Local Authority Report
to
The Schools Adjudicator
from

Kirklees Local Authority
to be provided by
30 June 2019

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Date submitted:  28 June 2019

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

Please email your completed report to: osa.team@schoolsadjudicator.gov.uk by 30 June 2019 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. 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 Release¹ 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; or

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></th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

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

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?

v. How well did co-ordination of the main admissions round work?

<table>
<thead>
<tr>
<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>Yes</td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Other relevant years of entry</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

vi. Please give examples to illustrate your answer:

We have found that the rankings need to be checked each year. Whilst this is not part of the local authority’s responsibility, investing the time in checking the rankings of own admission authorities before the allocations are run, saves a significant amount of time later down the line if errors are found after allocation or after National Offer Day. The year 7 rankings were able to be checked before the deadline, and the LA was able to contact the schools for which the local authority is not the admission authority that had made errors in their rankings (approximately 50%; some minor, some major). The school were therefore able to correct them before the deadline.

The timescale between the national deadline for submitting the applications for primary applications and National Offer Day is tighter than that for secondary therefore the LA was unable to check all the rankings of own admission authority primary schools. The LA started to check them as the schools completed the rankings and found errors at that point. A small number of schools submitted their rankings late which had an impact on the amount of time the LA had to test the allocation results. Testing allocation results is an exercise the LA does annually before the real allocations are run. This exercise highlights any pressure points for school places across the authority so the LA feel it is essential that this is carried out.

Year 3, 6 and 9 are relevant years of entry in Kirklees. Confusion can arise as parents will complete the online application (normal round admission application) for a through primary where it isn’t the year of entry, instead of an in-year common application form and it has been noticed by the LA that some schools forget to rank these applications and a reason the LA feel these need to be checked.
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 applicable

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

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

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?

☐ 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. 67

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

3 ‘Not applicable’ will only be appropriate if there are no children falling within this definition.
If yes please provide the number of community or voluntary controlled secondary schools that include this priority.

6

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.

4

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.

0

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.

We consulted on this change to the oversubscription criteria for community and voluntary controlled schools, as requested by Nick Gibbs, Minister of State for School Standards, ahead of a proposed change to the School Admissions Code. We received no consultation responses to this particular proposed change. We have included this criteria as the second highest priority as requested and have worded it as children previously in care ‘outside of England’ instead of ‘abroad’. We expect the number of children who fall under this criteria to be low but we have concerns that there may be issues surrounding the evidence provided to support this category.

vi. 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:

This is variable – especially for other LA placements out of Kirklees Council.

Whilst looked after children are given the highest criteria when applying for a school place, the process for moving schools can differ from authority to authority.
The admission arrangements where Kirklees Council is the admission authority, as well as the arrangements at academies, foundation (with a foundation) and voluntary aided schools in Kirklees ensures that looked after children and previously looked after children are the highest priority group in oversubscription criteria. There are a small number of schools where admission arrangements for looked after children and previously looked after children are the highest priority group where selective ability or the faith of the school are taken into consideration where appropriate.

When an application is received for a school place for a looked after/previous looked after child at a school where the local authority is the admission authority is expedited and a place offered quickly. There are close working relationships with the Virtual School for looked after children, Pupil Admissions and schools for which the local authority is not the admission authority to ensure arrangements to support those young people are put in place quickly.

There are added complexities where the young person has identified SEND and there is a lack of suitable provision in the area.

D. Special educational needs and disabilities

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:

Kirklees SENDACT have implemented a new approach to consideration of specialist placements both in year, change of phase or September starts, outside of Change of Phase. This includes weekly casework discussions and tracking to ensure robust casework, before placements are considered on a weekly panel to agree the placement requested or an appropriate alternative. This has been running since Sept 18, and although the formal review is not due until Summer 19, this process has demonstrated significant improvements.

Section 2 - In year admissions

A. The number of in year admissions

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.
i. Do you know the number of in year admissions to primary schools in your local authority area?  ☐ Yes  ☐ No

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

☐ other?  (please specify)

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

☐ other?  (please specify)

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 between 1/9/17 and 31/8/18</td>
<td>2497</td>
<td>1075</td>
</tr>
<tr>
<td>Number of in year admissions between 1/9/18 and 31/3/19</td>
<td>1821</td>
<td>886</td>
</tr>
</tbody>
</table>

(please specify)
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.

The local authority would like to introduce an online application for in-year admissions in line with our normal round admissions, but our findings indicate that for this to be successful, the local authority may need to co-ordinate in-year admissions.

Co-ordination of in-year admissions would also provide a consistent and fair approach for all families in the processing of applications. There have been reports made to the LA that there is a delay with some in year applications being processed at some schools for which the local authority is not the admission authority and that a minority of schools have been meeting with families prior to a place being offered.

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?

