school is outstanding. This was one instance where a school withdrew an offer inappropriately where a child had additional needs and subjects could not be offered. One High school was found not to have offered parents a right of appeal when declining a place. These issues can disadvantage parents and other local schools who do comply with the Code and the LA seeks to challenge non-compliance and poor practice when necessary.

C. Looked after children and previously looked after children

i. How well do in year admission arrangements in your local authority area serve the interests of looked after children?
ii. How well do the in year admission arrangements 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 do in year admission arrangements in your local authority area serve the interests of previously looked after children?

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

vii. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement:

Good practice within LA - Arrangements for in year places within LA have been improved due to
1. Liaison between Virtual School Head and child’s Headteacher at an early stage to plan for a smooth transition and discuss support.
2. Training for Admissions and other staff about corporate parenting responsibilities for cared for children.

Issues outside LA

3. Schools outside LA take too long to respond to request for place and then to arrange meeting with pupil.

4. Other LAs insisting that application goes to Fair Access Panel when this is contrary to paragraph 3.12 of the Schools Admissions Code.

School Admissions team when processing applications sometimes have difficulties in getting confirmation of previously looked after status. From parents or other local authorities.

D. Children with disabilities and children with special educational needs

i. How well served are children with disabilities and/or special educational needs who have an education health and care plan or a statement of special educational needs that names a school when they need to be admitted in year?

☐ Not at all  ☐ Not well  ☐ Well  ☒ Very well  ☐ Not applicable
ii. How well served are children with disabilities and/or special educational needs who do not have an education health and care plan or a statement of special educational needs when they need to be admitted in year?

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

iii. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement:

Where a child moves into the area without an ECHP but has additional special educational needs then the application will be dealt with in accordance with normal mainstream in year admissions processes in terms of schools with vacancies, where there are several applications then these will be prioritised in terms of oversubscription criteria. This can be difficult for parents to understand particularly if their child is the process of being assessed for an EHCP.

E. Other children

i. How well served are other children when they need to be admitted in year?

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

ii. Paragraph 3.12 of the Code - several local authorities referred to paragraph 3.12 in their annual report for 2017 stating that this was being used “inappropriately” by some admission authorities. Please could you comment on your experience as a local authority:

There can be difficulties with some schools providing data around challenging behaviour or schools trying to claim retrospectively for points for pupils admitted previously who they say meet the criteria for Fair Access. The LA wishes to encourage schools to admit pupils without delay if they feel able to and is happy for this to be reflected when other pupils are considered before the Fair Access Panel. This has been addressed by recording within the the Fair Access Protocol that where schools believe that previously admitted pupils meet the criteria for referral that these admissions can be considered by the relevant Fair Access Panel before credit is given.

3. Fair Access Protocol

A. Has your Fair Access Protocol been agreed with the majority of state-funded mainstream schools in your area?

☒ Yes for primary
☒ Yes for secondary
B. If you have not been able to tick both boxes above, please explain why:

C. How many children have been admitted or refused admission under the Fair Access Protocol to schools in your area between 31 March 2017 and 31 March 2018?

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number of children admitted</th>
<th>Number of children refused admission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary aged child</td>
<td>Secondary aged child</td>
</tr>
<tr>
<td>Community and voluntary controlled</td>
<td>2</td>
<td>43</td>
</tr>
<tr>
<td>Own admission authority schools</td>
<td>2</td>
<td>71</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>114</td>
</tr>
</tbody>
</table>

D. If a number of children have not secured school places following the use of the protocol, please indicate what provision is made for these children.

Of the 7 secondary pupils who were refused:
- 4 were advised by the Fair Access Panel to stay in their current school
- 1 was refused as not being resident in the county and referred to their own Fair Access Panel,
- 1 was refused as not being ready for mainstream school and was accepted on roll by the Pupil Referral Unit as this was felt more appropriate for the pupil’s needs, and
- 1 was refused following a panel meeting at which the admitted school was present. The school was referred for Direction and the school agreed to admit but subsequently excluded the pupil. The LA put in place appropriate educational provision for this pupil’s needs.

Of 8 secondary pupils who did not take up the Fair Access places offered:
- 3 stayed as Electively Home Educated
- 1 stayed out of education (significant efforts were made by the school and the LA to engage with family and pupil is now year 11)
- 3 school attendance orders (of these one returned abroad, one made a later application to come back to school and a place was offered through fair access and one remains out of school)
- 1 moved out of the authority (later moved back and now attending a Cheshire East school)

There were also a small number of pupils who were referred into the Fair Access Panels who were then offered managed moves from one school to another. This was usually offered when it was a case of a child wanting to move to another local school where there was some history of challenging
behaviour and/or the pupil was at risk of permanent exclusion.

