Local Authority Report
to
The Schools Adjudicator
from
Surrey Local Authority
to be provided by
30 June 2019

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Title - Director Education, Lifelong Learning & Culture

Date submitted: 12 July 2019

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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.

   15/02/2019

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>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?</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54</td>
<td>13</td>
</tr>
</tbody>
</table>

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

The local authority works hard to advise schools on their responsibilities with regard to consultation and determination of admission arrangements. We issue termly updates to schools and issue regular email reminders. With now nearly 260 schools for which the local authority is not the admission authority it is an enormous task to scrutinise consultations and determined admission arrangements. Where issues come to light the local authority works with schools to ensure arrangements are compliant and in the majority of such cases schools have agreed to make changes. In some cases, especially where issues are identified late, we ask schools to resolve them in liaison with governors and diocesan boards (as appropriate) for the following year. In such cases we track our comments to ensure these issues are resolved in the following year.

In regard to admission arrangements for 2020, the majority of comments raised with schools for which the local authority is not the admission authority were:

- technical points about the way the arrangements had been written
- a need to update dates
- comments that related to recent determinations by a Schools Adjudicator
- relatively minor points relating specifically to the Code.

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:

The local authority ranked preferences for 96 schools (39%) for which the local authority was not the admission authority as part of the 2019 admissions round.

Coordination is well established and the remaining schools fully understand the timescales that are in place to ensure that the local authority can meet its statutory duty to issue outcomes to parents on each national offer date.

However schools that have recently converted to an academy or schools which have had a change of staff often need greater support to ensure they understand their responsibilities and can provide their ranked list by the deadline.

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?

☐ No

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

<table>
<thead>
<tr>
<th></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>Reception</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Other relevant years of entry</td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

vi. Please give examples to illustrate your answer:

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

3 ‘Not applicable’ will only be appropriate if there are no children falling within this definition.
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.

99 (all)

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

If yes please provide the number of community or voluntary controlled secondary schools that include this priority.

4 (all)

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.

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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.

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.

The local authority has included explicit provision for children who were adopted from care outside England within the second criterion (exceptional social/medical need) for community and voluntary controlled schools for 2020.

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:

All admission authorities within Surrey comply with the mandatory requirements of the regulations and School Admissions Code to give top priority to children in local authority care and to all children who have left care by adoption, child arrangements order or special guardianship order. In a number of faith schools this is split by denomination.

All children in care to Surrey were offered their first preference school for September 2019. We are not aware of any issues with other local authorities for new round places.
D. Special educational needs and disabilities

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>

**Children with an education health and care plan or a statement**
The admission of children with an education health and care plan (EHCP) is separate from the process relating to mainstream admissions. Where a school is named on an EHCP, admission to that school is confirmed. The local authority has a dedicated SEND Admissions team that organises EHCP admissions and the additional support packages given to schools as a result of the specific needs of individual students as defined in their EHCP.

In order to ensure that children who have had a school named in their EHCP are taken account of in the allocation of places, the Admissions team liaises with the SEND Admissions team prior to the allocation. A Working Together Agreement (WTA) exists which sets out the roles and responsibilities of each team and the timescales that must be met in order to ensure EHCP placements can be taken into account during the mainstream admissions process. The WTA provides a structured way to review and improve the way the two teams work together and share information.

Whilst every school has a duty to make a place available to a child where that school is named in the child’s EHCP, issues can arise with schools when EHCPs are agreed late or where cross border placements are not communicated to Surrey’s SEND Admissions team. There needs to be a greater duty on local authorities to share details of out of County placements with the maintaining local authority for the school.

The demand for places from children with an EHCP is increasing significantly in Surrey and this is being monitored on an ongoing basis.

