



Office of  
the Schools  
Adjudicator

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

**Rotherham Local Authority  
to be provided by  
31 October 2025**

**Report Cleared by: Name Sarah Whitby**

**Job Title Service Lead – Access to Education**

**Telephone number 01709 255097**

**Email: [sarah.whitby@rotherham.gov.uk](mailto:sarah.whitby@rotherham.gov.uk)**

**Date submitted: October 2025**

**By: Name Christopher Stones**

**Job Title Principal Officer – Access to Education**

**Telephone number 01709 254831**

**Email: [christopher.stones@rotherham.gov.uk](mailto:christopher.stones@rotherham.gov.uk)**

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

**Please email your completed report to: [Office of the Schools Adjudicator](#) by  
31 October 2025 and earlier if possible**

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## Introduction

1. Section 88P of the School Standards and Framework Act 1998 (the Act) requires every local authority to make an annual report to the adjudicator. The Chief Adjudicator then includes a summary of these reports in the annual report to the Secretary of State for Education. The School Admissions Code (the Code) sets out the requirements for reports by local authorities in paragraph 6. Paragraph 3.30 specifies what must be included as a minimum in the report to the adjudicator and makes provision for the local authority to include any other matters. Paragraphs 6 and 3.30 of the Code require that each local authority publish its report locally.
2. **This year's report must cover the 2024/2025 academic year and be submitted to the Office of the Schools Adjudicator (OSA) by 31 October 2025.**
3. Please note that, in response to feedback on the previous template and in the light of consultation with a group of local authorities, changes have been made to various sections of this year's template.

## Guidance on completing the template

4. We have included all the guidance on completing specific parts of the template in this section. There is no requirement for local authorities to include the introduction and the guidance in their published reports, but they are free to do so if they wish.
5. We should be grateful if in completing questions which ask for information about primary and secondary schools and/or pupils, local authorities would follow the approach to classification of schools used in statutory provisions and in the Department for Education Statistical First Release<sup>1</sup> and the Education Middle School (England) Regulations 2002<sup>2</sup>.
6. The Code sets out some minimum requirements on the contents of each local authority report stating that each must cover as a minimum "information about how admission arrangements in the area of 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."
7. The Department for Education's aim through the annual reports from local authorities is to understand how well the admissions system is working nationally, rather than to hold individual local authorities to account. By understanding the effectiveness of the system, including outcomes, the Department hopes to identify areas where the admissions system is working well and areas where it could be improved. With that in mind, when the template asks, "how well does the admission system serve the needs of

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

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

children,” the Department appreciates that it is asking local authorities to make a subjective judgement, in the understanding that everyone’s experience with the admission system will be different. The Department encourages local authorities in responding to the open questions and spaces for open comments to set out challenges that are proving difficult to overcome.

8. Guidance on specific questions and/or meaning of specific terms in this report:

- a. “in-year admissions”: This means admissions (that is children admitted to a school and not applications for places):
  - i. to a year group which is not a normal point of entry for the school concerned (for example to Year 2 for a five to eleven primary school); and
  - ii. after the end of the statutory waiting list period (31 December) to a year group which is a normal year of admission for the schools concerned (such as Year R and Year 7).
- b. Not applicable means that there were no children falling within the relevant definition.

9. 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.

10. 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.

11. Where questions request a comparison with the previous year, any new local authorities formed as a result of reorganisation should note this on the form.

## Information requested

### Section 1 - Normal points of admission

#### A. Co-ordination

Which of the following best describes the level of challenge for your **main admissions round in 24/25 compared to 23/24?**

Year Group	Much less challenging	Less challenging	No change	More challenging	Much more challenging
Reception			X		
Year 7			X		
Other relevant years of entry			X		

Please give examples to illustrate your answer if you wish:

Sufficiency across Rotherham continues to meet need at usual points of admission, although falling numbers in Primary Schools is presenting a level of challenge. Certain schools are oversubscribed as a result of parental preference, but no catchment applications were refused in 2024/25.

#### 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

- 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

v. 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**:

We have not been contacted to support issues in relation to the admission of children in care or previously in care at normal points of admission.

### C. 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 at **normal points of admission**?

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

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:  
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:

2024/25 Academic Year

Primary Phase Transitions (early years provider to school, infant school to junior school and primary school to secondary school) – 99.5% of placements agreed on deadline date of the 15th February

Secondary/Post 16 Phase Transitions (secondary school to post 16 institution or apprenticeship including YR 14) – 93.6% of placements agreed on deadline date of the 31st March

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

**A. Which of the following best describes the overall level of challenge for your in-year admissions in 24/25 compared to 23/24?**

Phase	Much less challenging	Less challenging	No change	More challenging	Much more challenging
Primary		x			
Secondary		x			

If you wish, please explain the factors that have changed the level of challenge for your 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

- ii. How well does 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 well does the **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 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

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:

There are more challenges in relation to in-year admissions for children in care but, in the main, these are managed well. Challenges are greater where children have additional needs and an EHCP and are in care.

