



## School admissions for pupils from overseas – FAQ

### Contents

<b>Admissions</b> .....	<b>5</b>
Q: Can we prioritise refugees from Ukraine under a school's social or medical needs criterion? .....	5
Q: Can host families apply for school places on behalf of families from Ukraine? .....	5
Q: If a refusal is made to the parents' preferred schools, do you suggest it is a right to appeal due to the refusal or referral to IYFA? .....	6
Q: What support is available to schools struggling with capacity? .....	6
Q: We are receiving young people in year 11 prior to January census, are we considering disapplication from data set? .....	6
Q: Do DfE colleagues know who is providing the remote education to children from Ukraine – is this official and co-ordinated? Does usual elective home education process apply? .....	8
Q: Our LA are seeing a large increase of arrivals, school places very tight this year especially at secondary and urban areas. What happens if they run out of places after going over PAN? .....	9
Q: Regarding year 11 admissions, is there an expectation of what to do when they're on roll? Can year 11 pupils be placed in year 10 to allow them to gain qualifications (and any other child of a different year group)? .....	9
Q In year 11 schools often send children home to study during the pre-exam period. What do we do if a refugee arrives during this time? .....	9
Q: What support is available for post-16 both in terms of providers/EAL and access to different types of provision? .....	9
Q: Post 16 providers are mostly focussing on September admissions rather than now - how are they expected to support 16–18-year-olds? .....	10
Q: Can schools share out applications for Ukrainian children? .....	10
Q: If an own admission authority school chooses to admit over capacity, is it for them to make sure they are compliant? .....	11
Q. For in-year applications from asylum seeker or refugee families, if the application lists an oversubscribed school, can you use the FAP to place them? .....	11
Q: Can we clarify which ICS exception applies to refugee children? .....	11
Q: What about the applicants for main round admissions, we can't use FAP for those, so can we 'discuss' with schools about going over PAN? .....	12
Q: Where do we find the DfE education welcome pack? .....	12
Q: Is there a point when the child must be put into the correct year group before the end of their education? or can they remain in the "wrong" chronological year for the rest of their education? .....	12



## School admissions for pupils from overseas – FAQ

Data.....	13
<b>Q: As the Admissions Code says admission authorities cannot ask for irrelevant personal information is part of the admissions process, how will LAs discover the nationality of applicants?.....</b>	<b>13</b>
Q: Country of Origin isn't generally part of an application form as Nationality cannot be used to determine applications. Using other mechanisms could take a long time, what can we do? .....	13
Q: Are you saying it would be acceptable for the LA to ask for nationality, perhaps separately from a CAF?.....	14
Q: How will this work for LAs that do not co-ordinate in year admissions so do not have ready access to numbers of applications? .....	14
Q: Don't you also need to know the vacancy situation in LAs as part of the data request? Data on applications and offers won't give an indication of the pressure in an area .....	14
Q: Can we send data divided in two - those currently here and those expected? Would that give a better picture of the situation re places?.....	14
Q: When will you be asking for the data for all other arrivals?.....	14
Q: In Ukraine children go to university after year 11. What guidance do we give those children? .....	15
Q: Does other overseas include anyone from overseas or just asylum seekers?.....	15
Q: What can we do if we have difficulty collecting some of his data? .....	15
Q: How does this group and collection of data overlap with the DfE colleagues in place planning? .....	15
Q: Is it possible to change data if it is incorrect? .....	15
Q: We have not collected data on other migrants, do we have to gather this data? .....	15
Q: Is there an option to add additional text on the form? .....	15
Q: Should we record applications from outside our borough, or only applications made by residents? .....	16
Q: Should we record children who have received an offer but who are not yet on roll as having been offered a school place?.....	16
Q: What happens if we are unable to submit data for this return?.....	16
<b>Ukraine funding .....</b>	<b>17</b>
Q: Is funding coming to counties rather than districts and boroughs? .....	17
Q: If a host family's child goes to an independent school and a Ukrainian child staying with them wants to go there, will we fund a place? .....	17
Q: Are LAs going to get info on children arriving under the family scheme? .....	17