**Children without an education health and care plan or a statement**
No restriction on admission is placed on children with special educational needs or disabilities who do not have an EHCP. The admissions criteria for all Surrey community and voluntary controlled schools contain a criterion for exceptional medical or social need. This can give priority, after children in local authority care and those previously in care, to children where medical evidence supports a placement at a particular school. Many own admission authority schools also provide priority for children with a social or medical need, but not all.
Section 2 - In year admissions

A. The number of in year admissions

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) Many schools do tell us about in year admissions but we have some schools which do not engage. We do challenge these schools as best we can when these cases come to light but the council does not have the resource to monitor and challenge this as much as we would like.

We have 256 schools which are their own admission authority of which 93 receive their own in year application forms directly i.e. they do not come through the LA. This is difficult to monitor because we don’t know what we don’t know.

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

4 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.
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></td>
<td></td>
</tr>
<tr>
<td>Number of in year admissions between 1/9/18 and 31/3/19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

5 ‘Not applicable’ will only be appropriate if the local authority has no community or voluntary controlled primary/secondary schools.
iii. Please provide any comments on the co-ordination of in year admissions if you wish.

The local authority coordinates in year admissions for 22% of schools for which the local authority is not the admission authority. This ensures applications can be processed and a coordinated outcome can be issued to parents far more quickly for these schools. This also provides parents with one point of contact and a more transparent and clearer process to follow and enables the local authority to more accurately advise on vacancies.

However as we receive inconsistent data from schools for which the local authority is not the admission authority, we cannot accurately assess how many in year admissions occur each year. As cases of non-compliance come to light we do raise this with the school, but cannot at any one time have certainty that we have been notified of all in year admissions.

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

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:

6 ‘Not applicable’ will only be appropriate if there are no children falling within this definition.
Surrey’s Admissions team has a protocol with Surrey’s Virtual School which sets out how in-year applications for school admission should be made for children in care; how applications will be processed; and the roles and responsibilities of social workers, the admissions team and schools. This protocol continues to ensure that all applications into Surrey schools are tracked effectively and that most placements are made quickly. In Surrey we believe communication is strong and that our protocol means that children in care are generally placed in new schools quickly.

For the school year 2017-18, we received 99 in year applications for children in care, for both primary and secondary admission. Of these, 69 (70%) were provided with a school place within the statutory 20 school days and 30 (30%) were not processed as the place was no longer required.

Not all local authorities have such a joined up protocol and the mixed practice that ensues can make out of area placements difficult in year. Other local authorities sometimes take a significant period of time to provide a school place in year for a child in care. There can also be communication issues with other local authorities in confirming placements. An area for improvement would be for all local authorities to be required to coordinate and track applications for children in care within their local authority area.

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?

☐ Not at all  ☐ 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  ☐ Not well  ☒ Well  ☐ Very well  ☐ Don’t know

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

iv. **Children with an education health and care plan or a statement**
Please see section 1Di.

**Children without an education health and care plan or a statement**
Please see section 1Di.

In addition, provision is made for children without a school place who have special educational needs, a disability or a medical condition to be placed through Surrey’s in year Fair Access Protocol if their need, disability or condition has already impacted on their attendance at school.

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7 ‘Not applicable’ will only be appropriate if there are no children falling within this definition.
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:

Surrey has a number of children who through family circumstances move to live in a refuge. We welcome the recent Children in Need review in which the DfE has committed to take forward changes to the School Admissions Code and improve the clarity, timeliness and transparency of the in-year admissions process to ensure such children can access a school place as quickly as possible.

F Fair access protocol

i. Has your fair access protocol been agreed\(^8\) 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:

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>27</td>
</tr>
<tr>
<td>Foundation, voluntary aided and academies</td>
<td>58</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
</tr>
</tbody>
</table>

\(^8\) 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.
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

Generally, at secondary, placements are resolved quickly due to the operation of Fair Access Panels for the most challenging pupils. However there can still be some cases which present difficulty, especially if the child has moved in to Surrey from another local authority and little is known about the child or perhaps where there is some concern about the lack of action from the child’s previous school.