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

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

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5 ‘Not applicable’ will only be appropriate if the local authority has no community or voluntary controlled primary/secondary schools.
6 ‘Not applicable’ will only be appropriate if there are no children falling within this definition.
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:

There is a large variation in in-year admissions depending on the individual school’s approach. This can sometimes be a difficult process with some schools, but we also find other schools who welcome the child and the admission can be arranged quickly.

Over the last 3 years there has been a noticeable increase in the number of complex admissions issues raised by schools for which the local authority is not the admission authority schools/governing bodies when the virtual school has named a school for a looked after child and that school is full. The Virtual School has experienced reluctance from some schools for which the local authority is not the admission authority to offer a place over their published admission number for a looked after child or previously looked after child if the school for which the local authority is not the admission authority is full. This is something that relates to some Kirklees schools and also some schools outside the authority. If we do face reluctance to admit, discussions about the possibility of a direction will take place.

KS1 is covered by excepted pupil regulations so not relevant to this difficulty.

The greatest difficulties arise when we are working with a pupil with an EHCP to secure an out of area place. The liaison with the other authority Special Education and Disability Assessment and Commissioning teams can frequently lead to drift and delay. This is especially complex if there is a lack of appropriate provision to meet need in these areas.

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?
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  ☐ Not applicable

iii. Please give examples of good or poor practice or difficulties which support or exemplify your answers:

We are aware that a very small proportion of pupils requiring in year transfers are waiting longer than the LA would like to be admitted to a place in year; this relates to pupils moving into the LA with particularly complex needs or requiring more specialist placements. Each individual situation is complex and it is important to strike the right balance between the speed of a placement and the quality of the placement in the best interest of the child and their family. The Special Education and Disability Assessment and Commissioning Team (SENDACT) service is working to further improve our approach regarding identifying, consulting with and confirming placements, as well as a monitoring system to track and review this on an ongoing basis.

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

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

We have continued to see an increase in the number of applications being refused even though there are places available in the year group, this has had a significant impact on resources in terms of additional LA time spent on negotiation and resolution.

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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7 ‘Not applicable’ will only be appropriate if there are no children falling within this definition.
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.
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 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>5</td>
</tr>
<tr>
<td>Foundation, voluntary aided and academies</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>6</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.

Increasing challenge has been encountered from schools and governing bodies where a pupil allocated a school place through the fair access process is considered by the receiving school as having complex needs. Some schools have raised concerns that additional resources will be required to support the child which they do not have. As a result of these complexities and increased volumes the Fair Access process have experienced increasing challenges this year. Underpinning our fair access protocols is a clear willingness of schools in Kirklees wishing to take a pupil centred approach. Where challenges have arisen the local authority has been able to resolve any issues by communication and negotiation.

The Kirklees Fair Access Protocol is under review to ensure that the needs of children and young people, who have difficulty in securing a school place, continue to be met appropriately and efficiently through enrolment in a mainstream school setting, minimising the time that pupils spend out of school. The review will ensure that the protocol continues to operate in a fair and transparent way and is consistent, open and honest and has the confidence of schools, children and young people and parents/carers.

10 ‘Not applicable’ would mean that there were no hard to place children for which the protocol was required.
### 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>
<tbody>
<tr>
<td>Voluntary aided or foundation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

n/a

**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.

n/a

**E.** How many requests to the ESFA to direct an academy to admit a child did the local

<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>How many requests to</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>the ESFA to direct</td>
<td>an academy to admit a child did the local</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
authority make between 1 April 2018 and 31 March 2019?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></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>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>How many requests were outstanding as at 31 March 2019?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

n/a

G. Any other comments on the admission of children in year not previously raised.

Section 4 - Pupil, service and early years pupil premiums (the premiums)¹¹

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).
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 2020?

<table>
<thead>
<tr>
<th>Premium</th>
<th>Primary</th>
<th>Secondary excluding grammar</th>
<th>Grammar^12</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>0</td>
</tr>
<tr>
<td>Service premium</td>
<td>0</td>
<td>0</td>
<td>0</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>0</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>Premium</th>
<th>Primary</th>
<th>Secondary excluding grammar</th>
<th>Grammar^12</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>1</td>
</tr>
<tr>
<td>Service premium</td>
<td>0</td>
<td>0</td>
<td>0</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>1</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? 460

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

^12 Do not include use in post 16 arrangements
Following the release of the new Elective Home Education LA guidance in April 2019, we are in the process of creating a focus group to include Managers from partnership agencies, to gain a shared understanding of the detail of the new guidance and establish a joined-up multi-agency approach to enable the local authority, to best meet the needs of children and families who are electively home educated in Kirklees.

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 is working in collaboration with secondary school leaders and other agencies to review the Fair Access protocols and this includes the creation of working groups to focus on inclusion and reducing permanent exclusion.

It would also be helpful if the wording in the School Admissions Code regarding challenging behaviour could be defined.

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