## School admissions for pupils from overseas – FAQ

Q: Our LA want to ensure we recover some costs incurred by the LA as these are high, whilst costs to schools are modest. We are appointing an extra admissions officer and transport is expensive. ....	17
Q: What data are the allocations on gov.uk based on? .....	17
Q: Will it be up to LAs to distribute the funding? .....	17
Q: When can we expect to receive funding for pupils from Ukraine? .....	17
Q: If a refugee child is hosted by a resident in an LA but the child accepts a school place in a neighbouring borough – who receives the DfE funding the hosting LA or the school's maintaining LA? .....	18
Q: Small boroughs that are landlocked by huge LAs (Solihull, West Midlands) are finding it difficult to find capacity in their area for school places. This is impacting year 1 phonics, year 6 SATs and sixth forms in particular. What support is in place to help these boroughs? .....	18
Q: Under the Afghan schemes we had to apply separately for additional funding for London LAs whose place funding is higher than in other places. Will this be the same for the Ukrainian schemes? .....	18
Q: DHLUC data is the data we are using to calculate how many children we have coming in – it's based on Homes for Ukraine scheme- can you extract from that as we have to do and gain an overall national map of where families are anticipating being housed? .....	19
Q: is there a comms mechanism that alerts Admissions and Home to School Travel Teams when funding has been provided. This will afford Team managers to query with finance etc? .....	19
Q: Will LAs be able to use the funding allocation on transport? .....	19
<b>Other funding.....</b>	<b>20</b>
Q: What about funding for Afghans who are moving from bridging hotels to other areas, please? .....	20
Q: When will we know about the Afghan funding? .....	20
Q: New asylum seeker dispersal funding is going to district/boroughs, not upper tier authorities. With increased dispersal, is there going to be any education funding? .....	20
<b>Free School Meals.....</b>	<b>21</b>
Q: Is there any support for schools to provide free meals in the meantime, whilst paperwork or universal credit applications are being processed? ....	21
Q: Could schools manually add the pupils to their FSM list (as they would do for those with no recourse, who are eligible) and then could they claim FSM funding for those pupils that way? Then once the Universal credit comes through and they appear on the official checker, the school will have the evidence. ....	21
Q: Is it a Govt expectation that Ukrainian families will have automatic	



## **School admissions for pupils from overseas – FAQ**

eligibility to FSM despite their income or are LAs expected to assume entitlement and provide meals?.....	21
Q: Should all Ukrainian children be included in schools' census data as being eligible for FSM?.....	21
Q: Will there be formal guidance from DfE be issued to LA's/Schools to A: clarify the FSM process? .....	22
Q: Can LAs have a written directive that they can simplify evidence obtained for FSM eligibility? .....	22
Q: If a Ukrainian family is not eligible for UC due to their income, can they still claim for FSM? .....	22

## School admissions for pupils from overseas – FAQ

### Questions and Answers

#### Admissions

**Q: Can we prioritise refugees from Ukraine under a school's social or medical needs criterion?**

A: The answer to this very much depends on a school's admission arrangements. If a school does not have a medical or social needs admission criterion the answer is 'no'. If it has a medical and social needs criterion it *may* be able to prioritise refugees under it, but it depends on how it is worded in the determined admission arrangements.

We have seen some criteria which are sufficiently widely worded to allow for refugees to be prioritised, but others are so tightly worded as not to allow refugees to be prioritised.

Some LAs are questioning whether Ukrainian refugees are classed as refugees. UNHCR defines refugees as people who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country.

Refugees may well have suffered mental trauma and so this may fall within the categories of children who need to go to a particular school for psychological reasons. This will enable a school to prioritise them *if* it prioritises any children in its admission arrangements based on need due to psychological trauma/needs.

It would be likely to breach the Equality Act 2010 (race discrimination) if admission authorities were only to prioritise refugees from Ukraine on this basis. There are other refugees in this country fleeing persecution and war (e.g. Afghanistan, Syria, Yemen, Palestinian territories, Ethiopia, Congo etc) and these should be treated equally.

**Q: Can host families apply for school places on behalf of families from Ukraine?**

A: Only people with parental responsibility for a child have a right to apply for a place, but please be flexible. Refugees may not have the language skills to apply on their own behalf and so you should allow someone else, such as a host, to apply on their behalf.

**Q: Schools judged as Inadequate by Ofsted are taking on Ukrainian refugees, as pupil numbers grow and funding is becoming increasingly low, how will these schools recover and is there support in place?**

### **School admissions for pupils from overseas – FAQ**

A: Discussions are taking place with DLUHC to decide what support needs to be provided. The department recognises that inadequate schools will take longer to recover both financially and by Ofsted.

**Q: If a refusal is made to the parents' preferred schools, do you suggest it is a right to appeal due to the refusal or referral to IYFA?**

A: Anyone has a right to appeal, and the applicant should be informed in the usual way of that right.