### 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:

iv. 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:

EHCP processes that determine whether a setting is named fall to the following: 20 week assessment process, annual review process (transitions/change of placement), mediation/tribunal process.

Performance on 20-week timeliness for 24/25 academic year: 80.4% of EHCP assessments (554/689) were issued within statutory deadline of 20 weeks.

Performance on annual reviews timeliness for 24/25 academic year:

- Number of reviews completed in the date range: 2675
- Number of reviews completed in the date range within the 12 months timescale of the previous review: 1156 (43.2%)
- Number of reviews requiring an amendment: 1653 (61.8%)
- Number of reviews requiring an amendment issued within 12 weeks of the review meeting: 480 (29%)



Performance on mediation: Of the mediations conducted where an element of the appeal was in relation to placement, 37 mediations were held, 19 were upheld by the LA and 18 were overturned in favour of the parent.

	Number	Upheld	Overturned
Section I only	22	12	10
Combinations of B, C, D, F, G, H and I	15	7	8
Total	37	19	18

Performance on tribunals: Between 1st September 2024 to the 31st August 2025, 65 appeals were received by the LA that included a request for change of placement.

21 of those appeals are ongoing.

of the 44 remaining:

7 were withdrawn by parents

7 were conceded by the LA (conceded on LA response)

26 were concluded by consent (where the LA and parents came to an agreement after the LA response).

3 went to a full hearing and found in favour of the LA (so appeal dismissed)

1 went to a full hearing and the outcome is awaited.

## D. Fair access protocol

What proportion of the state-funded mainstream schools in your area have said that they agree to the local authority fair access protocol?

### Primary

Between 0% and 49% ☐

Between 50% and 74% ☐

Between 75% and 89% ☐

Between 90% and 99% ☐

100% ☒

### Secondary

Between 0% and 49% ☐

Between 50% and 74% ☐

Between 75% and 89% ☐

Between 90% and 99% ☐

100% ☒

If you have below 75% for either phase, please explain why:

- i. How many children were admitted to schools in your area under the fair access protocol between 1 August 2024 and 31 July 2025?

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled	8	0
Foundation, voluntary aided and academies	24	81
Total	32	81

- ii. If you have seen a change in the number of children referred to your Fair Access Protocol between 1 August 2024 and 31 July 2025 compared to the previous academic year please indicate what you consider the key reasons for this change to be?

Following a sharp increase in referrals since 2021/22 the number of children referred has fallen slightly into 2024/25. The FAP was reviewed and the updated Protocol agreed for the 2024/25 academic year and this may have supported the decrease in referrals as the process has been more clearly defined.

- iii. How well do you consider children referred to the Fair Access Protocol are served in in your area?

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

iv. Please provide any comments you wish on the protocol not covered above: All schools work within and contribute to the operation of the Protocol to admit vulnerable children requiring a school place. Children are allocated and admitted in a timely manner through regular locality meetings of school leaders. The FAP works in a very child centred way, with children and young people usually being offered a place in a catchment or next nearest school. Distance and ease of travel to school is considered a priority when taking decisions regarding placement.

## E. Directions to maintained schools to admit children<sup>3</sup>

How many directions did the local authority make between 1 August 2024 and 31 July 2025 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. Other points on in-year admissions

- i. For the schools for which the local authority co-ordinates in-year applications, in the year between 1 Aug 2024 and 31 July 2025 did you receive

- ☐ Significantly fewer applications than last year  
☒ slightly fewer applications than last year  
☐ about the same  
☐ slightly more than last year  
☐ significantly more than last year

- ii. For what proportion of **primary** schools in your area did the local authority co-ordinate in-year admissions during the 2024/2025 academic year

- Between 0% and 24% ☐  
 Between 25% and 49% ☐  
 Between 50% and 74% ☐  
 Between 75% and 100% ☒

<sup>3</sup> It is important that only Directions to maintained schools are included here. Numbers of Directions to academies are already held by the Department.

- iii. For what proportion of **secondary** schools in your area did the local authority co-ordinate in-year admissions during the 2024/2025 academic year

Between 0% and 24% ☐  
Between 25% and 49% ☐  
Between 50% and 74% ☐  
Between 75% and 100% ☒

- iv. If you wish, please provide any comments about how **well in-year admissions** works for children who are **not** looked after or previously looked after and/or do **not** have SEND:

The number of In Year preferences made has fallen slightly in 2024/25 in comparison to the previous year, following these rising significantly since 2021/22.

The majority of schools in the Borough continue to co-ordinate through the LA and this means that children can be tracked, monitored and placed in a timely manner.

- v. If you wish, please provide any other comments on the admission of children **in-year** not previously raised (you may wish to include here any comments about cases where it has not proved possible to find places for children):

### **Section 3 - Other matters**

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

### **Section 4 - Feedback**

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2026.

Thank you for completing this template.

Please return to [Office of the Schools Adjudicator](#) by 31 October 2025.