E. 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

F. Please explain your answer giving examples of good and poor practice, successes and difficulties as appropriate.

The Secondary FAP Protocol 2016 is under review with the Secondary FAP Chairs of which there are 4 panels in Cheshire East. The review will look at the effectiveness of the current protocol and the criteria used.

The Cheshire East Primary Fair Access Protocol was reviewed with a working group of Head teacher representatives and was launched in September 2017 following a majority vote.

Following an increase in the permanent exclusions at primary level, this academic year and a more detailed protocol in place, we have seen an increase in FAP referrals and panel meetings.

A positive outcome from both Secondary and Primary protocols is that, unless a child meets the challenging behaviour criteria, a school must admit an ‘eligible’ child without delay if they have vacancies. This has resulted in fewer referrals being made to the FAP panels. When a permanently excluded child is ready to re-enter mainstream school the EASO (Education Access Support Officer) will always refer the child to the Fair Access panels following consultation with parents regarding their preferences. The EASO will then attempt to negotiate a place with the preferences ahead of a panel. This has proved successful (with good cooperation from Secondary schools in particular) and is aiding swift re-integration and admission for vulnerable children back into mainstream schools.

All FAP referrals are checked by the Fair Access Link Officer (FALO) to ensure they are in line with the protocol criteria. The FALO also contacts parents and previous schools for additional information in order to inform FAP discussions.

The Secondary protocol requires that all schools submit their Challenging Behaviour data to the LA so that eligible schools can be identified when allocating school places. The majority of secondary schools within Cheshire East agreed to submit their challenging behaviour data, however a number of schools have refused to provide the required data. Four of these schools are within the Macclesfield area: Macclesfield Academy, Fallibroome Academy, All Hallows Catholic College and Tytherington Academy. These schools decided as a group that they would not submit data and would instead work collaboratively to reach decisions as to places for pupils referred to Fair Access. Although the refusal to submit data was not in keeping with the agreed protocol there is no evidence that this refusal has impacted on pupils being allocated school places in a timely manner. The other school that has decided not to submit data is Sandbach High School and Sixth Form College. All other schools within its Fair
Access Panel area do submit data. The Challenging behaviour criteria for secondary is currently under review and the need to submit whole school data will no longer be required if the majority of schools agree that this change is made. When a Primary FAP panel is convened the Chair will collate the challenging behaviour data from the relevant schools in order to inform the meeting.

In most cases, the secondary FAP panels within Cheshire East work well together to reach the best outcomes for our vulnerable children. However, if an agreement cannot be reached when placing a child the ranking tables (recorded and maintained by the LA) are referred to. The ranking table identifies the next school in line to take a FAP admission based on individual schools data re:- number of permanent exclusions, FAP admissions and successful managed moves. In 2018, given the rise in primary FAP panels being requested, the Primary FAP review group agreed that the implementation of the ranking tables in the Primary sector would be beneficial. This has now been put in place. Ranking tables are used as a last resort and are used less frequently due to increased levels of co-operation.

Evidence of good practice which has been established within the last 12 months is as follows:-
When children who have been permanently excluded are ready to return to mainstream, all the FAP panels have committed to placing the children regardless of whether the child lives within their catchment area. There has been a significant level of co-operation between schools, working together to avoid PEX, offering managed moves etc.

Reasons for children being refused admission vary. For example, pupils making in-year applications with a history of school hopping have been refused admission and a letter sent to parents from the panel’s school representatives asking that the parent try to address issues with the home school in order to prevent disruption to the child’s education.

The in-year applications of Year 11 pupils have caused concerns when trying to place young people in a school. Frequently schools struggle to provide a full time table for children who are requesting admission late in the academic year and therefore alternative packages have been explored i.e. college places, work placements, alternative provision etc tailored to the young person’s needs.

Another issue which has been apparent across Cheshire East is that once taken through FAP and allocated with a school place the parents / child refuse to engage and do not take the place up within 10 days. How we as an authority deal with this is currently under review via the Secondary FAP review group. It is suggested that if a child is not admitted within 10 days of the decision letter being issued the application is withdrawn and a school attendance order is executed by the Attendance and Out of School Service, where appropriate. The attendance order procedure would also be considered for a child entering Cheshire East from another authority, where a child has been prematurely taken off roll or placed in a PRU without a permanent exclusion. Such circumstances have presented a challenge for the LA, especially if the child and parent refuse to engage with the school identified to offer a place.
The data collection / recording of FAP referrals and outcomes for children is currently under review to improve further using the Synergy System. This system will allow detailed reports and analysis to be available which will be reviewed by the FAP monitoring groups in the primary and secondary sectors.