However, the School Admissions Code makes it clear that refugees and asylum seekers are eligible to be placed, in-year, under the fair access protocol. To qualify they must be 'having difficulty in securing a school place in-year, and it can be demonstrated that reasonable measures have been taken to secure a place through the usual in-year admission procedures' that could be 'where an application has been made to at least one school and this has been refused, or the local authority has confirmed that there are no places available at any school within a reasonable distance'.

So, a refusal from one school can trigger the protocol, as a minimum threshold.

Even if they are placed under the protocol, the parents can still apply for other schools once placed.

**Q: What support is available to schools struggling with capacity?**

A: The data collection that we are currently working on will help us to get a handle on this. The next GAP return should take into account pressures due to migration.

**Q: We are receiving young people in year 11 prior to January census, are we considering disapplication from data set?**

A: The checking exercises provide the opportunity for schools and colleges to access and check pupil level data that feeds into performance measures and make requests for any changes via a secure website.

Below is an extract from the KS2 and KS4 guidance, the business rules detailed below provides schools the opportunity to apply to remove pupils from abroad from performance measures, if they meet certain criteria.

Admitted from abroad with English not first language:

Requests can be submitted to remove a pupil from the calculation of



## **School admissions for pupils from overseas – FAQ**

performance measures if:

- Their first admission to a school in England was on, or after, 1 September 2020 (considerations can be made where a pupil has been placed at another school for an interim period while awaiting immigration status; please see 'Other – Admitted from abroad with English not first language – exceptional circumstance' below);
  - English is not an official language of their country of origin,
  - English is not an official language of the country they came from.
- While we appreciate that some children may speak a tribal language, if they are from a country that reports that their official language is English, then requests will not be accepted.

### Evidence/information requirements

1. Pupil's first language, and
2. Pupil's country of origin, and
3. Date of admission to school, and
4. Date of arrival in England

### Other – Admitted from abroad with English not first language exceptional circumstance

If a pupil has been admitted from abroad with English not their first language, but there are exceptional circumstances meaning the pupil does not meet the criteria on dates, further information/evidence can be provided using this request category, for example if the pupil spent some time in an immigration centre, or they have been educated in more than one English school.

### Evidence/information requirements

1. Pupil's first language, and
2. Pupil's country of origin, and
3. Date of admission to school, and
4. Date of arrival in England
- If applicable:
  5. Details of any large gap between the pupil arriving from overseas and being placed in an English school, for example awaiting immigration status
  6. Name of interim school while awaiting immigration status
  7. Confirmation of the pupil's immigration status
  8. Name of interim school while awaiting refugee status
  9. Confirmation of the pupil's refugee status



## School admissions for pupils from overseas – FAQ

**Q: Do DfE colleagues know who is providing the remote education to children from Ukraine – is this official and co-ordinated? Does usual elective home education process apply?**

A: The Secretary of State published [a letter on 4 May](#). Pupils arriving from Ukraine should be offered a broad and balanced curriculum, which promotes spiritual, moral, cultural, mental and physical development of pupils, and prepares them for the opportunities, responsibilities and experiences of adult life.

To support schools' efforts, the Oak National Academy have rolled out an auto-translate function across all 10,000 of its online lessons, meaning that children from Ukraine can access education in their native language. Schools are also responsible for ensuring that all their pupils – including refugees and migrants who have a first language other than English – develop the English language skills they need in order to access the curriculum and achieve their potential.

Whilst schools should offer the same high-quality education to incoming pupils from Ukraine as they do their existing pupils, including delivering their usual curriculum, we recognise that arrivals from Ukraine may also welcome the opportunity to access Ukrainian learning materials during this uncertain period.

To support refugees from Ukraine and those children displaced by the conflict, the Ukrainian Ministry of Education and Science (MoES) has published the [Ukrainian curriculum](#). Whilst schools should continue to prioritise delivering their usual curriculum, they may also wish to share these [Ukrainian educational materials](#) with incoming pupils and families from Ukraine. Whilst these resources could be used to complement pupils' education, for example, for use at home or in supplementary schools, they should not be used to substitute for schools' usual curriculum.