At primary, Fair Access Panels now operate in most areas but there are still several areas that do not have a Panel. The operation of the Panel differs in the different areas with some areas arranging for all schools to be involved and others only inviting schools that might be relevant to a child's placement. We are currently reviewing local practice to ensure that arrangements meet the requirement to place children fairly and in a timely manner.

Due to the restrictions of infant class size legislation, KS1 admissions sometimes present an issue. If most schools in an area are full in the KS1 year group, the pool of schools to look to is often limited, placing pressure on undersubscribed schools to admit. These are often the schools which the local authority would seek to protect as they may already have admitted a high number of challenging or vulnerable pupils due to the level of vacancies. Consideration should be given to making children placed under a Fair Access Protocol exceptions to infant class size legislation, to ensure a greater number of schools might be in a position to place children in KS1.

Where panels don’t exist for the primary phase, cases are generally referred directly to schools and in most cases schools are cooperative.

A continued cause for concern is where neighbouring local authority protocols differ and where applications are made across borders or where a neighbouring local authority school has not dealt effectively with a child whilst they were on roll. This can cause tension in the process and can lead to schools being reluctant to admit children who have moved from an out of County school.

The identification of Fair Access cases continues to present difficulties with a number of cases coming to light after a child has been placed on roll at a school. More guidance would be useful on the questions local authorities and own admission authority schools might be permitted to ask in order to identify fair access cases prior to admission in order to ensure that no school is asked to take more than their fair share of challenging children.

In addition, more consideration needs to be given in the guidance to cross border issues and the mechanisms by which local authorities might challenge the decisions or actions (and inaction) of own admission authority schools.

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>Voluntary aided or foundation</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></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 authority make between 1 April 2018 and 31 March 2019?

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

<p>| How many children were admitted to an academy school as a result of the | 0                                      | 0                                 | 1                                         | 0                                 |</p>
<table>
<thead>
<tr>
<th>request for a direction by the local authority to the ESFA between 1 April 2018 and 31 March 2019?</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<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.

In the one case we referred we did not feel that the ESFA proactively reviewed the case and felt that it relied too heavily on the school’s version of events, closing the case early without the placement having been resolved.

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

The removal of the requirement for local authorities to coordinate in year admissions created a confusing process which parents can find difficult to navigate, especially the more vulnerable or less able parents and those who have English as an additional language.

Schools that have newly converted to an academy do not always understand their responsibilities regarding admissions and officers within the local authority sometimes find that they have to guide and instruct some schools regarding their legal duties. This lack of understanding can result in bad practice, such as schools wanting to interview parents and children before arranging a start date or unlawfully refusing to offer a place.

Where schools for which the local authority is not the admission authority refuse admission Surrey county council staff challenge the actions of the school concerned, but we would welcome a stronger stance being taken in the Code regarding schools which do not comply in this respect.
Section 4 - Pupil, service and early years pupil premiums (the premiums)\textsuperscript{11}

<table>
<thead>
<tr>
<th>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?</th>
<th>Primary</th>
<th>Secondary\textsuperscript{12} excluding grammar</th>
<th>Grammar\textsuperscript{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>

<table>
<thead>
<tr>
<th>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?</th>
<th>Primary</th>
<th>Secondary\textsuperscript{12} excluding grammar</th>
<th>Grammar\textsuperscript{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>3</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Service premium</td>
<td>0</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>3</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

\textsuperscript{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).

\textsuperscript{12} Do not include use in post 16 arrangements.
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?

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

The number of electively home educated (EHE) registered children in Surrey continues to rise and this is seemingly in line with the experience of other local authorities with which Surrey has informal but regular contact.

Although the number on the EHE register has risen since last year, when EHE is looked at as a choice across the different cohorts (gender, SEND, ethnicity etc.) it appears that consistent percentages of the whole are maintained. GRT is a little reduced as an overall percentage, but this may be simply a result of a much wider community understanding that EHE is an option for all, as there has been significant coverage in local and national media.

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?

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