The Cheshire East LA and FAP representatives are working with the Children Missing Education (CME) and Elective Home Education (EHE) teams to ensure that:

- Children are not taken off a school roll illegally and that we monitor this with EHE and Attendance and Out of School colleagues.

The LA have offered each secondary FAP panel within Cheshire East the opportunity of match funding if they choose to set up some form of alternative provision with the aim to reduce permanent exclusions. Three Panels have taken up this opportunity and have projects set up, for example, to offer additional capacity for alternative provision. The fourth Panel is putting forward a proposal. The LA is in a position to provide that same level of match funding next year to ensure such preventative work is sustained.

### 4. Directions

<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>
<tbody>
<tr>
<td>Voluntary aided or foundation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

A. How many directions did the local authority make between 31 March 2017 and 31 March 2018 for children in the local authority area?

B. Please add any comments on the authority’s experiences of making directions.

The LA’s Virtual School team receives very positive feedback from schools for the support that they offer to cared for children. Generally the local authority is able to work well with schools around admission and support cared for children in transition to a new school. Therefore no directions have been needed.

C. How many directions did the local authority make between 31 March 2017 and 31 March 2018 for a maintained school in another local authority area to admit a looked after child?
D. Please add any comments on the authority’s experiences of making directions.

E. How many requests to the ESFA to direct an academy to admit a child did the local authority make between 31 March 2017 and 31 March 2018?

For primary aged children (not looked after) | For secondary aged children
--- | ---
0 | 0

For primary aged looked after children

For secondary aged children (not looked after) | 1 | 0 | 0

For secondary aged looked after children

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

The process of a direction is lengthy in respect of the paperwork. The response from the ESFA was not received in a timely manner, which meant that the parents were left with the uncertainty over a school place and the school/ LA was not given a timely clear view as to the ESFA’s stance.

G. Any other comments on the admission of children in year.

5. Pupil, service and early years pupil premiums (the premiums)

A. How many community Primary Secondary All through

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or voluntary controlled schools in the local authority area will use a premium as an oversubscription criterion for admissions in 2019?

<table>
<thead>
<tr>
<th>Premium Type</th>
<th>Including Middle Deemed Primary</th>
<th>Including Middle Deemed Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil premium</td>
<td>0</td>
<td>n/a</td>
</tr>
<tr>
<td>Service premium</td>
<td>0</td>
<td>n/a</td>
</tr>
<tr>
<td>Early years pupil premium</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>n/a</td>
</tr>
</tbody>
</table>

B. How many own admission authority schools in your area will use one of the premiums as an oversubscription criterion for 2019?

<table>
<thead>
<tr>
<th>Category</th>
<th>Early years</th>
<th>Pupil</th>
<th>Service</th>
<th>Total number of own admission authority schools using at least one of the premiums in their oversubscription criteria for 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary including middle deemed primary</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Secondary including middle deemed secondary</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>All through</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

C. Do you have any further comments on the use of premiums?

6. Electively home educated children

A. How many children were recorded as being electively home educated in the local authority area on 29 March 2018?  

   360

B. Any comments to make relating to admissions and children electively home educated?
EHE parents are able to make school applications as per any other parent. The LA ensures that there are sufficient places available for all Cheshire East pupils and can offer support with the application process if needed. Schools will liaise with parents as to work undertaken at home and, in some circumstances, a referral to the Fair Access Panel may be appropriate.

7. Other matters

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

There is an incompatibility between the provisions under the School Admissions Code which allow schools which are their own admission authorities to admit over PAN and the presumption in favour of an increase in PAN and the Local Authority’s statutory duties to plan for pupil places in accordance with the need in an area. This means that schools may be supported to expand under the local authority criteria and then another local school may decide to increase numbers in response to parental preference meaning that there is excess capacity. This can also have a detrimental effect on other local schools particularly smaller rural schools and there is no provision within the School Admission Code to take into account impact on other schools when putting forward a case why a child should not be admitted into a particular school.

The Council has several examples of this conflict and it is only going to increase going forward. The significant work to develop close working relationships with schools is in danger of being totally destabilised without a more coherent approach.

8. Feedback on the Local Authority Report template

In previous years we have asked for feedback on the process of completing the template in the following November to inform what is asked in the following year. We are aware that it may be easier to provide feedback on providing information for the annual report at the time rather than later. We would therefore be grateful if you could provide any feedback on completing this report to inform our practice for 2019.

Overall data is easy to locate. It would be useful to have more clarity on the dates of data required for each area as this varies.
Thank you for completing this template.

Please return to Lisa Short at OSA.Team@osa.gsi.gov.uk by 30 June 2018