Where children and young people from Ukraine may be attending supplementary schools in the evenings or at weekends, schools may wish to signpost parents and carers to the [guidance](#) on keeping children safe in out-of-school settings. As supplementary schools are not regulated, this guidance provides helpful information to parents on how to check if a setting is safe. Elective home education is an option for families from Ukraine. More information on Elective Home Education can be found online at <https://www.gov.uk/government/publications/elective-home-education>. This includes guidance both for parents and local authorities.



## **School admissions for pupils from overseas – FAQ**

**Q: Our LA are seeing a large increase of arrivals, school places very tight this year especially at secondary and urban areas. What happens if they run out of places after going over PAN?**

A: Where the numbers of arrivals create an unmanageable or unsustainable pressure on school places, we ask that the LA contacts the department so that we can try to work together on solutions.

**Q: Regarding year 11 admissions, is there an expectation of what to do when they're on roll? Can year 11 pupils be placed in year 10 to allow them to gain qualifications (and any other child of a different year group)?**

A: A child must be admitted if a school has space. The school's responsibility is to provide every child with a suitable education.

Once they are admitted it is for the governing body and headteacher in discussion with the child's parents to decide if placing a child in a year group other than the normal chronological one would initially be the most suitable place for the child. This is true of children in other year groups.

If a year 11 child is placed in year 10, and this becomes a long-term measure they will be above compulsory school age by the time they enter year 11. It is lawful to educate older children in year 11, although schools will need to consider any safeguarding issues teaching young people alongside children might raise.

Funding will be allocated on a per-child basis and is allocated based on age. If a child is placed in a different year group, the funding will still reflect the age and not the year group the child is in. For example, a child aged 12 will still receive £8,755 whether they are in their expected year (year 7) or below.

**Q In year 11 schools often send children home to study during the pre-exam period. What do we do if a refugee arrives during this time?**

A: Whilst a refugee child may arrive too late in the year to enter GCSEs in their first few months in the country, the school has a responsibility to provide them with a suitable education. It is highly unlikely that a school would be meeting this duty through sending them home.

**Q: What support is available for post-16 both in terms of providers/EAL and access to different types of provision?**

A: All 16–19-year-olds from Ukraine given right to reside in the UK are eligible for 16-19 funding. This can be demonstrated through the HO documentation that gives families from Ukraine the legal right to reside in UK. Although the



## School admissions for pupils from overseas – FAQ

schooling system is different in Ukraine, when children and young people are in the UK, they must abide by UK protocols and laws.

Local authorities have a statutory duty to identify and support young people to help them stay in education, employment and training. DfE has been working closely with the education sector and across Government more widely to ensure that students from Ukraine are supported during this difficult time.

General advice on how to apply to FE can be found here: [Further education courses and funding: Overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/further-education-courses-and-funding-overview)

Schools are responsible for ensuring that all of their pupils – including refugees and migrants who have a first language other than English – develop the English language skills they need in order to access the curriculum and achieve their potential.

The [Ukraine Welcome Pack](#) provides advice to parents and young people.

### **Q: Post 16 providers are mostly focussing on September admissions rather than now - how are they expected to support 16–18-year-olds?**

A: Individuals living in the UK under the [Ukraine Family Scheme or the Local Sponsorship Scheme for Ukraine](#) are eligible to enrol as a student, although colleges may ask to see evidence of eligibility.

Young people and their families should approach colleges in their local area to apply for places. FE courses have flexible and scheduled start dates. It may not be possible to join a course mid-way. Students from Ukraine should discuss course start dates with their FE provider as part of their enrolment process.

Find information on Further Education courses and funding [here](#).

Find information on Further Education courses and qualifications for 14–19-year-olds [here](#).

### **Q: Can schools share out applications for Ukrainian children?**

A: Schools can only refuse applications based on ‘prejudice’ as defined in section 86 of the School Standards and Framework Act 1998 and School Admissions Code; they cannot refuse admission because an applicant is from Ukraine and they have more requests for places from Ukrainian arrivals than other schools.

If a child is placed via the FAP, then the panel can consider which school is most appropriate for the child and this might include a consideration of the additional burden on individual schools having large numbers of children who may not speak English balanced against the needs of the child.

## School admissions for pupils from overseas – FAQ

**Q: If an own admission authority school chooses to admit over capacity, is it for them to make sure they are compliant?**

A: PAN only applies to a relevant age group and is a minimum number to be admitted. Admission authorities may always admit over PAN and admit extra children into other year groups.

However, in allocating additional places, admission authorities must always apply their published admission arrangements. This may mean that the children on the waiting list will be allocated the additional places rather than refugee children. But even this helps refugee children: if a school admits additional, for example, UK nationals from its waiting list, this will free up places elsewhere for refugees.

**Q. For in-year applications from asylum seeker or refugee families, if the application lists an oversubscribed school, can you use the FAP to place them?**

A: Yes, if at least one school has refused admission and the LA is satisfied there are no places available at any school within a reasonable distance (footnote 80 of the Code).

**Q: Can we clarify which ICS exception applies to refugee children?**

A: No ICS exception applies specifically to refugees, but the following is an exception:

*‘children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance’*

Because the bulk of refugees will be moving to the area in-year it is likely that a number of infant classes will be full and they would be refused admission, on the grounds of class size prejudice, if they applied.

What we are asking is that admission authorities apply this exception to refugee children who would otherwise have no other school within a reasonable distance of their place of residence.

It would be likely to breach the Equality Act 2010 (race discrimination) if admission authorities were only to prioritise refugees from Ukraine on this basis. There are other refugees in this country fleeing persecution and war (e.g. Afghanistan, Syria, Yemen, Palestinian territories, Ethiopia, Congo etc) and these should be treated equally.

## School admissions for pupils from overseas – FAQ

**Q: What about the applicants for main round admissions, we can't use FAP for those, so can we 'discuss' with schools about going over PAN?**

A: The majority of refugees will be in-year applicants, but a minority will be 'late' applicants for reception and year 7 (for example) for whom the local authority is required to co-ordinate admissions up to and including 31 August 2022.

Admission authorities should be asked to exceed their PAN. They cannot favour refugees from Ukraine for admission but admitting anyone extra will free up places elsewhere for refugees.

Direction powers (section 96 for maintained schools for which the LA isn't admission authority and for an academy, a [request to the Secretary of State](#)) can be used as a last resort, if necessary where admission authorities are refusing to admit above PAN and no other place is available.

**Q: Where do we find the DfE education welcome pack?**

A: It is a UK government rather than DfE Welcome Pack. It includes information at Annex A on applying for a school place, versions translated into Ukrainian and Russian can also be downloaded from this website. [Welcome: a guide for Ukrainians arriving in the UK - GOV.UK \(www.gov.uk\)](#).

**Q: Is there a point when the child must be put into the correct year group before the end of their education? or can they remain in the "wrong" chronological year for the rest of their education?**

A: They can remain in the 'wrong' year group, but parents should be aware of the implications of that – such as difficulties in transfer between primary and secondary. Children can just decide to leave when they are no longer of compulsory school age, the age at which they sit exams. There are differences in where children are at in their education journey in Ukraine because they teach by stage, not age, due to changes in starting age that have been implemented over time in Ukraine.

## School admissions for pupils from overseas – FAQ

### Data

**Q: As the Admissions Code says admission authorities cannot ask for irrelevant personal information is part of the admissions process, how will LAs discover the nationality of applicants?**

A: There are a number of routes.

1. The Homes for Ukraine scheme will inform LAs where refugees live. Discovering this information will require some internal co-ordination within the LA.
2. The LA can ask schools for the information once children are offered places. They may need some assurance that this is not a check on immigration status but a survey of the impact of recent rises in immigration on school places to inform funding and building policy.
3. LAs can find out where families are from if the parents come to the LA for advice. Every welcome pack the government has published (Afghan, Hong Kong, Ukraine) advises these refugees to contact the LA for advice on schools with spaces.
4. Those families requiring interpretation services are likely to be foreign nationals. It is a near enough proxy for our purposes.
5. There must be a space on the CAF for parents to write anything they think is relevant to their choice of school. You can't direct families to state their nationality here as it would be likely to breach the Admissions Code to do so but parents may offer the information. For example – and to answer a specific question we've had from an LA – a CAF could lawfully provide fields for an applicant to provide reasons for a preference and for any other information they wish to submit in support of the application (but they cannot be required to complete this).

**Q: Country of Origin isn't generally part of an application form as Nationality cannot be used to determine applications. Using other mechanisms could take a long time, what can we do?**

A: An LA which is not an admission authority (AA) could ask for this information, but it is correct that the Code prevents an AA from asking for personal information irrelevant to the admissions process.

From discussion with LAs, there are other means of obtaining this information, from the schools once admitted, by assumptions about former address by it being volunteered by parents. We appreciate in the data collection, we won't capture everyone. However, we are looking at returns indicative of scale.



## **School admissions for pupils from overseas – FAQ**

**Q: Are you saying it would be acceptable for the LA to ask for nationality, perhaps separately from a CAF?**

A: Separately to the admissions process, yes - e.g., once children are in schools or if you have no maintained secondary schools, for example, you could ask in the admissions process because you would not be an AA taking any decisions on admission.

**Q: How will this work for LAs that do not co-ordinate in year admissions so do not have ready access to numbers of applications?**

A: Most local authorities were able to provide this information during our Hong Kong survey.

Admission Authorities are required to inform the local authority of any places offered (or refused). Local authorities could also seek information from schools on nationality once children are admitted.

Ultimately, it is for local authorities to determine how they can collect this information. It is likely to be more important for LAs to collect this data who are likely to experience pressure on school places due to large numbers of migrants or refugees.

**Q: Don't you also need to know the vacancy situation in LAs as part of the data request? Data on applications and offers won't give an indication of the pressure in an area**

A: This is an initial data capture exercise to understand the broad picture of applications across LAs. We can then apply the applications data to our place planning data to get a broad picture of where the pressures are.

**Q: Can we send data divided in two - those currently here and those expected? Would that give a better picture of the situation re places?**

A: For this initial data capture we are only asking for the overall number of requests received.

**Q: When will you be asking for the data for all other arrivals?**

A: The department intends to undertake a more frequent collection of data from LAs on all arrivals from overseas. This will enable us to understand better the pressures on school places that LAs and schools are facing and, where additional support is needed, to ensure that it is appropriate.

We anticipate that this survey will ask you about separately for migrants from Ukraine, Afghanistan, Hong Kong, and asylum seekers who do not fall into those categories who have been admitted to primary schools and secondary



## **School admissions for pupils from overseas – FAQ**

schools since 31 August 2021, and numbers in each of those categories still out of school.

**Q: In Ukraine children go to university after year 11. What guidance do we give those children?**

A: The system is different in Ukraine; however, the children must be admitted into educational establishments based on the UK system. After year 11 a child can either attend a sixth form, a college, or a FE establishment. Some FE establishments will admit children from the age of 14.

**Q: Does other overseas include anyone from overseas or just asylum seekers?**

A: We are trying to gauge unplanned for impacts. We were thinking of asylum seekers but if you've seen unexpected influxes of foreign nationals that aren't in other categories, include them.

**Q: What can we do if we have difficulty collecting some of his data?**

A: As with last year's Hong Kong BN(O) survey, we are asking you to give us what you can. We appreciate not every LA will be able to track back. If you have absolutely no way of obtaining this information then I appreciate you can't but once a child is admitted, information about nationality can be shared. Families volunteer this information, and you can make some assumptions based on name and previous address (if you ask for that).

**Q: How does this group and collection of data overlap with the DfE colleagues in place planning?**

A: It is separate to the SCAP return but it will enable us to see where the effects are greatest. We are working closely with pupil place planning colleagues.

**Q: Is it possible to change data if it is incorrect?**

A: Yes, it is possible to resubmit at any time.

**Q: We have not collected data on other migrants, do we have to gather this data?**

A: If you have not been collecting this data then you do not have to submit it for this return. We do not want to create additional burden for LAs. You can start to record this data from now.

**Q: Is there an option to add additional text on the form?**

A: If you want to provide additional information you can do this via our mailbox



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## **School admissions for pupils from overseas – FAQ**

[SSPO.dfe@education.gov.uk](mailto:sspo.dfe@education.gov.uk)

**Q: Should we record applications from outside our borough, or only applications made by residents?**

A: You should include applications received regardless of where the applicant lives. It may be the case that cross-border applications are very common in certain areas (e.g., London).

**Q: Should we record children who have received an offer but who are not yet on roll as having been offered a school place?**

A: Yes, if an offer has been made, they should be recorded as having been offered a school place regardless of being on roll or not.

**Q: What happens if we are unable to submit data for this return?**

A: If you are unable to submit data this will be recorded as a nil return and you can submit data at the next return. You can send data to our mailbox after the portal closes.

**Q. What do we do if we know of children being home educated or who are not in school, who have not applied for a school place?**

A: Please inform us via [sspo.dfe@education.gov.uk](mailto:sspo.dfe@education.gov.uk)



## School admissions for pupils from overseas – FAQ

### **Ukraine funding**

**Q: Is funding coming to counties rather than districts and boroughs?**

A: DfE funding will be allocated to the 152 unitary and top tier local authorities.

**Q: If a host family's child goes to an independent school and a Ukrainian child staying with them wants to go there, will we fund a place?**

A: This education funding for children and young people will be distributed to local authorities. If the funding is used for a school place, it will be for state-funded schools only.

**Q: Are LAs going to get info on children arriving under the family scheme?**

A: We are working with DLUHC to validate numbers, we will continue to work cross government on this issue.

**Q: Our LA want to ensure we recover some costs incurred by the LA as these are high, whilst costs to schools are modest. We are appointing an extra admissions officer and transport is expensive.**

A: Afghan funding was a per pupil amount paid to LAs, that could be spent on transport, we expect Ukraine to be similar.

**Q: What data are the allocations on gov.uk based on?**

A: Data we are currently collecting from DLUHC and Home Office. Distribution will be based on this.

**Q: Will it be up to LAs to distribute the funding?**

A: Based on the Afghan funding model, it is anticipated to be s.14 funding passported to local authorities to spend.

**Q: When can we expect to receive funding for pupils from Ukraine?**

A: There are two schemes for children arriving from Ukraine. For the **Homes for Ukraine scheme** the government is providing funding to local authorities to provide education services for children from families arriving from Ukraine under this scheme, including support for children with special educational needs and disabilities (SEND). This funding will be paid by DfE and we are currently working at pace to develop the methodology and mechanism for the allocation of this education funding for children and young people and will write to local authorities once this work is completed.

On timing, we anticipate funding to be paid in mid-July for both Ukrainian and



## **School admissions for pupils from overseas – FAQ**

Afghanistan funding to be distributed. It is likely that the 2021 Afghanistan model will be used in the same manner for the next tranche of funding. DLUHC will provide clarity and guidance on processes soon.

The **Ukraine Family Scheme** is very similar to existing family routes and will be treated the same as other family visas. As such, the pressures on public services from this route will be managed by local authorities in the usual way.

We recognise local authorities are playing a crucial role in supporting Ukrainian nationals. We are working closely with the sector and other government departments to refine our understanding of the costs we expect LAs will incur to support and provide services to those Ukrainian nationals arriving in the UK.

**Q: If a refugee child is hosted by a resident in an LA but the child accepts a school place in a neighbouring borough – who receives the DfE funding the hosting LA or the school's maintaining LA?**

I can helpfully reference that, for the [Afghanistan resettlement scheme](#), LAs were able to use the funding (for EY, primary and secondary) to support the provision of education and support for all children arriving from Afghanistan. The money was passported to schools and academies who offered places to children. Also, one of the conditions was that in cases where children are offered a school place in a local authority outside the one in which the child's family is housed the local authority that receives the grant funding should send an appropriate amount to the counterpart authority providing the school place. We anticipate a similar approach but will provide details in the next few weeks.

**Q: Small boroughs that are landlocked by huge LAs (Solihull, West Midlands) are finding it difficult to find capacity in their area for school places. This is impacting year 1 phonics, year 6 SATs and sixth forms in particular. What support is in place to help these boroughs?**

A: As with other areas of concern we continue to discuss these issues with colleagues across the Department and wider-Government.

**Q: Under the Afghan schemes we had to apply separately for additional funding for London LAs whose place funding is higher than in other places. Will this be the same for the Ukrainian schemes?**

A: There was no additional funding for London authorities in the Afghanistan Resettlement (Education) Grant 2021-22.



Department  
for Education

### **School admissions for pupils from overseas – FAQ**

**Q: DHLUC data is the data we are using to calculate how many children we have coming in – it's based on Homes for Ukraine scheme- can you extract from that as we have to do and gain an overall national map of where families are anticipating being housed?**

A: We are working closely with DLUHC on the accurate capture of data to ensure that funding is allocated correctly. Once we agree the process and data sharing approach, we will be able to develop mapping tools.

**Q: is there a comms mechanism that alerts Admissions and Home to School Travel Teams when funding has been provided. This will afford Team managers to query with finance etc?**

A: We will notify LAs admissions teams when allocations are made. The information will also be published on GOV.UK.

**Q: Will LAs be able to use the funding allocation on transport?**

A: LAs will be able to use the funding allocation on transport. LAs can use the funding allocated by DHLUC on transport also.



Department  
for Education

## **School admissions for pupils from overseas – FAQ**

### **Other funding**

**Q: What about funding for Afghans who are moving from bridging hotels to other areas, please?**

A: The Afghan Resettlement (Education) Grant 2021-22 is for the provision by local authorities of education services for children from families arriving from Afghanistan under Afghan Relocation and Assistance Policy, Afghanistan Citizens Resettlement Scheme and British Nationals, currently residing in bridging accommodation, namely hotels funded by the Home Office.

We are currently working with colleagues in the Home Office to determine any future funding for the 2022-23 financial year for Afghans relocated under the Afghan relocation and assistance policy (ARAP), the Afghan Citizens Resettlement Scheme (ACRS), and British nationals. We will contact local authorities with updates in due course.

**Q: When will we know about the Afghan funding?**

A: We are currently working with colleagues in the Home Office to determine any future funding for the 2022-23 financial year for Afghans relocated under the Afghan relocation and assistance policy (ARAP), the Afghan Citizens Resettlement Scheme (ACRS), and British nationals. We will contact local authorities with updates in due course.

**Q: New asylum seeker dispersal funding is going to district/boroughs, not upper tier authorities. With increased dispersal, is there going to be any education funding?**

A: For queries regarding education funding for children living in asylum seeking hotels, please contact the Home Office. The funding that we have been allocated to distribute covers Afghans relocated under the Afghan relocation and assistance policy (ARAP), the Afghan Citizens Resettlement Scheme (ACRS), and British nationals.



## School admissions for pupils from overseas – FAQ

### **Free School Meals**

**Q: Is there any support for schools to provide free meals in the meantime, whilst paperwork or universal credit applications are being processed?**

A: From the date the claim was submitted, the first regular Universal Credit payment is usually paid 5 weeks later. This is made up of a one month assessment period and up to 7 days for the payment to reach their account. In this situation if families need some additional support Local Authorities may be able to offer assistance through the Household Support Fund which can be used to support households with energy, food and water costs.

Also families can receive an advance on their first UC payment, as set out in the Homes for Ukraine guidance [Homes for Ukraine: guidance for councils - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/homes-for-ukraine-guidance-for-councils)

A pupil should not be recorded as FSM eligible until a claim has been made and verified either through a positive result on the ECS or through the claimant providing appropriate paper-based evidence.

**Q: Could schools manually add the pupils to their FSM list (as they would do for those with no recourse, who are eligible) and then could they claim FSM funding for those pupils that way? Then once the Universal credit comes through and they appear on the official checker, the school will have the evidence.**

A: A pupil should not be recorded as FSM eligible until a claim has been made and verified either through a positive result on the ECS or through the claimant providing appropriate paper-based evidence.

**Q: Is it a Govt expectation that Ukrainian families will have automatic eligibility to FSM despite their income or are LAs expected to assume entitlement and provide meals?**

A: Ukrainian families are subject to the standard [FSM eligibility criteria](#).

**Q: Should all Ukrainian children be included in schools' census data as being eligible for FSM?**

A: If they are eligible for FSM under the usual criteria, then they should be recorded as such in the census data.

## School admissions for pupils from overseas – FAQ

**Q: Will there be formal guidance from DfE be issued to LA's/Schools to  
A: clarify the FSM process?**

Ukrainian families are subject to DfE's standard [FSM eligibility criteria](#).

**Q: Can LAs have a written directive that they can simplify evidence  
obtained for FSM eligibility?**

A: DfE's FSM guidance page suggests evidence that schools/LAs could ask to see if the eligibility checking system doesn't return a result.

For families that might be eligible for free school meals under Universal Credit, applicants should provide:  
a copy of their Universal Credit award statement (from their most recent assessment period(s) – going back a maximum of three assessment periods).

**Q: If a Ukrainian family is not eligible for UC due to their income, can  
they still claim for FSM?**

A: Ukrainian families must meet the [FSM eligibility criteria](#) to receive FSM.

**Q: How are such children to be considered/assessed if not having a port  
or NASS number etc?**

A: When applying for FSM, a NASS number is only required to verify the eligibility of families in receipt of support under part VI of the Immigration and Asylum Act 1999. As Ukrainian families are able to apply for universal credit and other benefits, they can access FSM this way.

Applicants for FSM may provide documentation in support of their claim for FSM. Local authorities can award free school meals if they are satisfied that the paper-based evidence demonstrates that the eligibility criteria are met. Evidence should be retained for audit purposes.

For families that might be eligible for free school meals under Universal Credit, applicants should provide: a copy of their Universal Credit award statement (from their most recent assessment period(s) – going back a maximum of three assessment periods).